



Critical Analysis of English (Second Language) Textbook of Standard VII

DR.GIRISHKUMAR P.RAVAL
Associate Professor,
B. D. Shah College of Education,
Modasa, Dist: Sabarkantha,
Gujarat (India)

Abstract:

English is the language of the global village on this planet of the globe. The school and colleges teach English as one of the subjects. In some of the state, teaching of English is introduced from fifth and in some eighth. For most of us English is second language but there are some problems in teaching and learning this language in India. The main concern of researcher in this area has been to find out the merits and demerits and then to criticize the textbook of English of standard VII published by Gujarat State Board of School Textbooks. For that investigator selected 75 teachers teaching English subject in Primary schools of Sabarkantha district using stratified random sample as sample for the present study. For data collection Content Analysis Instrument, Opinionnaire and Interview techniques were used. Findings about the content of the textbook, evaluation of the textbook and teachers' and students' opinions concluded that all the lessons should be interesting enough to capture the student's attention. The teacher should discuss the importance of given values using the illustration from real life. At least one lesson should be added containing the knowledge about new technologies and computer. The teacher should explain forms of different new grammar structure and provide more illustrations The new vocabulary items should be repeated to consolidate the use of the new words. Textbook writers should prepare the lesson of the textbook in such a way that the new grammar structures and new vocabulary items happen to be repeated for practice to students. More emphasis should be given on the language aspect than to subject matter while preparing the textbook.

Keywords: *Critical, Curriculum, Grammatical, Structures*

1. Introduction

Among all Asia is a very big continent and there are many countries located in it. India is one of the huge countries with diversified cultures, religions and languages. India is a country of multilingual as there many languages spoken in various parts of the country moreover thousands of varieties within dialects are observed. It is difficult to manage affairs of administration, teaching, trade and industry without having a common language. Hindi is our accepted national language but English is the language that is found in all corners of India. English is the language of the global village on this planet of the globe. The school and colleges teach English as one of the subjects. In some of the state, teaching of English is introduced from fifth and in some eighth. For most of us English is second language but there are some problems in teaching and learning this language in India. For example the lack of proper methods, defective system of examination, lack of well trained teachers and the most important problem is the lack of currently available good textbooks. Textbook is one of the important and Powerful tools of teaching a foreign language. A good textbook of language includes suitable subject matter, suitable vocabulary and structures, order and proportion, exercise glossary and illustrations. So the textbook play very important role in teaching learning process. So researcher has decided to select this topic as subject for the analysis of textbook at primary level for standard VII prescribed by Gujarat State

Board of School Textbooks. The main concern of researcher in this area has been to find out the merits and demerits and then to criticize the textbook of English of standard VII published by Gujarat State Board of School Textbooks.

3. Objectives of the study

1. To analyze and describe the language aspect of the textbook in terms of the new grammatical structures, new words and sentence construction.
2. To evaluate the subject matter in terms of variation of themes, relevance of themes with the level of the students, interest level of the lessons.
3. To find out the values reflected from the lessons of the textbook.
4. To make suggestions and recommendations based on the critical study.

4. Research questions

1. On the basis of objectives following minute research questions were prepared.
2. What is the proportion of different types of lessons?
3. Do the themes of the lessons varied in the textbook?
4. Do the themes have relevant with the age level of the students?
5. What is the interest level of the lesson?
6. What type of values is reflected in the textbook?
7. How many new grammar structures and new words are introduced in the textbook?
8. How are the new grammar structures and new words introduced in the textbook?
9. What is the frequency of the use of the new grammar structures and new words in each lesson?
10. What is the density of the new words in each lesson?
11. What is the number of simple, complex and compound sentences in each lesson?
12. What are the merits and demerits of the textbook regarding the subject matter, values and language aspects?

5. Area of research

This research belongs to the research area of Curriculum Development and Educational Philosophy.

6. Types of research

Types of research can be shown as under

(1) Basic Research,(2) Applied Research and (3) Action Research

This research is applied in nature as it deals with content analysis method. The other types of research are qualitative and quantitative researches. Present research is qualitative as it is based on content analysis method and descriptive type research.

7. Research method

The present study is considered to be the analogical study. In order to study the English textbook critically the content analysis method and survey method are used by the investigator.

8. Design of the study

8.1 Population and sample

All the teachers teaching English subject to the students of std.VII in all the Primary schools of Modasa Taluka of Sabarkantha district are considered as population for the present research study. The investigator selected 75 teachers teaching English subject in Primary schools of Sabarkantha district using stratified random sample as sample for the present study.

8.2 Tools

Generally great variety of research tool has been used in the acquisition of data. For the present study following tools are used:

(i) Content Analysis Instrument

The investigator has borrowed and modified some classification areas under which almost all the information of the textbook can be clustered.

(ii) Opinionnaire

The investigator prepared Opinionnaire in which the statements are formed regarding the subject matter, language aspects and values. To construct effective opinionnaire the expert guidance of experience teacher educator was taken by researcher. After construction of opinionnaire taken permission of principals of primary schools and visited schools to take responses of English teachers teaching English to Std.VII on it.

(iii) Interview

The investigator also interviewed the students of Std.VII of 10 schools to get the information about the interest level of the lessons and also interviewed 10 English teachers while collecting opinionnaire. The questions were unstructured regarding the language aspect, themes and values.

8.3 Data collection & analysis

The investigator has collected the data by content analysis instrument, opinionnaire and interview. Opinionnaire was given to 75 teachers of English subject teaching English to Std.VII in primary schools of Modasa Taluka only. In present study investigator has collected data by content analysis instrument, opinionnaire and interview. Data was analyzed thoroughly and critically to analyzed the textbook.

9. Findings

Following findings are concluded from the present research study

9.1 Findings about the content of the textbook

(1) There are 24 lessons including poems and prayers in the textbook out of which 9 lessons are of detailed study section, 3 lessons are of non-detailed study sections, 5 poems and 5 prayers,(2) There are 4 short stories and 4 conversations,(3) There are 5 poems and 5 prayers,(4) The number of lessons containing play, account, letter and description is just one,(5) There are 3 funny stories in one non-detailed study lesson,(6) The textbook lessons and poems contain different types of themes like: Philosophical, social, moral, scientific, aesthetic, environmental and national understanding. These themes are varied from lesson to lesson,(7) The theme of the lesson and poems are understood by the student of VII standard,(8) 8 lessons are found interesting. The elements which make them interesting are fantasy, suspense, thrilling description etc, (9) only 1 lesson is considered to be uninteresting lesson. The demerits which make it uninteresting is conversational with too many question and answers,(10) Most of the lessons contain more than one value. Only lesson no. 4 and 8 contain a single value,(11) Personal value is reflected in 7 lessons and philosophical value is reflected in 2 lessons. (12) Scientific and social values are reflected in 4 lessons respectively and cultural value is reflected in 2 lessons,(13) Moral value is reflected in 6 lessons,(14) 8 new grammar structures are introduced in the textbook,(15) New structures introduced in the respective lessons have not frequency of use enough to understand the structures in which lessons they are introduced,(16) 362 new words are introduced in the lessons of the detailed study section. The new vocabulary comprises of 219 nouns, 66 verbs, 55 adjectives and 22 adverbs. The selection of new words is good,(17) In five lesson the density of the new words is high,(18) The textbook of detailed study section contains 454 simple sentences. 86 compound sentences and only 5 complex sentences,(19) Lesson No. 3 contains 71 simple sentences whereas lesson no. 1 and 2 contains only 24 simple sentences,(20) Lesson no. 3 and 4 contains only 3 compound sentences while lesson no. 5 contains 17 compound sentences,(21) Lesson No. 2, 3 and 5 contains only 1 complex sentences and lesson no. 6 contains only 2 complex sentences while lessons no. 1, 4, 7, 8 and 9 have none,(22) Lesson

No. 8 contains 82 sentences, where as lesson no. 1 contains only 30 sentences. Thus, the proportion of sentences and different types of sentences is not maintained.

9.2. Findings based on Evaluation of the Textbook

(i) Variation of themes is good,(ii) The themes of the lessons and poems are relevant to the age level of the students,(iii) Most of the lessons are interesting because of fantasy, suspense and thrilling incident etc.,(iv) The interest level of one lesson is not good because of mere conversation with too many questions and answers,(v) The reflection of different types of values is very good,(vi) New structures introduced are not repeated enough time in that particular lesson,(vii) There are many simple and compound sentences,(viii) The more emphasis is given on the content than on the language aspect,(ix) The communicative perspective of teaching English language is reflected in the textbook.

9.3 Findings based on the teachers' and students' opinions

(i) The subject matter is related to the age level of the students, (ii) The textbook lessons are found to be prepared for inculcation of different values, (iii) The new grammar structures are not repeated enough in the lessons,(iv) The selection of the new words is average,(v) The way of introducing new language items is poor,(vi) The themes of the lessons have a variety which is welcomed by teachers and students,(vii) The inclusions of different values are well enough,(viii) The interest level of the lesson is very good according to teachers,(ix) The proportion of different types of lesson is good,(x) The order of presenting the content is good,(xi) The length of the lessons is good.

10. Conclusion

Thus, it can be concluded that all the lessons should be interesting enough to capture the student's attention. The interest level can be improved providing touching dialogues, elements of suspense, simple sentences and decreasing the length of the lesson. There are number of examples of different type of values. The teacher should discuss the importance of these values using the examples and illustration from real life. More examples should be given for national and international understanding. Though there are varieties of themes in the textbook lesson, at least one lesson should be added containing the knowledge about new technologies and computer. The new grammar structure should be introduced by increasing more illustrations. The teacher should explain forms of different grammar structure and provide more illustrations of the respective grammar structures while teaching in the classroom. The new vocabulary items should be repeated to consolidate the use of the new words. Textbook writers should prepare the lesson of the textbook in such a way that the new grammar structures and new vocabulary items happen to be repeated for practice to students. More emphasis should be given on the language aspect than to subject matter while preparing the textbook.

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