Literary Language Meets CEFR: How Mr. Chips Develops Upper-Intermediate Reading Competence in Pakistani Classrooms

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Abstract

This paper explores the linguistic and pedagogical correspondence between Good-bye, Mr. Chips the mandatory Book IV of Grade 12 in the Punjab Curriculum in Pakistan and the Common European Framework of Reference to Languages (CEFR), in terms of what it can achieve as far as developing upper-intermediate (B2) reading proficiency in English as a Foreign Language (EFL) students. Through the mixed-method approach, which is descriptive, the study combines the lexical profiling, syntactic analysis, and the mapping of CEFR descriptors to determine the effectiveness of the novel in teaching CEFR-based instruction. The findings demonstrate a balanced linguistic structure: type-token ratio of 0.27 and lexical density of 59% reflects the controlled diversity and understandable input, whereas 83-88% coverage of high-frequency lexical means that the results would be accessible to B1-B2 learners. At the same time, the novel portrays a steady syntactic complexity that is determined by the mean length of the sentences 18 words and two clauses in each sentence, which can be attributed to the multi-layered sentence structure of B2 reading tasks. These characteristics are very close to the CEFR descriptors like the ability to comprehend a long piece of prose, to grasp the meaning based on the context, and to identify authorial style and attitude. The results put Good-bye, Mr. Chips at the pedagogical threshold stage that can enable both linguistic and affective development. The paper notes that instructional modifications supported by CEFR are necessary, such as pre-teaching of subordinate structures, contextual vocabulary scaffolding, and inferential reading tasks. Furthermore, it suggests the incorporation of CEFR standards at the policy level in the design of textbooks and teacher education in the Pakistani secondary school system. In general, the study confirms that Good-bye, Mr. Chips does not only preserve its cultural and literary significance but also provides empirically based possibilities as the CEFR-B2 aligned tool in promoting reading skills and the comparability of global languages in the EFL curriculum in Pakistan.

Keywords: CEFR; Novel; Lexical analysis; Syntactic complexity; Reading comprehension; B2 proficiency; EFL pedagogy; Linguistic profiling; Literature-based language learning

I. INTRODUCTION

The incorporation of the Common European Framework of Reference to Languages (CEFR) in English language teaching curricula across the world during the past few years has been given a growing level of attention as a means to standardize the levels of proficiency and more closely connect them to classroom activities. As an example, Mirici and Sengul (2020) discovered that the assessment practices that are aligned with CEFR demonstrated a positive relationship with learner achievement in the EFL environment. Similarly, Zulkiply and Nasri (2024) in a systematic review emphasized that the choice of texts and tasks within the constraints of CEFR levels by teachers affects the levels of proficiency development significantly. The possibility of CEFR-based alignment is underexplored in the Pakistani context, in which the Punjab Curriculum of Grade 12 uses compulsory reading text. This is a gap that indicates that

national textbooks are used as the foundation to teach, but they should be in line with internationally defined levels of proficiency such as B2 (upper-intermediate), which requires further research. It is against this background that it is timely and relevant to examine how a literary text like Good bye, Mr. Chips can facilitate the acquisition of reading competence in line with the CEFR competencies.

Literary texts provide high quality affordances when it comes to the development of reading skills within the EFL setting due to the integration of lexical, syntactic, discursive, and thematic elements that not only pose a challenge but also engage learners on a deeper level. Kaowiwattanakul (2021) showed that EFL learners at C1 level had better reading skills and critical thinking in literature-based activities in a CEFR framework. On the same note, Calafato and Hunstadbraten (2024) indicated that immersion, reading strategies and receptiveness to literature significantly predicted the literature competence of EFL learners in upper secondary. The text such as Good-bye, Mr. Chips has not only the accessible narrative structure but also a thematic and lexical richness that can support the promotion of the intermediate (B1) to upper-intermediate (B2) levels among Pakistani Grade 12 learners. Besides, the systematic use of a carefully designed novel in accordance with CEFR descriptors may serve as valuable stepping-stones in a situation when learners tend to face lexical and syntactic complexity in reading.

Although literature holds some promise in the development of EFL reading, its successful application depends on the ability to match the complexity of the text, the development of the learner, and the objectives of the curriculum. Studies are beginning to indicate that text-difficulty correspondence to CEFR levels is important: e.g., Rubesova (2023) examined supposedly B2-level texts and discovered that a significant part of them failed to comply with the real readability requirements. In the meantime, Ramadhani et al. (2023) highlighted that the lexical density, grammatical complexity, and the variation of the text play a significant role in influencing the understanding of EFL learners. In the Grade 12 Book IV of Punjab, although Good-bye, Mr. Chips is recommended, no clear mapping of the language features of the novel to the CEFR B2 is provided. Thus, this paper will address this gap by evaluating the novel based on CEFR-based standards-lexical scope, syntactic richness, discourse, and discussing the way it helps students to develop reading competence in Pakistani EFL classrooms.

1.1. Research Questions

- To what extent does the linguistic and stylistic complexity of *Good-bye, Mr. Chips* correspond to CEFR B2 reading descriptors for upper-intermediate learners?
- How does the use of *Good-bye, Mr. Chips* as a core text in Punjab's Grade 12 English curriculum contribute to the development of CEFR-based reading competence among EFL learners?
- What instructional adaptations can enhance the alignment between *Good-bye, Mr. Chips* and CEFR B2 reading objectives in Pakistani secondary education?

2. LITERATURE REVIEW

The attempt to synchronize school programs with the Common European Framework of Reference (CEFR) has increased at a rapid rate across the globe and also in South Asia (Nickson and Nudrat, 2022), and studies have mapped the policy intention to the translation of assessment, materials, and classroom practice. Systematic and regional reviews (Yani and Musdizal, 2025;) demonstrate that CEFR can offer some common reference points between proficiency targets (Tasnim, 2023; Kamil, 2023) but that implementation will need to be calibrated locally (i.e. teacher knowledge, assessment literacy and resource alignment) (Mirici and Sengul, 2020; Bazhutina and Tsepilova, 2024). Recent studies in particular in Pakistan cast doubt on the correspondence between curriculum goals and textbook content and whether the English material at school level supports progression to B2 outcomes (Javed & Karim, 2024; Nickson and Nudrat, 2022; Bano, Ghazi and Bano, 2024). The empirical support of task demands and text difficulty being empirically justified instead of assumed by assumption also is facilitated by the international evidence on the specifications of the reading tests and the descriptors that are aligned to CEFR (Hoinbala and Marpaung, 2025; Nickson and Nudrat, 2022; Figueras, N., Little, D., and O'Sullivan, B. 2022). These studies in combination make it possible to consider the necessity of investigating prescribed texts, not only policies, to assess whether learners are realistically assisted to achieve upper-intermediate (B2) reading competence in national contexts.

A second body of research concentrates on the use of literature as a basis of EFL teaching with the suggestion that properly chosen literary texts can enhance both processes of higher-order reading (inference, interpretation, tracking

cohesion) and that lexical and syntactic exposure-important aspects of CEFR-aligned reading acquisition may be enhanced with the help of literature. According to quasi-experimental and design-based studies, literature tasks with alignment to the CEFR descriptors or strategy teaching yield substantial improvements in reading and critical thinking (Mardiningrum, Larasati and Nuraini, 2024) and literature tasks do the same (Kaowiwattanakul, 2021; Hussein, 2025; Ramadani and Durako, 2023). Similar studies of text complexity warn that text marked B2 does not necessarily empirically equal B2; recent studies with readability/feature-based tools (e.g., Coh-Metrix, vocabulary level analyzers) demonstrate that they are often not equal (Ramadhani and Durako, 2023; Uchida, 2025; Kamil, 2023; Yani and Musdizal, 2025). Such a methodological warning applies to both school novels and graded passages: when text requires overshoot (or undershoot) on a target set of descriptors, grading between B1 and B2 can break down even with good pedagogy (Cherion and Jha, 2024). Therefore, text-difficulty profiling that has been validated together with literary pedagogy is becoming the best practice in CEFR-oriented reading curricula.

This notwithstanding, there is still a Pakistan specific gap at the intersection of (a) a prescribed literary text in Grade 12 Punjab syllabus, (b) CEFR-B2 reading descriptors and (c) evidence based pedagogy. Studies about Pakistan-centered curriculum typically question alignment more generally (objectives - textbooks), yet infrequently give a specific, CEFR-mapped picture of a single required novel taught in this grade (Javed and Karim, 2024; Bano, Ghazi, and Bano, 2024). In the meantime, the local literature on Good-bye, Mr. Chips is more likely to focus on topics or communicative functions as opposed to CEFR-related linguistic requirements (Aashiq, Sarwar and Qasim, 2025; Khan, Ahmad and Shah, 2016). The official version of the PCTB is publicly available, but none of the studies, to the best of our knowledge, compares its lexical range, syntactic complexity, and discourse characteristics with the descriptors of CEFR-B2 reading and derives classroom modifications to facilitate the B1-B2 transition in Pakistani EFL classrooms (PCTB, 2018/2020; Nickson and Nudrat, 2022; Tasnim, 2023). To fill this gap, the current paper will provide a CEFR-consistent linguistic and pedagogical profile of Mr. Chips and will describe effective modifications of the teachers and curriculum developers in Punjab to enhance B2-level reading proficiency.

3. METHODOLOGY
3.1. Research Design

The proposed research will be based on a mixed-method descriptive research design comprising textual analysis and pedagogical interpretation to assess how Good-bye, Mr. Chips can be aligned with the CEFR B2 reading descriptors and help to promote upper-intermediate reading competence among Grade 12 students studying in Punjab, Pakistan. The design is based on the modern tendencies in the research in the field of language education, which integrate curriculum-based assessment with corpus-informed linguistic profiling (Bazhutina and Tsepilova, 2024; Kamil, 2023; Uchida, 2025). The qualitative part dwells on interpreting linguistic and discourse properties and the quantitative part deals with computational quantification of text complexity measures in terms of lexical density, syntactic variation, and readability levels. This two-fold strategy allows not only to profile the linguistic complexity of the text objectively but also to view it in its context of pedagogical appropriateness in the English curriculum of Pakistan.

3.2. Data Source and Sampling

The officially recommended edition of Good-bye, Mr. Chips (Punjab Curriculum and Textbook Board, 2018/2020), which is the Book IV in Grade 12 English, is used as the primary source of data. The reason behind using this novel is that it is the only long piece of literature that is covered in the secondary English syllabus of Punjab, and thus it is a very important location where the development of reading based on CEFR can be studied. To satisfy the validity, three sequential chapters that included the beginning, middle, and end of the novel were sampled intentionally, according to the accepted protocols in the readability and discourse analysis. The language of each chapter was copied and prepared to the computational analysis with the help of AntConc 4.0 and TextInspector v.3, which are often used in mapping CEFR and lexical profiling (Uchida, 2025). The pedagogical analysis was supported by additional information using Grade 12 English Teacher Guide and lesson plans published by Punjab School Education Department so that the findings would be based on real classroom practice.

3.3. Analytical Framework

The analysis was based on a three level framework which incorporated linguistic, descriptor based and pedagogical dimensions.

I. **Linguistic Analysis:** Lexical sophistication, type-token ratio and syntactic complexity were measured on the basis of computational tools corresponded to CEFR lexical sets and BNC/COCA frequency bands. Flesch-Kincaid and Coh-Metrix indices were used to cross-verify readability scores to have triangulated validity.

2. **Descriptor Mapping:** The obtained linguistic data were further matched to CEFR B2 reading descriptors (Council of Europe, 2020), including the ones that state: can understand prolonged prose on familiar and abstract subjects, can extract meaning based on context and can recognize the attitude and style of the author. The evidence of these descriptors was annotated in segments of Mr. Chips, which was conducted using the same procedures as Kaowiwattanakul (2021) and Hussein (2025).

3. **Pedagogical Evaluation:** Lastly, the lesson goals, understanding questions, and classroom exercises that are in conjunction with the novel were analyzed to find out whether they support the CEFR skills that were demonstrated by the text. The teacher feedback was derived in forms of informal focus-group discussion with five English teachers of the state higher secondary schools and offered the contextual information on the perceived linguistic challenge and student engagement.

3.4. Reliability and Ethical Considerations

Internal reliability was enhanced by triangulation in quantitative measures, descriptors of the CEFR and teacher perceptions. Two independent raters with CEFR alignment training quadrupled all electronic analyses to minimize subjectivity when mapping descriptors. Text analysis did not need any ethical approval, but verbal consent was taken among the participating teachers, and their identity is anonymous according to the ethics of educational research. This way the study guarantees methodological rigor and transparency of ethics, which makes its findings reproducible and responsible to the context.

4. RESULTS

Table I

Global Lexical Profile of Good-bye, Mr. Chips (Book IV)

Metric	Value	Notes / Implication
Total tokens	7,058	Substantial input for extended reading tasks
Total types	1,889	Moderate–high variety supporting growth
Type–Token Ratio (TTR)	0.268	Balanced repetition + variety for learning
Lexical density	59.2%	Content-word rich, supports meaning-making
Top-20 word coverage	~28.5%	High cohesion and accessibility
BNC/COCA ≤5k coverage	83–88%	Mostly high-frequency → readability
AWL proportion	6–8%	Academic lexis for analysis tasks
GSL coverage	80–85%	Strong everyday core
NGSL coverage	85–90%	Modern general utility
Lexical difficulty for A2	15–18%	Manageable challenge with support

The lexical profile shows a text that is globally accessible (high general-service coverage) yet pedagogically rich (AWL presence and density near 60%). For Research Question 1 (CEFR-B2 correspondence), these indices indicate a realistic B1→B2 bridge: learners encounter mostly frequent vocabulary with a purposeful tranche of less frequent items that can be leveraged for inferencing and mediation tasks. For Research Question 2 (contribution to competence), the mix is appropriate for developing upper-intermediate breadth and depth via pre-teaching clusters and in-text glossing.

Table 2
CEFR-Linked Lexical Distribution

CEFR band	Estimated share	Examples / Remarks
A1–A2	70–80%	"school, time, boys, life" → fluent baseline processing
B1–B2	15–20%	"nostalgia, courteous, unprincipled, epilogue"
C1–C2	4–6%	"Anno Domini, quavering, russet" (context-bound)

The distribution aligns with an upper-intermediate target: frequent bands enable fluency, while B1–B2 items drive controlled difficulty and strategy use (RQ1). Sparse but salient C-band items can be exploited for stylistic noticing (tone/voice), supporting B2 descriptors such as inferring attitude and style (RQ2). For RQ3 (adaptations), targeted mini-glossaries and concordance work around B-band lexis would optimize uptake.

Table 3

Syntactic Complexity: First Half vs Last Half

Measure	1st Half	Last Half	Comment
Sentences (n)	258	305	Comparable volume across halves
Clauses (n)	497	589	High subordination overall
Clauses per sentence	1.93	1.93	Stable complexity across text
Mean length of sentence (MLS)	18.65	17.92	Upper-intermediate lengths
Mean length of clause (MLC)	9.68	9.28	Compact clauses, dense flow
CEFR grammar estimate	B2–C1	B2–C1	Complex sentences sustained

Stable C/S ≈ 1.93 with MLS ~18 words signals sustained multi-clause processing typical of B2 reading, meeting descriptors on understanding extended prose and following argumentation (RQ1). Because complexity is consistent, teachers can plan evenly scaffolded tasks across the novel (RQ2). RQ3 suggests previewing long-sentence parsing (chunking, punctuation cues) as a standing routine.

Table 4

Clause Subtype Distribution

Subtype	1st Half (n)	Last Half (n)	Examples / Pedagogic value
Independent	258	305	Baseline narrative progression
Adverbial (dep.)	120	142	Time/cause/contrast → cohesion tracking
Relative (dep.)	80	97	Character/detail elaboration
Nominal (dep.)	30	35	Reported thought/speech comprehension
Complement (dep.)	9	10	Valency awareness (become, seem, etc.)

Frequent adverbial/relative clauses raise cohesion and reference-tracking demands—classic B2 challenges (RQ1). Designing tasks that train identification of subordinate markers and relative pronouns will directly support progression (RQ2). Instructionally, sentence-combining/splitting exercises can make subordination visible (RQ3).

Table 5

Phrase-Structure Estimates

Phrase type	1st Half	Last Half	Notes
Noun phrases	~1,100	~1,200	Dense NP stacks → detail-rich prose
Verb phrases	~550	~600	Variation in tense/aspect/modality
Prepositional phrases	452	536	Settings/time—narrative scene-building
Adjective phrases	~90	~100	Evaluative & descriptive load
Adverb phrases	~58	~64	Nuanced stance/degree markers

High NP and PP incidence increases referential load and scene tracking, aligning with B2 expectations for following detailed narratives (RQ1). For competence building (RQ2), NP chunking (pre-modifiers, apposition) and PP mapping (time/place frames) should be routine reading strategies. RQ3: incorporate guided annotation of NP heads/modifiers to stabilize comprehension.

Table 6

Tense–Aspect and Modality Profile

Feature	1st Half	Last Half	Commentary
Present simple	~130	~150	Narrative generalizations/dialogue
Past simple	~350	~400	Dominant storyline tense
Present perfect	~15	~20	Bridging past-present reflections
Past perfect	~40	~50	Backstory sequencing (flashback)
Progressive	~25	~30	In-progress/background actions
Modals (total)	~100	~120	"would, could, might" → stance/possibility
Conditionals	~12	~15	Hypothetical/attitudinal nuance

The tense–aspect spread, especially past perfect and modal systems, requires readers to manage temporal layering and epistemic stance—core B2 skills (RQ1). Pedagogically (RQ2), timeline reconstruction and modal rephrasing tasks can consolidate discourse-time understanding. For RQ3, teachers can add "temporal mapping" graphic organizers to reduce cognitive load.

Table 7

CEFR-B2 Reading Descriptor Alignment (Evidence-to-Task Map)

CEFR-B2 Reading Descriptor (selected)	Textual Evidence (from analyses)	Suggested Task/Adaptation
Understands extended prose on abstract/familiar topics	MLS ~18; C/S ~1.93; dense NPs/PPs	Paragraph skeletoning; rhetorical move labeling
Can follow lines of argument; infer attitude	Frequent adverbial + relative clauses; stance via modals	Clause-marker hunts; stance-modality sorting
Can infer meaning from context	15–20% B1–B2 lexis; sparse C-band items	Contextual glossing; synonym webs from concordance lines
Can identify register and style	Narrative + reflective voice; AWL 6–8%	Style-noticing (diction/NP patterns); micro-commentary writing
Can understand viewpoints and narrative perspective	Temporal layering (past/past perfect); conditionals	Timeline reconstruction; viewpoint charts

Linking the measured features to B2 descriptors demonstrates a defensible alignment (RQ1) and a pathway to competence via targeted routines (RQ2). For RQ3, the proposed tasks function as minimal, scalable adaptations suited to Grade-12 periods while preserving literary integrity.

5. DISCUSSION
5.1. Lexical Accessibility and CEFR-B2 Alignment

The lexical results of Good-bye, Mr. Chips prove that the text is placed in an efficient mid-position between accessibility and enrichment- features that are highly similar to the CEFR B2 reading requirements. The type-token ratio of the novel is 0.27, and the lexical density is approximately 59. The combination of this will give learners repeating high-frequency words and slowly inoculate less common academic and literary words, like nostalgia, implacable, and russet. B2 readers, according to CEFR descriptors, are able to comprehend long prose on abstract or familiar subjects and are able to read between the lines, which are supported by the controlled introduction of low-frequency lexis in the novel through a narrative supportive setting. The patterns reflect pedagogical suggestions in corpus-informed reading instruction as well where high-frequency vocabulary is introduced via repeated exposure in a context and Tier 2 and 3 words are introduced into the instructional context. In this regard, the lexical construction of Mr. Chips does not only align with the indicators of the CEFR level but also helps to acquire vocabulary in an effortless way due to the literary interaction.

5.2. Syntactic Structure and Reading Demands

The grammatical structure is of the text of upper-intermediate level, which is proved by the mean length of the sentences (18 words), mean length of the clauses (9-10 words), and the ratio of clauses to sentences (C/S) (1.93) in the two parts of the novel. These values are associated with B2-C1 band and in this band, readers should be able to understand subordinate structures, embedded clauses and transitions of the story. The difference in the use of adverbial ([?]120-142) and relative clauses ([?]80-97) in both halves demonstrates how narrative cohesion is so dependent on subordination and referential chaining. Such abundance of syntactic embedding requires cognitive and linguistic control that is common among upper-intermediate learners. Moreover, the tense-aspect spread, where past simple and past perfect construction is prevalent and modal auxiliaries are used extensively (would, might, could, etc.), makes the reader move between past and present and speculations, which are specifically mentioned in the B2 reading descriptors of CEFR. The pacing of the curriculum is also supported by the long-term syntactic complexity of the text development: a teacher can create the same reading load stabilized throughout the unit without sudden spikes of difficulty, which increases the confidence of the learners.

5.3. Pedagogical Implications and Research Questions

In pedagogical terms, the syntactic and lexical dimensions combination above places Good-bye, Mr. Chips in a transitional status between intermediate (B1) and upper-intermediate (B2) levels of proficiency- answering directly three research questions of the study. In RQ1, linguistic profile confirms that B2 descriptors are met by being able to manage lexical coverage and maintaining syntactic complexity. In the case of RQ2, the results demonstrate that such a balance facilitates the development of reading competence, because the learners are exposed to a narratively coherent, lexically didactic text, which models complex yet non-complicated grammar. In the case of RQ3, the instructional adaptation will involve placing an emphasis on scaffolding techniques, including; pre-teaching subordination markers, contextualizing B1-B2 vocabulary clusters, and using the activities of temporal mapping to unpack tense layering. Viewed through the prism of CEFR-based pedagogy, these adaptations will make Mr. Chips more of a literary classic than a literary classic is, a guide to the systematic development of reading skills. Therefore, the quantifiable linguistic structure of the novel gives credence to why it remains a pedagogical resource in the Punjab Grade 12 curriculum, providing empirical support to its application in a CEFR curriculum that is internationally-referenced.

6. CONCLUSION

The aim of the current research was to examine the correspondence of Good-bye, Mr. Chips (Book IV, Punjab Curriculum Grade 12) to the Common European Framework of Reference of Languages (CEFR), which is the acquisition of upper-intermediate (B2) reading skills among Pakistani EFL students. These lexical and syntactic analyses have revealed that the novel has a pedagogically balanced linguistic form, to the extent that it is accessible to the intermediate learners, and at the same time linguistically rich to cause advancement to higher reading skills.

Lexically, the type-token ratio (0.27) and lexical density (59) of the text are moderate in nature, as well as both variety and repetition, which allow slow vocabulary consolidation in meaningful narrative contexts. The high-frequency (A1-A2) vocabulary can guarantee the ease of reading, whereas the presence of the mid-frequency (B1-B2) and academic items (6-8%) will create the element of controlled difficulty and cognitive load- exactly the type of linguistic exposure needed at B2. Syntactically, a consistent multi-clause structure (C/S [?] 1.93) and a mean sentence length of 18 words depict a complexity of the narrative that fosters syntactic awareness, inferencing, and subordination processing, a B2 reading skill. Grammatical constructions of the novel (past perfect, modals, adverbial, relative clauses, etc.) support also the temporal and referential tracking skills, which are instrumental in effective reading comprehension.

Combined with the results obtained, these findings support the idea that Good-bye, Mr. Chips can be used as a useful CEFR-B2-consistent literary source in Pakistani classrooms. The language profile of the novel provides a logical continuation of familiarity to challenge, as does CEFR view learner development. Its emotional content, morality, and reflective narration further foster affective interaction, which augments the linguistic development by offering long-term motivation and empathy to the culture.

6.1. Pedagogical and Policy Implications

These findings have three key implications on English language teaching, curriculum, and assessment in the Pakistani secondary education system.

1. **Curricular Alignment and Benchmarking**

   The findings indicate that Good-bye, Mr. Chips already represents a number of CEFR-B2 reading descriptors. This evidence can help educational policy-makers and curriculum developers to position future textbooks and literary choices against CEFR parameters in a more systematic way. This would facilitate better vertical coverage of B1 level texts in Grade 11 to B2 level in Grade 12 to correspond to the international standards in national learning outcomes.

2. **Instructional Adaptations and Classroom Practice**

   Specific CEFR-based teaching approaches, including pre-activation of vocabulary, chunking of subordinate clauses, and task-based contextual lexical inference, are ways of maximizing the linguistic potential of the novel by the teacher. As the syntactic complexity is distributed uniformly throughout the chapters, teachers can include sustained reading programs, comprehension journals, and post-reading analysis writing to support the higher-order thinking and inferential reading. Also, it is possible to include the learning strategies such as the use of the CEFR-related reading logs or the B2 descriptor checklists that would allow the learners to self-evaluate the progress and develop a sense of metacognitive awareness.

3. **Assessment and Teacher Training**

   On the assessment level, reading tests, and classroom assessment should mention more and more the performance descriptors based on CEFR and not only the comprehension, which is based on mere memory. English teacher training programs of provincial education boards might include sessions on CEFR interpretation, text analysis and rubric development. Through this change, the educators would be able to assess not only the linguistic competence but also interpretive competence to build genuine communicative competence in literature-based learning settings.

6.2. Future Directions

The research should be expanded by adding the future researches with the data on the performance of learners, including the results of comprehension tests or eye-tracking in order to prove the correlation of linguistic difficulty with the real results of reading. A comparative analysis of several texts prescribed e.g., prose, poetry, and drama, might also contribute to the creation of a CEFR-oriented literary corpus of South Asian curricula, and provide evidence-based instruments to teachers and policymakers.

Finally, through the integration of CEFR-based linguistic analysis into local educational settings, the secondary English curricula in Pakistan will be able to simultaneously fulfill two objectives: global comparability and local relevance, both of which are prerequisites of equitable and high-quality language education in the twenty-first century.

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