

## A critical study of English Second Language Textbook of Standard VII<sup>th</sup> by Gujarat State Board of School Text Books

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### INTRODUCTION

In this dissertation findings are derived from the content analysis, students' and teachers' opinions about the textbook. The findings are presented in two parts viz findings about the content of the textbook and findings based on the students' and teachers' opinions. Thereafter the researcher has also tried to make some suggestions regarding the textbook. At the end, recommendations for similar studies are done.

### OBJECTIVES OF THE STUDY

- 1) To analyse 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 then critical study.

### AREAS OF RESEARCH

This research comes into the research area of Curriculum Development and Educational Philosophy.

### DELIMITATIONS OF THE STUDY

- 1) The present study is delimited to the following aspects only.
- 2) Analysis of the themes in the lessons and poems.
- 3) Analysis of values in the lessons of detailed study section only.
- 4) Analysis of the new words, new structures and sentence construction of the lessons of only detailed study section.

- 5) The Present study is limited to the English textbook of Std.VII lower level (second language), published by Gujarat State Board of School Textbooks, Gandhinagar.
- 6) Sample is limited to Modasa Taluka Teachers only. This study does not include a critical view of(1) The physical aspect of the textbook.(2) Linguistic point of view.(3) Oral work.(4) Style of presentation.(5) Pre task activities.(6) Exercises.(7) Non detailed study lessons.

### SIGNIFICANCE OF THE STUDY

This study would be very useful in the area of English language teaching.

- 1) In this study whole textbook is studied critically keeping in mind merits and demerits of the textbook.
- 2) This study maybe helpful in modification of the present textbook of standard VII.
- 3) The teacher would be able to know the new grammar structures, new words and different types of sentences introduced in the lessons.
- 4) This study will be helpful to know the variation of themes.
- 5) This study will useful in finding out the examples of different values and making the students aware of them.
- 6) This study may lead the teachers to look at the textbook in a critical way.
- 7) This is a modest attempt to draw the teachers' attention towards the merits and demerits of the textbook.
- 8) This study may provide guideline to a research study of similar nature.
- 9) There are many educated parents who help their children in learning English. They obviously use the textbook for this purpose.

This study may not lead to a revolutionary change in the present textbook but it can certainly suggest some modifications to make it more effective.

#### DATA COLLECTION TOOLS FOR THE PRESENT STUDY

A 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
- (ii) Opinionnaire
- (iii) Interview

#### (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 and sent to the English teachers who taught English at standard VII. The statements are formed in regarding the subject matter language aspects and values.

#### (iii) Interview

The investigator also interviewed the students of VII standard 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.

#### DATA COLLECTION

The investigator has collected the data by content analysis instrument, opinionnaire and interview. Opinionnaire was given to Modasa taluka teachers only.

#### ANALYSIS OF DATA

In given research investigator has collected data by content analysis instrument, opinionnaire and interview. Data was analysed thoroughly and critically to analyse the textbook.

#### 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 conversation
- 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 VIIth standard.
- 8) 8 lessons are found interesting. The element 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.

### **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.

### **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.