DOI: https://doi.org/10.71317/kjard.2.8.2026.487

The Kashmir Journal of Academic Research and Development

Journal homepage: https://rjsaonline.org/index.php/KJARD

Teachers' Beliefs about English Textbooks and Their Pedagogical Decision-Making in Teaching Writing Skills at Intermediate Level

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ARTICLE INFO

Received:
July 10, 2026
Revised:
July 25, 2026
Accepted:
August 09, 2026
Available Online:
August 24, 2026

Keywords:
teacher beliefs; English textbooks; pedagogical decision-making; writing skills; intermediate level; explanatory sequential mixed methods; research protocol; Bahawalpur

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ABSTRACT

English textbooks remain a central instructional resource at the intermediate level in Pakistan, but teachers' beliefs, professional knowledge, institutional expectations, and classroom constraints mediate their use. This article presents an explanatory sequential mixed-methods protocol for investigating how intermediate-level English teachers in Bahawalpur District interpret prescribed textbooks and make decisions when teaching writing. The proposed quantitative strand uses a multidimensional questionnaire, followed by purposively sampled interviews and classroom observations; integration is planned through connected sampling, explanation building, and a joint display. To demonstrate the intended statistical workflow not to report field evidence the manuscript includes an explicitly labelled synthetic dataset of 40 teacher records. In that demonstration, perceived writing-support adequacy was the strongest unique predictor of adaptive decision-making ($\beta = .43$, $p = .006$), whereas process-writing beliefs, agency, and constraints were not statistically significant after simultaneous adjustment. Because no documented recruitment, consent, interviews, or classroom observations underpin the supplied dataset, the numerical outputs and illustrative qualitative themes must not be interpreted as findings about teachers in Bahawalpur. The protocol's contribution is a transparent framework for linking textbook beliefs, writing pedagogy, agency, contextual constraints, and observed pedagogical decisions. Empirical claims should be made only after ethics approval, field data collection, instrument validation, and preregistered or otherwise documented analysis.

Introduction

Textbooks occupy an unusually powerful position in English language education because they translate broad curriculum aims into daily sequences of texts, explanations, exercises, and assessments. At the intermediate level in Pakistan, where English is both a compulsory subject and a gatekeeping language for higher education, the prescribed textbook often becomes the visible curriculum. It influences what counts as legitimate knowledge, how teachers distribute classroom time, what students copy into notebooks, and which forms of writing are rehearsed before examinations (Hutchinson & Torres, 1994; Guerrettaz & Johnston, 2013). However, this power is never absolute. Teachers interpret, prioritize, adapt, extend, or bypass materials in response to their beliefs about language, learning, writing, students, assessment, and their own professional responsibilities. Recent research

therefore treats materials use as a form of situated professional judgment rather than simple implementation (Li & Xu, 2021; Hanifa et al., 2024; Shawer, 2010; Tomlinson, 2012).

The distinction between possessing a textbook and using it pedagogically is central to this study. Two teachers may teach the same chapter but create very different learning opportunities for their students. A model answer may be explained, a fixed format dictated, and students asked to reproduce it. Another teacher may use the same model as a mentor text, invite students to notice organization and language choices, conduct collaborative planning, and guide revision through feedback. The textbook is identical; however, the enacted curriculum differs because teachers make decisions through personal and contextual filters (Pajares, 1992; Borg, 2003). Research on pedagogical beliefs consistently indicates that beliefs are related to instructional-material use, although the relationship is neither linear nor perfectly consistent (Almunawaroh et al., 2024; Wang et al., 2024; Basturkmen, 2012; Phipps & Borg, 2009). Teachers may endorse learner-centered writing in principle while relying on controlled exercises when large classes, limited time, high-stakes examinations, or uneven proficiency make it difficult to implement preferred practices.

Writing deserves specific attention because it is frequently reduced to a final product, even though contemporary scholarship describes it as a recursive, socially mediated, and genre-sensitive process (Flower & Hayes, 1981; Hyland, 2003). Effective writing instruction involves idea generation, audience awareness, organization, drafting, language development, feedback, revision, editing, and reflection (Graham & Perin, 2007). Collaborative writing and peer feedback can strengthen engagement when teachers provide clear modelling and scaffolding (Cheng et al., 2024; Ruth, 2024; Storch, 2005). Nevertheless, secondary and intermediate classrooms often privilege accuracy, memorized formats, and examination-compatible products. The resulting tension is not simply a choice between old and new methods; it reflects teachers' efforts to reconcile curricular ideals, textbook affordances, assessment demands, student expectations, and available resources.

Bahawalpur District provides a meaningful context for examining this issue. The district includes urban, peri-urban, and rural institutions, public and private colleges, and students with varied linguistic and socioeconomic backgrounds (Shamim, 2008; Coleman, 2010). English teachers work within a system where textbooks and board examinations carry substantial authority, but institutional resources and professional-development opportunities differ. A locally grounded study can show whether teachers regard the textbook as a syllabus, a safety net, an examination guide, a source of models, or a flexible resource. It can also reveal which writing activities teachers retain, modify, supplement, or omit, and why (Rahman, 2002). Earlier review work on EFL teachers' perceptions of textbook evaluation emphasized teachers' capacity to identify strengths and weaknesses in materials (Sheldon, 1988; Ahmadi & Derakhshan, 2016). The present article preserves this concern but extends it in three ways. First, it focuses on writing skills rather than textbook evaluation in general. Second, it examines the link between belief and pedagogical decision-making instead of treating perception as an endpoint. Third, it adopts an explanatory sequential mixed-methods design so that survey patterns can be interpreted through teachers' accounts and observed classroom practices. This design responds to recent calls to investigate teacher cognition through multiple data sources rather than relying exclusively on self-report (Chen et al., 2024; Li et al., 2024; Kubanyiova & Feryok, 2015).

This study is significant for several audiences. Textbook writers need evidence about how materials operate in real classrooms, including where teachers repeatedly compensate for missing scaffolds or culturally distant content (Gray, 2010; Harwood, 2014). Teacher educators need to understand the practical reasoning behind textbook adaptation. College administrators need to identify structural barriers that restrict process-oriented instruction. Teachers themselves may benefit from structured reflection on how beliefs become routines and how alternative uses of existing materials can broaden students' opportunities to write. At the policy level, evidence from Bahawalpur can inform curriculum implementation without assuming that fidelity to a textbook is equivalent to instructional quality (Priestley et al., 2015).

Literature Review

Textbooks as curriculum resources

Contemporary materials research rejects both textbook worship and dismissal (Tomlinson, 2012; McGrath, 2013). Textbooks can provide coherence, progression, shared reference points, language input, and manageable preparation, particularly where teachers handle heavy workloads (Ur, 1996; Richards, 2001). They may also constrain learning when activities are decontextualized, culturally distant, insufficiently differentiated, or narrowly aligned with testing (Littlejohn, 1998; Gray, 2010).

The pedagogical value of a textbook depends on the interaction among its design, learners, teachers, assessment systems, and institutional conditions (Guerrettaz & Johnston, 2013). Li and Xu (2021) conceptualize effective materials use as knowledge-intensive work in which teachers understand materials, learners, pedagogy, and context. Hanifa et al. (2024) similarly show that adaptation can support meaningful learning and cultural relevance, while also producing challenges involving task difficulty, reflection, and language choice. Textbook authority is intensified by examination preparation. Teachers may consider the sequence of lessons non-negotiable because students and administrators expect coverage (Shawer, 2010). Yet coverage can mean several things: completing pages, explaining content, assigning exercises, preparing likely examination answers, or enabling students to use writing knowledge independently. These meanings reflect different beliefs about what the textbook is for. A teacher who views it as the curriculum may equate omission with professional failure. A teacher who views it as one resource may judge fidelity by whether students meet curriculum outcomes, even when tasks are reordered or supplemented. The study therefore distinguishes belief in textbook authority from belief in textbook usefulness (Sheldon, 1988; Cunningsworth, 1995).

Teacher beliefs, cognition, and agency

Teacher beliefs are propositions, assumptions, values, and practical understandings through which teachers interpret instructional situations (Pajares, 1992; Woods, 1996; Borg, 2006). They develop through language learning histories, teacher education, professional experience, workplace cultures, and repeated encounters with learners (Borg, 2003). Beliefs are not isolated mental statements; they are embedded in professional identity and connected to emotions, knowledge, goals, and perceived possibilities (Borg, 2019). Recent reviews of language teacher cognition emphasize increasing attention to complexity, context, and methodological triangulation (Wang et al., 2024). Research also suggests that teachers' questions, concerns, and dilemmas reveal what they consider pedagogically important (Mante-Estacio & Tupas, 2024). Agency refers to teachers' capacity to make purposeful choices within structural conditions. It is neither complete freedom nor personal will alone (Priestley et al., 2015). Teachers exercise agency when they interpret policy, modify materials, negotiate assessment requirements, seek resources, or create additional opportunities for learning (Biesta et al., 2015). In materials use, agency becomes visible through decisions to adopt, adapt, supplement, reorder, localize, simplify, expand, or omit (Shawer, 2010; McGrath, 2013). Almunawaroh et al. (2024) found meaningful relationships among EFL teachers' pedagogical beliefs, pedagogical content knowledge, and use of instructional materials. Hanifa et al. (2024) show that adaptation may promote contextually meaningful learning, but its success depends on teachers' judgments and learners' responses.

Belief-practice alignment should not be treated as a moral test of teacher consistency. When practice differs from stated belief, the difference may reveal competing beliefs or contextual constraints (Phipps & Borg, 2009; Basturkmen, 2012). A teacher may value peer feedback but fear that students lack the language to comment responsibly. Another may believe in iterative drafting but allocate time to model answers because examinations reward predictable products. Studies in language education show that alignment is influenced by knowledge, experience, institutional expectations, class composition, and assessment (Chen et al., 2024; Li et al., 2024; Kubanyiova & Feryok, 2015). The relevant question is therefore not only whether belief and practice match but also which conditions enable or obstruct enactment.

Beliefs about writing instruction

Writing beliefs can be organized around several orientations. A product orientation emphasizes correctness, organization, model imitation, and the evaluation of a completed text (Hyland, 2003). A process orientation emphasizes planning, drafting, feedback, revision, and recursive development (Flower & Hayes, 1981). A genre orientation connects language choices to social purpose, audience, and conventional organization (Hyland, 2007). A sociocultural orientation treats writing as participation supported by interaction, tools, identities, and communities (Manchón, 2011). In practice, teachers often combine orientations rather than following a single pure model. Kessler et al. (2024) report variation in the theories and genres that L2 writing instructors say inform their pedagogy, underscoring the need to examine both declared orientations and enacted choices.

Collaborative writing shows how beliefs affect implementation. Teachers may view collaboration as a means of generating ideas, sharing linguistic resources, and learning through dialogue, while others may worry about unequal participation, classroom noise, or individual assessment (Storch, 2005, 2019). Ruth (2024) found that EFL teachers' beliefs about collaborative writing shape their understanding of its value and feasibility. Peer feedback presents similar tensions. Students benefit when criteria, modelling, and teacher scaffolding help them interpret and use feedback (Cheng et al., 2024; Hyland & Hyland, 2006). Without scaffolding, peer comments may remain superficial or be overly focused on grammar. Textbook activities that merely instruct

students to exchange drafts may therefore be insufficient unless teachers add procedures, examples, and response strategies to them.

Written corrective feedback is another belief-rich domain. Teachers decide which errors to address, whether to correct directly or indirectly, how much feedback students can process, and whether feedback is used for revision (Truscott, 1996; Ferris, 2006). Alkhateeb et al. (2024) show that instructors' corrective feedback practices are influenced by multiple pedagogical and contextual factors, a pattern also documented in secondary classrooms (Lee, 2008). Roothooft et al. (2025) further indicate that learner beliefs about feedback may differ across contexts, reminding teachers that response practices should be discussed rather than assumed. A textbook can offer prompts and model texts, but it rarely determines the complete feedback ecology of a classroom (Bitchener & Knoch, 2010).

Textbook affordances for writing

A writing-supportive textbook should provide more than topics and final-answer models. It should help learners understand purpose and audience, analyze examples, generate content, organize ideas, draft, receive feedback, revise, edit, and reflect (Hyland, 2003; Graham & Perin, 2007). It should include varied genres relevant to academic, civic, and everyday communication. Instructions should be clear enough for independent use but open enough to permit teacher mediation (Tomlinson, 2011). Tasks should progress in cognitive and linguistic demand, connect reading with writing, and accommodate variation in proficiency (Harwood, 2014). Teachers may perceive a textbook positively because it aligns with examinations, even when it offers limited process support. Conversely, they may criticize repetitive or artificial tasks while continuing to use them because those tasks are institutionally valued (Zacharias, 2005; McGrath, 2006). This distinction motivates separate questionnaire dimensions for perceived examination alignment, pedagogical adequacy, cultural relevance, learner accessibility, and writing-process support (Razmjoo, 2010). It also motivates classroom observation: reported adaptation can range from a brief oral explanation to a redesigned sequence with planning, drafting, feedback, and revision.

Research gap

Existing research provides substantial evidence on textbook evaluation, teacher beliefs, materials adaptation, and L2 writing pedagogy (Tomlinson, 2012; McGrath, 2013; Borg, 2019); however, fewer studies connect these domains at Pakistan's intermediate level through integrated quantitative, interview, and observation data. Perception surveys alone cannot show how beliefs appear in classroom decisions. Observation alone cannot reveal the reasoning teachers attach to constrained choices. A mixed-methods approach is therefore needed to identify broad patterns, select contrasting cases, document enacted practice, and explain convergence or divergence among beliefs, reports, and observations (Creswell & Plano Clark, 2018).

Aims and Objectives

This proposed study aims to investigate English teachers' beliefs about prescribed textbooks and explain how those beliefs interact with contextual conditions to shape pedagogical decisions in teaching writing skills at the intermediate level in Bahawalpur District. Its objectives are to: (a) assess beliefs about textbook authority, adequacy, and relevance; (b) examine beliefs about product-, process-, and genre-oriented writing instruction; (c) document reported and observed decisions to follow, adapt, supplement, reorder, omit, or create materials; (d) test associations among beliefs, agency, constraints, institutional context, and adaptive decision-making; and (e) explain quantitative patterns through interviews and classroom observations. These objectives remain prospective until the field study is completed.

The proposed field study addresses five questions. RQ1: What beliefs do intermediate-level English teachers in Bahawalpur District hold about prescribed textbooks and their support for writing instruction? RQ2: What pedagogical decisions do teachers report and enact when using textbook writing activities? RQ3: How do textbook beliefs, writing-pedagogy beliefs, agency, and contextual constraints relate to adaptive decision-making? RQ4: How do beliefs and decisions vary by institution sector, location, teaching experience, and qualification? RQ5: How do interviews and observations explain the quantitative patterns and apparent belief–practice relationships?

Table 1. Conceptual Constructs and Operational Indicators

Construct	Operational meaning
Textbook beliefs	Judgments about authority, adequacy, relevance, and utility
Writing-pedagogy beliefs	Views of how writing is learned and taught
Teacher agency	Perceived and enacted capacity to make purposeful choices
Contextual constraints	Conditions that enable or restrict preferred practice
Pedagogical decisions	Observable choices in textbook-mediated instruction

Methodology

Research paradigm and design

The proposed study adopts a pragmatic orientation because the research problem requires both measurable patterns and contextual explanations (Tashakkori & Teddlie, 2010; Creswell & Plano Clark, 2018). An explanatory sequential mixed-methods design is planned: a quantitative survey will establish distributions and relationships, after which interviews and observations will explain how beliefs are enacted under specific conditions. The strands will be connected through purposive follow-up sampling and integrated through explanation building and a joint display (Ivankova et al., 2006; Fetters et al., 2013).

Setting and population

The target population comprised teachers who taught compulsory or elective English to intermediate classes in public and private colleges in Bahawalpur District. The institutional frame should include Bahawalpur city and accessible rural or peri-urban tehsils so that location does not confound school type. Eligibility requires current responsibility for at least one intermediate English class and experience using the prescribed textbook during the study year. Visiting teachers may be included if they meet these criteria and can participate in follow-up activities.

Sampling

For the demonstration analysis reported in Section 5, the quantitative strand comprises 40 synthetic teacher records, balanced across public (n = 20) and private (n = 20) institutions and including urban (n = 24) and rural/peri-urban (n = 16) settings. These records were not obtained from teachers and cannot establish representativeness, prevalence, reliability, or population effects. For the future field study, probability-based stratification by sector and location should be used where a complete sampling frame is available. An a priori power analysis should determine the quantitative sample size using the prespecified primary model, number of predictors, alpha level, target power, and smallest effect of substantive interest; a substantially larger sample than 40 will ordinarily be required for stable multivariable estimation and subgroup comparisons. Maximum-variation sampling should then select interview and observation cases from empirically observed quantitative profiles.

Instruments

The Teachers' Textbook Beliefs and Writing Decision-Making Questionnaire contains six parts: demographics, textbook authority and trust, perceived writing-support adequacy, writing-pedagogy beliefs, teacher agency and constraints, and frequency of pedagogical decisions. Items use five-point agreement or frequency scales. Construct definitions are specified before item writing to avoid mixing evaluation of the book with evaluation of teachers. Negatively worded items should be used sparingly because they can introduce method effects (Dörnyei & Taguchi, 2010). The semi-structured interview guide asks teachers to describe a recent writing lesson, identify textbook features they trusted or questioned, explain adaptations, discuss examination and time

pressures, and reflect on differences between preferred and feasible pedagogy. Artifact prompts, including textbook pages, lesson plans, student tasks, or teacher-made worksheets, can support specific rather than generalized accounts (Borg, 2006).

The observation protocol records lesson phases, textbook use, teacher talk, student participation, language choice, writing-process opportunities, feedback, differentiation, and assessment alignment. Each observed decision is coded as follows: adapt, follow, supplement, reorder, omit, or create. Low-inference field notes should distinguish what occurred from the observer's interpretation. A post-observation stimulated-recall conversation should ask the teacher to explain two or three focal decisions (Gass & Mackey, 2017).

Validity, reliability, and pilot testing

Content validity should be established through review by five to seven experts in applied linguistics, language teacher education, educational measurement, and intermediate English teaching. Experts should evaluate relevance, clarity, contextual appropriateness, and construct representation. Revised items should be cognitively interviewed with teachers before pilot administration. Field validation should report item distributions, missingness, factorability, dimensionality, coefficient omega and alpha with confidence intervals, and evidence of convergent and discriminant validity. The coefficients in Section 5 arise from synthetic records and therefore do not validate the questionnaire. Observation coding should be piloted with independently coded lessons; the unit of coding, coder training, disagreement resolution, and an appropriate agreement coefficient with uncertainty should be reported before inferential use.

Data collection procedure

Ethical and administrative approval must precede participant recruitment (BERA, 2018). The demonstration results reported below do not indicate that teachers were contacted, consented, interviewed, or observed. In field implementation, participants should receive an information sheet, provide voluntary consent, and use confidential codes linking survey profiles with optional qualitative follow-up. Survey data should be screened before qualitative sampling, and profile scores and open comments can guide purposeful selection. Interviews of approximately 45–60 minutes should occur in English, Urdu, or a participant-preferred combination; translation decisions must be documented (Temple & Young, 2004). Observations should focus on lessons whose stated purpose includes paragraph, essay, letter, application, comprehension-based response, summary, or other extended writing. Student work may be examined only with separate consent and anonymization.

Quantitative analysis

The demonstration analysis uses frequencies, means, standard deviations, internal-consistency coefficients, Pearson correlations, ordinary least-squares regression, and a public–private comparison to illustrate the planned workflow. In the field study, assumptions should be checked using residual and influence diagnostics rather than significance tests alone; missing-data handling, multiplicity control, confidence intervals, standardized effect sizes, and exact p values should be reported. The primary model and any moderation tests should be prespecified. Given $N = 40$ and the synthetic origin of the records, the displayed regression is illustrative only: its coefficients, p values, and reliability estimates do not constitute empirical evidence or justify generalization.

Qualitative analysis

The field study will use reflexive thematic analysis with theoretically informed and inductive coding. Sensitizing concepts will originate from the framework authority, adequacy, process writing, agency, assessment, and constraints while inductive codes will capture unanticipated meanings (Braun & Clarke, 2006, 2019). Analysis will involve familiarization, coding, candidate-theme development, theme review, naming, and analytic writing. Consistent with reflexive thematic analysis, quality will be supported through reflexive memos, a transparent audit trail, attention to disconfirming cases, and rich extracts rather than treating inter-rater reliability as proof of interpretive validity. Any translation from Urdu or Saraiki should document who translated, how meanings were checked, and how culturally specific terms were retained (Temple & Young, 2004).

Integration

Integration occurs at three points. First, quantitative profiles determine qualitative sampling. Second, interview and observation protocols are tailored to survey results. Third, a joint display aligns statistical patterns, qualitative explanations, observed practices, convergence status, and meta-inferences (Fetters et al., 2013). For example, a strong process-writing belief but little observed revision will be interpreted through time, examination pressure, lesson sequence, and the teacher's account rather than labelled inconsistency without context.

Ethical considerations

Teachers should not be evaluated for employment purposes, and principals should not receive individual responses. Pseudonyms and institution codes should be used in transcripts and reports. Observations should minimize disruption and avoid recording students unless specifically approved. Digital data should be encrypted, access-limited, and retained according to the approving institution's policy. Because teachers may criticize prescribed materials or administrative expectations, quotations should be edited carefully to prevent deductive identification while preserving meaning (Kaiser, 2009).

Table 2. Analysis and Integration Matrix

Research question	Quantitative analysis	Qualitative analysis	Integration product
RQ1	Descriptives; scale evidence	Belief narratives	Belief-profile explanation
RQ2	Decision frequencies	Decision episodes	Reported–observed comparison
RQ3	Correlation; hierarchical regression; moderation	Mechanisms and constraints	Explanatory meta-inference
RQ4	Group comparisons with effect sizes	Contrasting cases	Context-sensitive interpretation
RQ5	Profile selection	Themes; observation analysis	Joint display

Demonstration Analysis (Synthetic Data; Not Field Findings)

Synthetic record profile

The synthetic demonstration dataset comprised 40 intermediate-level teacher records. Public and private institutions were equally represented; 24 records (60.0%) were coded as urban and 16 (40.0%) as rural/peri-urban. The profile also contained 22 records coded as women (55.0%) and 18 as men (45.0%). These distributions were imposed for demonstration and must not be described as a recruited sample or as evidence about teachers in Bahawalpur.

Table 3. Profile of Synthetic Teacher Records (N = 40; Demonstration Only)

Variable	Category	n	%
Institution	Public	20	50.0
Institution	Private	20	50.0
Location	Urban	24	60.0

Variable	Category	n	%
Location	Rural/peri-urban	16	40.0
Gender	Women	22	55.0
Gender	Men	18	45.0
Qualification	MA/MPhil or above	27	67.5
Qualification	Bachelor/equivalent	13	32.5
Experience	1–5 years	11	27.5
Experience	6–10 years	15	37.5
Experience	More than 10 years	14	35.0

Scale reliability and descriptive findings

Within the synthetic demonstration, coefficient alpha ranged from .78 to .88. These values show how scale evidence would be reported but do not establish reliability because the item responses are simulated. Process-writing beliefs (M = 3.95, SD = 0.54) and teacher agency (M = 3.96, SD = 0.51) were the highest descriptive means, while contextual constraints averaged 3.20 (SD = 0.62). All values are properties of the generated records only.

Table 4. Illustrative Reliability and Descriptive Statistics (Synthetic Data)

Construct	Items	M	SD	α
Textbook authority/trust	6	3.87	0.49	.81
Writing-support adequacy	10	3.44	0.73	.86
Process-writing beliefs	8	3.95	0.54	.84
Teacher agency	9	3.96	0.51	.82
Contextual constraints	6	3.20	0.62	.78
Adaptive decisions	12	3.67	0.48	.88

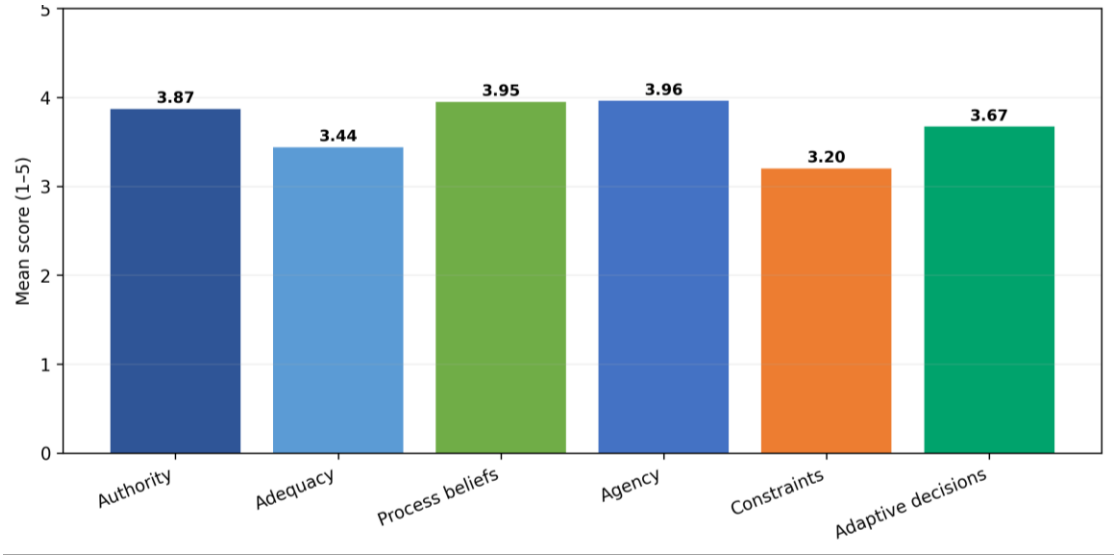

Figure 1. Mean Scores in the Synthetic Demonstration Dataset

Correlations among beliefs, agency, constraints, and decisions

In the synthetic records, perceived writing-support adequacy correlated positively with adaptive decisions ($r = .59$, $p < .001$). Process-writing beliefs ($r = .45$, $p = .004$) and teacher agency ($r = .39$, $p = .013$) were also positively associated with adaptation, whereas contextual constraints were negatively associated ($r = -.46$, $p = .003$). These p values describe the internally generated dataset; they are not tests of hypotheses about the target population.

Table 5. Pearson Correlations in the Synthetic Demonstration Dataset

Variable	1	2	3	4	5	6
1. Textbook authority	—					
2. Writing adequacy	.13	—				
3. Process beliefs	.19	.46**	—			
4. Teacher agency	.01	.27	.56***	—		
5. Constraints	−.20	−.39*	−.34*	−.29	—	
6. Adaptive decisions	.10	.59***	.45**	.39*	−.46**	—

Note. *p < .05. **p < .01. ***p < .001. Values are based entirely on the synthetic demonstration dataset and are not field-collected findings.

Exploratory regression and sector comparison

An illustrative regression entered perceived adequacy, process-writing beliefs, agency, and constraints simultaneously. Within the synthetic records, the model explained 45.5% of the variance ($R^2 = .455$, adjusted $R^2 = .393$), $F(4, 35) = 7.31$, $p < .001$. Perceived writing-support adequacy was the only statistically significant unique predictor ($B = .284$, $SE = .098$, $\beta = .43$, $t = 2.92$, $p = .006$). Process-writing beliefs ($p = .594$), agency ($p = .289$), and constraints ($p = .137$) were not significant after adjustment. Confidence intervals, diagnostics, and a justified sample size must be supplied when the model is fitted to actual field data.

Table 6. Illustrative Multiple Regression Predicting Adaptive Decisions (Synthetic Data)

Predictor	B	SE B	β	t	p
Constant	2.296	.783	—	2.93	.006
Writing-support adequacy	.284	.098	.43	2.92	.006
Process-writing beliefs	.080	.148	.09	.54	.594
Teacher agency	.155	.144	.17	1.08	.289
Contextual constraints	−.166	.109	−.21	−1.52	.137

The synthetic public–private contrast was small: public M = 3.65 (SD = 0.50) and private M = 3.69 (SD = 0.47), t(38) = −0.26, p = .797, Cohen's d = −0.08. This constructed comparison neither demonstrates equivalence nor estimates a sector effect. A field analysis should report a confidence interval for the mean difference and effect size and should account for clustering by institution where applicable.

Illustrative qualitative coding framework

No interviews, transcripts, or classroom observations were supplied. Accordingly, the four entries below are illustrative candidate themes and practice indicators derived from the conceptual framework, not themes identified from participants. They may guide—but must not predetermine—future coding. Empirical qualitative results must include the achieved sample, data corpus, analytic development, sufficient anonymized extracts, divergent cases, and evidence showing how each theme was grounded in actual data.

Table 7. Illustrative Candidate Themes and Practice Indicators (Not Empirical Findings)

Theme	Theme meaning	Practice indicator
Textbook as examination contract	Textbook trusted for board alignment	Model-answer analysis and format rehearsal
Adaptation within safe boundaries	Tasks modified without abandoning assessed genre	Localized examples; simplified instructions
Process writing compressed by coverage	Process beliefs constrained by lesson time	Planning observed; revision often deferred
Multilingual mediation as access	Familiar languages used strategically	Idea generation in Urdu/Saraiki; English draft

Mixed-methods integration

The joint display below demonstrates the intended integration format only. Because both the quantitative records and qualitative explanations are illustrative, it cannot yield an empirical meta-inference. After fieldwork, each row should connect an observed statistical pattern with transcript extracts and documented classroom episodes, identify convergence, complementarity, or dissonance, and state an inference whose strength matches the evidence.

Table 8. Illustrative Mixed-Methods Joint Display (Not an Empirical Integration)

Quantitative pattern	**Qualitative explanation**	Classroom observation	**Meta-inference**
Authority high; weak link with adaptation	Trust centred on examination predictability	Teachers retained assessed genres	Trust does not require literal task fidelity
Adequacy predicts adaptation	Teachers compensated for missing scaffolds	Planning sheets and extra models added	Perceived gaps stimulate adaptation
Constraints negatively related to adaptation	Coverage and class size restricted preferred practice	Revision most often deferred	Belief-practice gaps are context-mediated
Agency positively correlated with adaptation	Confident teachers described more options	Supplementation and localization visible	Agency expands feasible textbook use

Interpretation of the demonstration. The generated outputs illustrate a plausible distinction between textbook authority and perceived pedagogical adequacy: teachers could trust a textbook for examination alignment yet adapt tasks when process-writing scaffolds are insufficient. This is a hypothesis-generating pattern, not a finding. It should be retained, revised, or rejected only after analysis of ethically collected survey, interview, and observation data.

Discussion

The proposed study reframes teachers' beliefs about textbooks as a practical curriculum issue. A textbook does not move directly from page to learner; it passes through teachers' interpretations and decisions (Guerrettaz & Johnston, 2013; Shawer, 2010). The demonstration analysis is useful only as a proof of workflow. It shows how authority, adequacy, agency, constraints, and adaptation could be analysed together, but it cannot support substantive claims about teachers, institutions, or classroom practice in Bahawalpur.

A potential contribution concerns belief–practice relationships. Teacher-cognition research warns against assuming that self-reported beliefs translate automatically into action (Basturkmen, 2012). For that reason, the future study must compare questionnaire responses with interview accounts and observed lessons. Apparent inconsistency should be analysed as a possible product of competing beliefs, assessment demands, time, class size, learner proficiency, or institutional norms rather than as teacher failure.

This study also clarifies the role of assessment. Examination alignment is often described as a constraint; however, it can be a legitimate learner's need. The problem arises when preparation narrows writing to memorized templates, preventing transfer to unfamiliar purposes. Teachers may reconcile this tension by explicitly teaching genre features, analyzing model answers, and then varying the audience or content so that students apply rather than reproduce patterns. Research on writing instructors' use of genres indicates that pedagogical orientations influence the genres and theories that receive attention (Kessler et al., 2024; Hyland, 2007). Evidence from Bahawalpur can show how teachers interpret board genres and whether textbooks enable meaningful variation. Corrective feedback is likely to be another decision point. Teachers in large classes may mark surface errors because they are visible and examination-relevant, even when they value content and organization (Lee, 2008). Alkhateeb et al. (2024) show that corrective feedback practices are shaped by interacting factors, while Roothooft et al. (2025) remind us that learner expectations matter. Therefore, interviews should ask how teachers select feedback targets, whether students revise after feedback, and how textbook exercises prepare learners to use comments. Feedback practice has limited instructional value if marks are recorded but revisions never occur (Ferris, 2006; Lee, 2019).

Multilingual mediation should be interpreted carefully. In Bahawalpur, Urdu or Saraiki may help learners generate ideas, understand genre purposes, or interpret instructions. Exclusive English use may maximize exposure but can also restrict participation when proficiency is uneven. Rather than classify first-language use as simply positive or negative, observation should record when it occurs and what function it serves. Teachers' beliefs about language choice may illuminate broader beliefs

about access, accuracy, identity, and examination preparation (Rahman, 2002; Coleman, 2010). Differences between public and private institutions and between urban and rural locations must be reported without deficit assumptions. A sector difference may reflect class size, workload, resources, student selection, monitoring, or professional-development access. Regression and qualitative comparison can help separate these influences. Likewise, experienced teachers may adapt more confidently because they know the curriculum and examinations, or less frequently because established routines have become efficient and institutionally rewarded. The direction is an empirical question (Borg, 2019).

The methodological contribution of this study lies in integration. Survey-only research can estimate patterns but may overstate the clarity of constructs such as adaptation. Interview-only research can provide depth but cannot show how common a profile is across the district. Observation adds behavioral evidence but represents selected lessons. The explanatory sequential design combines these strengths while retaining their limits. A rigorous joint display will make integration visible and prevent the qualitative strand from becoming a decorative set of quotations (Fetters et al., 2013; Creswell & Plano Clark, 2018).

Earlier review work emphasized the importance of teachers' perceptions in textbook evaluation (Ahmadi & Derakhshan, 2016). The current manuscript advances this agenda by shifting from evaluation to enactment and asking what teachers do after judging a textbook feature adequate or inadequate. This move has practical importance because textbook revision is expensive and periodic, whereas teacher decision-making occurs every day. Evidence can inform both long-term material development and immediate professional learning. The values reported in Section 5 come from a demonstration dataset rather than verified field collection; therefore, no substantive prevalence claim about Bahawalpur teachers is made. In a field study, the cross-sectional design would still limit causal inference, self-report could be affected by professional desirability (Dörnyei, 2007), and observations could influence behavior. Purposeful qualitative sampling would provide explanatory range but not statistical representativeness. Translation across English, Urdu, and Saraiki could also affect nuance (Temple & Young, 2004). Transparent documentation, reflexive analysis, and triangulation can reduce but not eliminate these limitations.

Implications and Recommendations

Textbook developers should represent writing as a supported sequence, rather than a prompt followed by an answer. Units should include planning tools, annotated models, genre purpose explanations, vocabulary support, drafting checkpoints, feedback criteria, revision tasks, and differentiated options. Cultural relevance should be addressed through flexible prompts that allow students to draw on local knowledge while practising transferable genres. Teacher notes should identify the instructional purpose of activities and offer adaptation pathways for large classes and limited time frames.

Teacher education should develop material literacy as a core professional competency for teachers. Workshops should move beyond asking whether a textbook is good or bad. Teachers can practice diagnosing task demands, identifying missing scaffolds, aligning activities with outcomes, and selecting economic adaptations. Collaborative planning around actual intermediate textbook pages would make professional learning immediately relevant for teachers. Teachers should also analyze student writing before and after an adaptation so that decisions are connected to evidence.

Institutions should protect time for writing and revision. If every lesson is judged by the number of pages covered, teachers will have little incentive to conduct recursive writing. Departments can create shared banks of model texts, planning sheets, peer-feedback guides, and short supplementary activities aligned with board requirements. Moderated teacher groups can discuss common writing problems and compare adaptations across classes.

Assessment practices should reward more than memorized products. Even where final examinations remain product-based, classroom assessment can include planning, drafts, responses to feedback, and reflection. Rubrics should balance content, organization, language, task fulfilment, and audience awareness. Students should receive opportunities to use feedback, not only read it.

Policy makers and curriculum authorities should incorporate teacher-use evidence into textbook reviews. Feedback mechanisms should ask teachers which activities they adapt, why they do so, what resources they add, and which student responses they observe. Such evidence is more informative than global approval ratings. District-level studies should be repeated across regions so that revision reflects diverse classroom conditions.

Future research should follow teachers longitudinally to examine how beliefs and materials change after professional development or curriculum revision. Student perspectives and writing samples should be included to connect teacher decision-making with learner experience and outcomes. Design-based research could test feasible textbook adaptations in large intermediate classes. Comparative work across Punjab districts could examine how policy is mediated under different resource and linguistic conditions.

Conclusion

This manuscript provides a coherent protocol and demonstration workflow for examining teachers' textbook beliefs and pedagogical decisions. Its central methodological claim is that defensible evidence should connect validated survey profiles with interviews and observed lessons while distinguishing examination alignment from writing-process support. The present synthetic records and candidate qualitative themes are not field findings and cannot support generalization or journal claims about Bahawalpur teachers. Publication as an empirical mixed-methods study requires prior ethics approval, documented recruitment and consent, validated instruments, an adequately powered sample, authentic transcripts and observations, transparent integration, and access to de-identified data or a justified data-availability restriction.

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