**Abstract**

Textbook plays an important role in the second language classroom. It occupies a central position in language teaching to teach every feature such as grammar, reading, listening, speaking and writing present in any prescribed language course. Textbooks are an essential element of language programs and are used to provide systematic lesson plans, content and guidelines both for the learners and teachers. There are many issues regarding textbooks such as the design of textbooks, suitability, practicality, innovational role of textbooks, presentation of language skills etc. All these aspects are important in any well designed language textbook and these should be considered very important to judge textbooks on the basis of their ability to improve language skills. The present study is aimed at examining how much effective the textbooks are in promoting learning and teaching English at higher secondary level in Pakistan. Textbooks are being evaluated through the use of the checklist criteria. In the present research study an effort is made to humanize textbooks evaluation by involving both learners and teachers. In this research both qualitative and quantitative methods of research were used. Responses of both learners and teachers were collected and analyzed. Finally it brings out as the finding, that textbooks in Pakistan at higher secondary level are not designed according to the needs and requirement of learners. Textbooks are helpful in passing exams and getting good marks through the cramming of the materials. There is no direct involvement of learners in improving the basic language skills like speaking, listening, reading, writing etc. Teachers also pointed out some drawbacks of textbooks and gave suggestions to improve them.