CHAPTER III

REVIEW OF RELATED LITERATURE
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CHAPTER – III
REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

Review of the previous related studies is an essential part of any investigation as it provides the ‘feel’ of the field in advance where the investigator would be working on. It gives the investigator a background of thinking of a problem, the clear perspective of the problem under the study, helps in planning the study properly and selecting or developing the tool for data collection, and adopting techniques for the analysis and interpretation of data. In this chapter an attempt has been made to present the previous studies in brief, which have bearing on the present investigation in the area of the textbook. The review has enriched the investigator with new understanding and insight in the concerned area, leading the present investigation into fulfillment.

Several research activities have already been undertaken in the area of textbook by researchers abroad and a few in India. The textbook research has been marked as an important area of educational research abroad. A lot of work has been carried out in different area of textbooks in general. The review of researchers already done on textbook have been presented under three heads.

1. Content Analysis
2. Text Book Illustrations
3. Evaluation of Text books
3.2 PREVIOUS STUDIES

3.2.1 Previous Studies on Content Analysis

This section presents previous studies on content analysis of textbooks in different subjects. Some of the reviews in content analysis of the textbooks are as under:

Tinker and Patterson (1963) found that effectiveness of black print on white background is more than red print in green background. They found that non-optimal typography (white prints, long lines, small type, set solid) was read slower than optimal typography (ten point type, nineteen point line width, two point leading) printed black on white. Extensive research relating to the print paper and lighting and rearrangement of the materials to be read, both efficiency and preference of readers being considered, revealed that in general black print on white dull finished (off white) paper has been found best (Tinker 1963). While considerable latitude available in print style, 10 point type with a moderate line width of about 19 pica and 1 point leading was recommended. Somewhat larger type and shorter lines are used for younger children. In addition, even distribution of light without glare has been recommended. Illumination of 20-30 feet candles has been found to be adequate for reading. Besides, physical characteristics the importance of language and the presentation of content has been developed in the field of readability research. Scientific study of comprehensibility of written communication has been developed through vocabulary research and readability formulae.

Joshi (1972) analyzed the content of the forth-standard general science textbook to examine suitability of content, explanations and illustrations provided in the text and to ascertain the appropriateness of language and vocabulary used in the text. The study was carried out adopting the technique of the content analysis. It was found that the contents were suitable, sequence and presentation of units were quite proper, contents were free from factual errors, some of the illustrations were not accompanied by insolent description and instructions regarding what to
look for, and there was need to increase the coloured pictures. Reading speeds is high when different content are printed in two narrow columns with 14-point type of letters. It was revealed that reading comprehension is positively influenced by size of letter but not only by type of format, ten points was found better for history.

Kilbourn (1974) developed a conceptual framework based on Stephen C Pepper's world hypothesis. This was also content analysis research on biology textbooks. He analyzed the book on the basis of the potentiality of the world new as a concept for understanding important issues in science education. He found that the analytical scheme could be used to detect the projection of work views to students in science teaching.

Rinaldi (1976) attempted to analyse the content of six elementary science series for level one, three and five for the treatment of creative thinking. He developed categories for evaluation based on the theory of creative learning process identified by E.Paul Torrance and R.E.Myers, process in the act of, learning by Jerome S. Nunen, and summary solving methods by J.H. McPherson. It was found that the textbooks placed only minor emphasis on the development of creative thinking.

The Maharashtra State Bureau of Textbook Production and Curriculum Research (1976) analyzed the content of all Marathi textbooks from grade one to ten in the state to determine the position of women in eight different aspects: pictures, illustrations, fictions and mythology, biography, authorship, recreational activities, professional role and character traits. The procedure adopted was to scan the text lesson wise and record the presentation of male and female. It was found that there was definite sex bias but that could be unintentional.

Nischol (1976) similarly analyzed English textbooks in search of sexist bias or stereotype inconsistent with the principle of equality between sexes. He detected that the texts emphasized the male tremendously.
Strang, Jadhav and Mulye (1980-87) critically analyzed geography and emotional integration and international understanding. The researchers found that none of the textbook under study contains anything detrimental to National Integration, the former, however doesn't find it sufficiently effective in promoting National Integration.

Vaishampayan, Mate and Chaven (1986-87) analyzed the content of Balbharati Marathi Textbook for standard V, VII from the point of view of national emotional integration and international understanding. In their opinion, national emotional integration and international understanding have not been given the attention though deserving. None of three books contained any matter harmful to the concept.

Sangviriyaku (1978) analyzed the content of mathematics and found that there are different levels of discrepancies in the content in between the two categories of books.

Connel (1978) analyzed the content of mathematics textbooks for grade IV, V and VI for examining the content available for instruction for the grades in different topics.

Myles (1976) analyzed the content of geometry to determine the concepts and Kings (1955) studied the concept of algebra textbook to find the trends of content changes. Mathematics in elementary and secondary schools consists of arithmetic, algebra and geometry and trigonometry. Therefore studies on the content analysis of mathematics texts covered all the areas concerned. The studies were carried out by content analysis method, page by page analysis of content.

Lucas (1978) analyzed selected elementary science textbooks and laboratory programmes from grades one to six to investigate specific concepts of life science - developed amount and method of concepts developed in those books. It was found that there was a great discrepancy in number of concepts and methods utilization varied greatly among the programmes.
Stuart (1980) found the single greatest concentration of life science concepts in all textbooks of lower grades (7-9) was ecology, but for higher grades (10-12) it was physiology. Both of the researchers followed content analysis.

Sharma and Saxena (1978) analyzed the questions of science textbooks according to Bloom’s Taxonomy and categorized as knowledge, understanding, application and creativity. It was found that knowledge questions were more in all the books, other categories were there but they were less.

Vaghamare (1971) revealed that desired weightage for knowledge, understanding, application, skill and personal development categories of questions were 40%, 45%, 3%, 5% and 7% respectively and that for objective, short answer, activity, essay and dramatization type were 40%, 45%, 5%, 5% and 5% respectively for history text of class IV.

Iyer (1984) analyzed the level of questions and activities of the science textbooks for standard VIII published by Gujarat State Board of School Textbooks, Maharashtra State Bureau of Textbook and Central Board of School Textbooks. It was found that knowledge questions were more than the understanding and application types of questions in all the three textbooks. It was also found that Gujarat State Board of School Textbook had the least number of chapters and questions of knowledge, understanding and implicational type.

Chandra (1985) studied the representation of the national movement in the social studies textbooks of standard X of Central Board of Secondary Education (CBSE), Gujarat State Board of Secondary Education (GSBSE), and Uttar Pradesh Board of Secondary Education (UPBSE). In her comparative study of the textbooks, it was found that the quality of content matter, language and presentation of unit of national movement in the CBSE textbook is much superior to that of GSBSE and UPBSE.

Karim (1982) assessed through content analysis the extent to which the history textbooks promoted national integration. It found that while instances of
obscurantism, communalism and regionalism were rare, the content of the texts was not intended to promote national integration consciously.

Doris (1993) studied programming languages in computer-assisted instruction textbooks: A content analysis. This study investigated how programming languages were introduced in CAI textbooks from 1979 to 1993, and what changes occurred in these books throughout these years. The research methodology was content analysis. The sample for the study consisted of textbooks for introductory CAI courses at the college level published from 1979 to 1993. They were identified by using Cumulative Book Index (CBI) and Subject Guide to Books In Print (SGBIP). Forty-one CAI textbooks were selected based on carefully defined criteria. A checklist was created as an instrument to record the data from each sample textbook. The major findings in the study were: (1) Among the eight programming languages included in CAI textbooks, Logo was the most frequently introduced language. BASIC was second. (2) The number of pages used to present BASIC was dropping, and the inclusion of programming languages also declined. (3) Four approaches (introduction, special discipline, syntax, and problem solving) were found in the presentation of programming languages in CAI textbooks. The introduction approach was the most frequently used. The syntax approach was the lengthiest in the number of pages. (4) The use of the syntax approach declined since 1985. (5) The results of further analysis of the seventeen multiple editions of forty-one sample textbooks were similar to the findings from the forty-one sample textbooks.

Tilles (1995) made a content analysis of the treatment of ancient Egypt in selected secondary level world history textbooks. World history textbooks draw their content primarily from the disciplines of history and anthropology. The issue of the racial origins of ancient Egyptian, judging by the amount of literature published, is one of the important issues addressed in these two disciplines. Educators and theoreticians agree that accuracy and non-bias are two of the most
important criteria for educationally sound social studies textbooks. Therefore, the question of whether or not world history textbooks address the question of the racial origins of ancient Egyptians along with the question of how ancient Egypt is treated in general are valid questions to be studied.

The sample consisted of the ten most widely used secondary level world history textbooks. The content analysis consisted of three major procedures; first, a quantitative procedure was used to determine the amount of content space allocated to ancient Egypt, its proportion to the total content space in each of the ten textbooks, the space allocated to each category and the proportion of this space to the total content space on ancient Egypt. Second, a qualitative procedure was used to determine the accuracy of the content in the sample in comparison to the content in a widely used college level textbook. Third, a directionality of content procedure was used to determine to what degree the treatment of ancient Egypt and ancient Egyptians in each of the ten textbooks was favorable for unfavorable.

The qualitative procedure revealed that 90% of the sample did not make any reference to the issue of the racial origins of ancient Egyptians. On these grounds, even though the treatment of ancient Egypt was generally accurate, the researcher concluded that the overall treatment of ancient Egypt was partly inaccurate and partly biased. The directionality of content procedure revealed that ancient Egypt and ancient Egyptians receive favourable treatment in secondary level world history textbooks.

Nyikos (1995) conducted a study on language learning strategies used by beginning students of Chinese in a semi-immersion setting.

Most studies of language learning strategies focus on students learning Western languages. Little is known about how students of non-Western languages approach the language tasks. This study combined qualitative and quantitative
methods to explore the learning strategies of 13 American college students taking first-year Chinese in a semi-immersion setting.

The researcher employed several methods to gather data from students: interviews, observation, case studies, and a survey (Strategy Inventory for Language Learning, the SILL, adapted from Oxford, 1989). To ensure the accuracy of the data and its interpretation, prolonged engagement, triangulation, peer debriefing, and member checking were used.

In this study, students employed various strategies to overcome difficulties they encountered in learning Chinese. These strategies were found to be greatly influenced by the learning setting, the demands of the curriculum, types of learning tasks, students' level of proficiency, time, motivation, personality, learning goals, and previous language learning experiences. When the results of the SILL were compared with those of other studies using the SILL, they more closely resembled studies conducted in a second language setting rather than those conducted in a foreign language setting. Female students reported using social and compensation strategies more frequently than their male counterparts. The least successful students were found to use affective strategies more than the most successful students.

Neither motivational orientation nor previous experience in learning Chinese was found to affect the actual language achievement of the four students in the case studies, which included the two most successful students and two least successful students. Success in learning was attributed to tolerance of ambiguity, use of strategies appropriate to the given task, and positive social and academic reinforcement.

Students relied on short-term memory strategies to tackle the frequent quizzes and other language assessments demanded by the curriculum. However, most reported that their real sense of achievement was built upon how well they
could use the language in real-life situations. Therefore, this study points that integrating real-life tasks into a second language curriculum is crucial. Eight other practical implications for teaching Chinese are also suggested.

Efland (1996) made a descriptive analysis of computer-based arts using content analysis and artists’ statements.

This study examines 195 artists’ statements written by selected computer and media artists participating in Der Prix Ars Electronica for the years 1987, 1991, 1993 and 1995. These artists’ statements were analyzed on the basis of their contents to develop descriptive knowledge of artists using digital technology for making art. Two types of categories were developed. Content categories refer to manifest or explicit types of content like a particular word or set of words that can be counted, fairly easily. Process categories refer to implicit or latent forms of content that lie between the lines, so to speak. These categories were developed out of a need to locate references to aspects of the art making processes in the statements of the artists.

The research revealed that different artists (male, female and groups) using digital technology to produce different types of artwork (graphics, animation, interactive, website and music) discussed the same areas of the art making processes using different ratios of concerns. Though many of the artists used terminologies consistent with discussions about the new technologies, the introduction of digital technology into the art making process was, for the most part, a technical in the terminologies of more traditional media. Overall, however, the interactive potential of the new technologies seems to be shifting the focus of the arts from a personal vision to a vision directed more by the audience.

The history of science was included in the first nationwide content standards document for K-12 school science, *Benchmarks for Science Literacy* (AAAS, 1993). Other national standards in science education, including the *National Science Education Standards* also state that students should know the history of science (NRC, 1996).

This study was intended to investigate both the *extent* and *manner* in which the history of science is included in current secondary school physics textbooks. Four secondary school physics textbooks were analyzed in this study. Three research tools were produced during the process of analysis: (a) a History of Science Unit Code Book, (b) a History of Science Conceptual Framework, (c) a History of Science Analytic Rubric for Textbooks.

The findings of this study are: First, the foci of the history of science passages (HOS Units) included in the textbooks were found to be aligned with the foci of the standards documents. Standards descriptions were found to emphasize students' mastery of scientific concepts. A significant number of HOS units focused on developing Conceptual Understanding. Second, the Conceptual Understanding in science required "depth" rather than "breadth". Most history of science examples in the textbooks were superficial and lacked in-depth elaboration. Third, the textbooks examples concerning the Procedural of Science (the process of thinking, investigation, and application) made little use of the historical approach to science education. Fourth, the history of science depicted by the standards documents this mandate and were lacking at both sites. If these two districts chosen typify other New York communities, we must re-evaluate the viability of this mandate.

Grammar instruction in American public high schools has been traditionally shaped by the texts employed by the language arts teacher in the classroom. In order to ascertain if any changes in grammar instruction had occurred in American public schools' Language Arts curriculum over the previous decade, this study examined five American grammar/language arts texts published between 1988 through 1998, inclusive, and contrasted the findings of the content analyses with the findings of an earlier study of texts published between 1860 through 1997, inclusive (Leewer, 1998).

The five American grammar/language arts texts in this study were examined, individually, to identify changes in content, metalanguage, and philosophy. The final stage of the study compared and contrasted the body of information contained in the historical study (Leewer, 1998) against the body of information contained in the present study (1988 to 1998), in aggregate, to identify changes and trends in grammar/language arts texts over an extended period of time.

The comparison from the historical study (1860 to 1987) with the information, trends, patterns, and proclivities evidenced in the five texts of the previous decade (1988 to 1998) indicated several trends. The more noteworthy trends that emerged were: (1) the continuing attrition of terms in the metalanguage lexicon, albeit not in the same degree in the previous eras, i.e., 1860 through 1987; (2) the continuing simplification of grammar instruction; (3) the total elimination of the study of prosody as a component of grammar; (4) the consistency of viewing writing as a process in the modern texts; (5) the replacement of letter writing instruction in the older texts with the teaching of expository and creative writing in the modern texts; (6) the introduction of the use of electronic media and technology in the modern texts; (7) the focus on post testing in the newer texts; (8)
the tendency to take a less serious, less pedantic approach to grammar instruction; (9) the absolute consistency in all ten texts in include substantial tenets of linguistic chauvinism as a rationale for teaching and learning grammar.

Lorber (1998) studied the development of a content analysis instrument for analyzing college-level textbooks used in the United States to teach about the Middle East.

The Middle East has long been, and continues to be, politically one of the world’s hot spots. Helping students to learn about this area seems to make good sense and many colleges and universities offer courses to this end. This researcher was interested in seeing if content analysis instruments were available which would help educators select textbooks that dealt with the Middle East and which, at the same time, reflected the goals and standards published by UNESCO and the Councils for Social Studies, Geography, and World History. The researcher could find no such instruments and elected to conduct the research necessary to construct one.

The researcher first examined the sets of goals and standards published by all four organizations to see which, if any, goals or standards were essentially the same. Fifty-five goals and standards were so identified. After analyzing the content of these items the researcher created four categories (a) History; (b) Geography and Environment; (c) Culture; (d) Peace, Ethnicity and Multiculturalism, and arranged the goals and standards into the appropriate categories.

The researcher then asked over sixty college-level faculty and specialists in Middle East history to rank-order the 55 goals and standards in terms of how important they thought the items were with respect to inclusion in college-level textbooks that deal with the Middle East. The rating scale had five categories: (1) Not Important, (2) Not Very Important, (3) Important, (4) Somewhat Important, and (5) Very Important. There also was space for each participant to write in any
objectives, skills or understanding that they believed was crucial, but which were not on the form.

The researcher analyzed the 60 instruments that were returned, and calculated the mean and standard deviation for each item and each category. The items were then rank-ordered from high mean to low and from low standard deviation to high within each category. These rankings were then used to generate a second instrument. The second instrument included the 50 items that had the highest means and lowest standard deviations on the first instrument.

The second instrument was sent out to the participants. They were asked to again rate each item. The researcher then calculated the means and standard deviations for the 60-second instruments that were returned. Each item and each category were again ranked-ordered from high mean to low and from low standard deviation to high.

Based on this research the following findings emerged: (1) There was a need for a content analysis instrument which would help educators select textbooks that dealt with the Middle East and which, at the same time, reflected the goals and standards published by UNESCO and the Councils for Social Studies, Geography, and World History. (2) There is some agreement among organizations such as UNESCO and the Councils for Social Studies, Geography, and World History, and specialists who teach about the Middle East need to know and be able to do. (3) There was an agreement among the survey participants about the importance of the four categories, which were used by the researcher to classify the standards and objectives. (4) The items on the content analysis instrument seem to adequately reflect what students should know about the Middle East because faculty and specialists who evaluated the instrument suggested no additional objectives and standards. (5) The high degree of agreement between the ratings and standard deviation on the two instruments reflects a high degree of instrument reliability.
Weatherman (1999) conducted a research on assets in individual education plans.

The purpose of this descriptive study was to complete a content analysis of the language found in the individual education plans of students enrolled in special education programs. Specifically, this study measured the extent to which asset language was present on the individual education plan documentation for one hundred students in secondary programs for learning disabilities and emotional and behavioral disorders. The study looked for potential alignment with emerging strength-based theory in youth educational services.

This study used a descriptive survey design based on non-experimental quantitative research. Asset language was observed, quantified, and analyzed for common patterns. One aim of the study was to increase generalizability of the findings to a larger population of students receiving special education services in the same suburban school district.

Four text analyses were completed to test methodology, to gather useful information and to help organize data. The four analyzes were: (1) A content analysis with a word search for asset and deficit language, (2) A content analysis with the adoption of a single word rubric, (3) A content analysis using the Development Assets Framework, and (4) A content analysis using a refined rubric of asset words.

Findings from this study indicate that more deficit language than asset language is present in the individual education plan. When asset language and deficit language is rank ordered (i.e., most frequent words found in text) deficit language is twice as likely to appear in documentation.

Although special educators desire a comprehensive view of the child and a more holistic approach to planning for educational needs, the language used in documents is quite narrow and deficit-oriented. Any documentation of asset language is limited to the area of educational commitment, and is not comprehensive nor in alignment with emerging theory about resilience and youth development.
Kysilka (2000) studied on sources of bias in textbooks for children of francophone Guadeloupe.

The purpose of this study is to determine if the content of elementary textbooks used in the schools of the French Island of Guadeloupe is a valid representation of Guadeloupean culture. Furthermore, the study addresses issues of gender and race bias in textbooks.

The basic methodology used in this study is content analysis. The researcher reviewed two reading series used for elementary age children at the equivalent of the 1st grade levels in American education. The sample included subject matters such as French and Reading. Every illustration of male and female characters in the books was examined and descriptions were collected as data for later analysis. Observations were made and notes were taken about both the illustrations and the written text. In order to measure cultural bias in the reading series, a rubric was developed to help measure the amount of cultural references from the Caribbean milieu as well as the European milieu.

Once all the data were collected for gender, cultural and racial attributes, the researcher analyzed them and presented them descriptively. Findings indicate that male characters are involved in more activities than female characters overall and that the lifestyle of male characters could be interpreted as more fulfilling and more important by children of elementary age. Furthermore, results of the study also indicate that cultural elements of the European Milieu dominate in both series proving to the researcher that the content of the reading series is not representative of the Guadeloupean life style land, hence, does not cater to Guadeloupean children. The analysis of the data also revealed that Blacks represent only 7% of the characters in the illustrations of both reading series. These findings lead the researcher to conclude that the content of those books could be very damaging to young Guadeloupean minds.
McIntosh. (2000) studied how secondary pre-service mathematics, science, and social studies methods textbooks support content-area literacy instruction: a qualitative content analysis.

The purpose of this study was to determine the degree to which the authors of pre-service secondary mathematics, science, and social studies methods textbooks provided purposes, strategies, and rationales for literacy instruction in the respective areas of mathematics science and social studies. The textbooks chosen for this study were the three top-selling methods textbooks in each of the areas of mathematics, science, and social studies. The data were coded and stored in to five broad categories that consisted of Reading to learn, Text Selection issues, Writing to Learn, Writing to Asses, and General Methods. The analysis indicated that the authors of the nine pre-service methods textbooks that made up this study did not provide the kind of support, strategies, and rational that could enable content-area teachers to provide literacy instructions in the content areas of mathematics, science, and social studies. Missing from these pre-service methods textbooks were explanations and examples of how content-area teachers could infuse literacy instructions with regular content instruction and how content-area teachers could help even the poorest reader and writers negotiate texts. Recommendations for teacher educators, methods instructors, and methods textbooks authors, based on this research includes: broadening the pre-service content-area instructions to include discussions of literacy instruction in courses and course material for secondary pre-service teachers; broadening the focus of content-area learning and teaching research to include issues pertaining to literacy; and broadening research in teachers education to include investigations of the messages delivered to pre-service teachers through pre-service courses and course material.
Berlowitz (2001) studied the portrayal of Africans in textbooks: a content analysis.

This study examines the portrayal of Africa and its people in world history textbooks for junior high school students. As part of this examination, this study will review districted and omitted information pertaining to African history and culture, the socio-political agenda promoted within these textbooks, as well as neglected African perspectives. A review of various techniques used to conduct textbooks analysis studies is also provided. One of the early textbooks analysis studies on African American history, conducted by Marie E Carpenter, revealed that stereotypes portraying Africans as inferior, backwards, traitorous, bloodthirsty savages have largely declined since the 1800's. The findings of the current study suggests that in world history textbooks published are used during the late 1980's and the 1990's, there is a serious problem of omitting pertinent information and a failure to include African perspectives on history and culture.

Anderson (2001) conducted a research on tech prep/school-to-work content as reflected in secondary school English textbooks: A content analysis.

The purpose of this study was to contribute to a better understanding of the effect of the Tech Prep/School-to-Work movement on English textbooks. More specifically, the study attempted to compare grade-II American literature textbooks designed in 1989, prior to the TP/STW movement, with those designed in 1999-2000, approximately ten years later. The problem of the study was to determine whether post-TP/STW textbooks, compared to pre-TP/STW, demonstrated any change in choices of reading selections, in complexity of reading selections, and in amount of content related to 16 contextual components of TP/STW reform.

The content analysis involved identifying major publishers and sample literary selections and designing data collection instruments that related TP/STW research to the identified samples. The researcher defined the major TP/STW contextual components and analyzed the treatment of those components in twelve
literary selections found in two textbooks from each of four publishers. Changes were measured in reading difficulty and in number of pages devoted to selections.

The analysis of TP/STW components selection by selection showed an overall trend toward inclusion in the 2000 edition textbooks. All publishers gave notable attention to the use of resources, integration with student experience, and use of authentic assessment. Other specific areas of emphasis varied considerably from text to text. Notable omissions in TP/STW coverage were in the areas that focused on attention to the future, i.e., career planning work ethics, adaptability, and integration of secondary with post-secondary plans. Specific publishers addressed specific TP/STW objectives.

As a result of this study, publishers were encouraged to decrease textbook weight by dividing textbooks into in-class and out-of-class activities.


This study aims at a thorough analysis of advanced ESL composition textbooks. There are several goals: to categorize the basic elements in the textbooks; to identify the hypothetical bases and instructional approaches adopted in the books; and to investigate how textbook development is related to the history of ESL composition and other ESL research. Since there is not a systematic method for textbook evaluation, the last goal of this study is to develop a protocol for textbook analysis.

Three advanced ESL composition textbooks were chosen. The three texts are analyzed from our perspectives: grammar, textual organization, and writer strategy and exercise types. Simple statistics and in depth narration are used to illustrate the findings. The results indicate that a great deal of attention is given to the form of written texts such as grammar and textual organization. This remains true across textbooks that claim different instructional approaches. In addition, there is no consensus about the appropriate dose of grammar. The results also indicate that the textbooks recycle elements and approaches that were popular in
the past. However, some textbooks show a clear tendency to accommodate elements from competing approaches and thus in fact are a mix of approaches. Also, the textbooks pay different degrees of attention to issues prominent in recent ESL research, such as plagiarism and writing examinations, indicating an updated concern about the needs of the ESL population is necessary.

Tolan and Lounsbury (2004) conducted a research on community mental health ideology presented in high school health textbooks: a content analysis.

The present study examined the community mental health ideology presented in high school health textbooks. A content analysis of texts in national use revealed that a hygiene model of mental health predominated. Further, substantial attention was devoted to drugs and alcohol as central issues for high school students, with particular emphasis on prevention through "consumer" education. Community mental health approaches were largely ignored, with brief mention made of the community mental health center as a place where one can go to receive individual treatment. Mental illness was consistently presented as an individual's internal problem, unrelated to the social or ecological context of the individual. The findings were discussed in terms of implications for the exposure to mental health received by high school students and in terms of the need for public education about community mental health issues.
3.2.2 Previous Studies on Textbook Illustrations

Illustration is one of the most important elements of the Kannada Textbook. It presents the material in the proper form and lends easy way for solving the questions. Good illustrations not only complement to the textbook but also supplement proper explanation. Therefore studies in textbook illustration are also important. But there are very few studies on textbook illustrations.

Tryon (1925) studied maps in history texts to determine the geographical phase of the historical content for junior high schools grades. It was found that 42 books had coloured maps and 44 books had black and white maps by periods. Clienti found that science texts of grades first to ninth used 4 main types of labeling system i.e., superimposed, adjustment connected with line. His attempt to ascertain the relative effectiveness of various labeling methods in the associative learning with the help of illustrations remained undecided.

Wardle (1975) attempted to determine the predicted and actual contribution of science textbook illustrations to reading comprehension of pupils of varying the reading ability. It was an experimental study but no relationship was found.

Lane (1981) investigated the illustrations of secondary science textbooks. It was found that designed factors caused errors in interpretation of illustrations and the poor designed factors in illustrations could be identified by analysis of students test and interviewing them.
3.2.3 Previous Studies on Evaluation of Textbooks:

Textbook is one of the important components of curriculum, but out of 347 curriculum studies in India reported up to 1988 in Fourth Survey of Research in Education only 26 (7.49%). Studies deal directly with textbooks, however according to Dave and Dave in the India context textbook evaluation has acquired a distinct emphasis in educational research. During 1972-78 there were national level decisions to critically examine textbooks brought out different states/union territories with reference to several issues and mainly from the point of view of national integration in the case of subjects in humanities and social sciences. During this period out of 71 studies in curriculum 9 studies were in area of textbooks. During 1978-1988 the percentage got reduced. Moreover, some of the studies were not complete textbook analysis in the sense that they touched content part only and that too mainly with the intention of looking at certain important aspects such as national integration in history textbook, role of women in social studies textbook etc. Modern textbook research development and evaluation have had some influence especially from the developed nations such as U.K. and U.S.A. There were several studies available in the field of textbook research itself. Of course if we look at only Kannada textbooks and that too at elementary or say primary level there was not a single study available. The research done in Kannada textbooks were very few even at secondary level too. The investigator felt that there was nothing wrong in getting the academic support from any field and from any level within the framework of textbook research or sometimes even from the other frame work.

The studies on textbooks evaluation may have much to tell the investigation of the present study. This is because the methods of evaluation of Kannada textbooks and another subjects have direct relation with present studies. Though the researches on content analysis, measuring comprehensibility, assessment of exercises and illustrations and the status of survey all are directed to evaluate
different aspects of textbooks still there are some investigation directly or indirectly titled as Textbook Evaluation. Some of the reviews collected by the investigator is as under.

National Council for Educational Research and Training (1969-70) conducted a survey to find out the exact situation regarding textbooks at the school stage in the country. Tools and techniques used for the survey were questionnaire, interviews, documents and file analysis etc.

Maharashtra State Bureau of Textbook Production and Curriculum Research (1974) conducted a statewide survey of use of textbooks, to find out percentage of pupils who had textbooks, second handbooks and non-textual materials produced by the Bureau. An information schedule was used as the tool for data collection from the students of the sample schools. An analysis of their view indicated that only a small percentage of teachers go through the textbooks thoroughly and assimilate concepts and method included in them.

National Council for Educational Research and Training (1970-72) undertook nine studies on preparation and evaluation of textbooks in mother tongue, second language, English, History, Geography, Social studies, General science, Physics and Biology at middle school stage. The major purpose of these studied was to develop the basic principles and procedures in preparation subjects. The purpose of evaluation of textbooks was selection, improvement and research in the area of textbooks. Different tools developed and used were – report card, scoring card, scoring sheet, information sheet, profile, observation schedule, analysis sheet, evaluation proforma, questionnaire checklist, and rating scale. Some of the major procedures adopted were evaluation by panel of experts, tryout of books, pooling the opinions of teachers, supervisors, pupils, and content analysis and action research technique.

Walvalkar (1971) attempted to find out the errors, examine the suitability, and examine the suitability of Mathematics textbooks for standard II - IV. Tools of the study were questionnaire for teachers and parents and as set of achievement
tests for pupils. It was found that the text material had relevance to daily life and was suited to the capacity of the pupils.

Maharashtra State Bureau of Textbook Production and Curriculum Research (1974) studied primary school teachers' views about mathematics syllabus in Maharashtra. It was revealed that majority of teachers found the modern mathematics portion of the syllabus was difficult.

Kher (1972) evaluated the history textbook of standard VI to find out their consistency with syllabus and suitability to pupils needs. The investigator used questionnaire and interview for surveying the opinion of teachers, parents and subject experts and pupils. It was found that the textbook was useful and suitable for pupils, approximately followed the syllabus, rich in visual aids but there were several factual mistakes and inadequacy of exercises.

Ponkshe (1972) evaluated the geography textbooks of standard VI with similar purpose. Tools used were also similar. The study found the textbook in consonance with the objectives prescribed in syllabus except for recognition of cause and effect relationship, stimulation of the power of observation and encouragement of the use of the maps. In another study conducted by MSBTPCR (1986-87) Chaware, Kambale, Bharati, Sarawade, Wakade and Kulkarni evaluated the geography textbook for standard III separately. The tools used to elicit opinion from teachers; experts and pupils were questionnaire and interview. They found that the textbook was in consonance with the prescribed syllabus, contained some in accurate statements and the content was suitable to age-range of the pupils of standard III.

Pattabhiram (1973) evaluated the nationalized social studies texts the secondary stage of Andhra Pradesh. Criteria taken for this study was content of the text and layout of the book. The study was carried out with the cooperation of teachers, headmasters, students, teacher educators, administrators and educational publishers. It was found that nationalized textbooks were better in quality in comparison to old textbooks but was enough scope of improvement.
Karandikar (1973) studied the mathematical concepts in syllabus and textbooks to examine whether the mathematics concepts mentioned in the syllabus for standard II to VII were in consonance with the intellectual maturity of the students. It was found that all mathematical concepts in the syllabi, except those of time and space, were in accordance with the intellectual maturity of the pupils.

Rastogi (1975) and others in one study developed the principles for preparation of textbook of mother tongue as also the tools and techniques for evaluating them. The tools developed were an analysis, an evaluation pro forma to evaluate the textbooks for selection as well as improvement.

Sie (1975) evaluated the effectiveness of the experimental textbook "Science is doing" for standard III prepared by NCERT for the students of Orissa. Questionnaire was used to have the opinion of sample teachers. It was found that physical aspects except the get up of the book were good. Some experiments set in the book were considered difficult for pupils, illustrations were inadequate and the extra work under caption. "Things to do at home" were found to be dissatisfactory.

Balbharati (1976) evaluated the nationalized Hindi textbooks of classes I to VIII in the terms of strength and weakness, values needs and themes by opinions from teachers, students and experts at the same time analyzed the end of chapter exercise on the basis of cognitive level of questions.

Godbole, Bhoile and Marodkar (1986-87) evaluated the Balbharati Marathi textbook of standard VI to find if the textbook is in consonance with syllabus and suitable to the pupil needs. Questionnaire and interviews were used to elicit opinion from teachers, experts, parents and pupils. They found that text was in conformity with the syllabus, some lessons were very difficult and exercises at the end of the chapter did not exhibit sufficient variety.

Tharyani and Bhatta (1986-87) studied Hindi and Gujarati text of standard VII respectively. The former found that the textbook was not very much in line with the syllabus; the language and the vocabulary are not suitable and appropriate. In the later case it was found that textbook was written in accordance
with the age group of the pupils, the style of the language was difficult at some places but it is fluent in general.

Han (1977) analyzed and evaluated the second year Korean science textbooks using Piagetian concrete and formal operational thinking patterns. The investigator analyzed the learner ability of science content in terms of educational objectives, and learner ability was measured through an achievement test. It was found that there was a gap between the cognitive development levels of the students and the science content being taught to them.

Morant (1977) developed practical criteria for both students and teachers to evaluate the text of history and provided a usable model for black people and minorities. The tools developed were information date sheet and comparative analysis chart.

Gopal Krishnan (1977) carried out a study on mathematics syllabus and textbooks, to find out how far the syllabus was adequate, the constraints that effect the implementation of the current syllabus. The study also compared the syllabus under study with that of the advanced countries. Tools used in the studies were questionnaires and interviews. It was found that the structure and rigor of the mathematics textbooks were appropriate, the syllabus under study was better than that of the immediately preceding years and the Kerala syllabus differed from NCERT syllabus.

Jones (1978) developed and evaluation instrument for High School Biology textbook by review and analysis of previously developed instruments and rating sheets of the State Department of Education, U.S.A and applied it to evaluate nine selected biology texts.

Branch (1980) and Rice (1980) evaluated social science textbooks for school levels. Purposes of their studies were to determine the value of textbooks in terms of vocabulary, suggested activities, inquiry approach, and problem solving disciplines included in the textbooks. They had used survey method utilizing questionnaire, rating scale and getting the opinion of experts as well as
the response of teachers and students. The major findings of these studies were that pupil's perception could indicate some necessary change in the textbook materials and the way their teachers use the textbook material. A single textbook is not the most appropriate book for a school district and development of criteria is the tools of social science textbook evaluation are urgently necessary.

Vega (1978) evaluated fifty-eight books to determine how valuable Spanish teacher judged their books to be helping students to attend certain activities proposed by Department of Education. He used three questionnaires each utilizing a list of books and objective and likert type scale. Stewart conducted a study to develop procedure and criteria of evaluation of Basal Reading Textbooks. A questionnaire was developed and was rated by principals and teachers of elementary schools.

Takshashic (1979) evaluated selected world history and geography books through the students entrusts and expression in the study of Japan. He used to questionnaire to obtain data of high school students' interest.

Joshi (1979) developed an "edit code" for evaluating school science textbooks. Four studies were completed as a part of this research, (1) development of categories (2) content analysis process (3) establishing the validity of edit code (4) demonstrating the utility of the content of the study were edit code can be used finding for improving textbooks through content analysis.

State Council of Education Research and Training, (1981) Andhra Pradesh evaluated the textbooks prescribed for classes VI and VII and also analyzed the views of the parents teachers and students about these textbooks by and large parents teachers and students found continuity in the development of content in the textbooks. Parent felt unable to help the wards in solving problems included in Mathematics textbooks.

Lalithamma (1981) undertook a study to develop criteria for the preparation of good mathematics text and to prepare an analysis sheet for the evaluation of the mathematics textbooks based on the criteria developed. Secondary school
mathematics teachers were administered questionnaire by the investigator. Criteria were identified and classified into two categories: (1) Physical aspects (2) Academic aspects.

It was found that process operations were given more emphasis than the products topics were systematically correlated with proper grading and sequencing, exercises were sufficient in numbers, physical aspects were adequate.

Mehta (1983) carried out a comparative study of textbook production set up as a process. The study intended to find out the best possible processes and set up as to improve the quality of the school textbooks. Chaudhri evaluated the school textbook improvement programme in India. It was found that the existing book and techniques of textbook evaluation were based on such principles, theories, approaches and criteria, which were selection oriented, and not the improvement oriented.

Roy (1986) evaluated the high school general science textbooks in Bangladesh to assess the textbooks on the basis of curriculum objectives, to study its suitability to the pupils needs and to study the content exercises. Questionnaires were administered to authors, editors, illustrations, teachers and subjects. There were interview schedule for teachers and head. Analysis sheet cum Textbook Evaluation Diary was also developed for collecting information from teachers. Romey’s test was used to measure students’ involvement index. The ends of chapter exercises were analyzed according to the Bloom’s Taxonomy. It was found that textbooks were written according to the requirement of curriculum. The study also revealed the negligence of proof reaching. Questions of higher cognitive level were less in number in the exercises of all five texts. In-depth content analyses showed several details, which are useful in future, review of the books.

Joseph (1987) evaluated the physics textbooks of standard XI (Part I and II) of Gujarat State to find out the strength and weakness of different aspects of the textbook. The tools used were questionnaires and interviews. He found that
textbooks were with consistency with the syllabus but did not help the students much for self-study, as there were ambiguous concepts and statements, misplacement of illustrations and wrong figures.

Kadam (1989) evaluated mathematics textbook on the basis of the syllabus to study the academic and physical aspects and analyze the end of chapter exercises. Questionnaire was administered to teachers to collect their opinion. There were interview schedule for teachers and students. The investigator analyzed the content of the textbook. The textbook was written according to the requirement of the syllabus. The study further revealed that there were conceptual gaps in the contents, several printing mistakes, exercises were not very challenging and the physical aspect was not good enough.

Joseph (1990) evaluated social studies textbook on the basis of the syllabus to study the academic and physical aspects and analyze the end of chapter exercises. Questionnaire was administered to teachers to collect their opinion. There were interview schedules for teachers and students. The investigator analyzed the content of the textbook. The textbook under investigation was written according to the syllabus but some content was inadequate in terms of subject matter. Hence the related concepts could not be understood well. The textbook clearly indicates the negligence of proof reading regarding spelling mistakes, misprints missing and caption less illustrations etc. The mistakes or deficiencies are due to lack of communication and co-ordination between the authors, illustrators and proofreaders. Illustrations are without figures, hence the instructions given becomes meaningless.

Skierso, Chall, Conard (1991) utilized Bloom's Taxonomy of the Cognitive Domain to assess the processes and skills textbooks require learners to perform. The rating of a textbook will directly reflect the level of skill it demands. For example, a book that uses synthesis and analysis would rate higher than one that demands only comprehension. Chall and Conard have adapted Bloom's Taxonomy
to create a "Question Complexity Rating Scale". They use this to evaluate individual questions in order to analyze the difficulty of questions and to display the range of cognitive skills needed by the students to complete textbook activities. These concerns highlight the increasing significance that professionals place on the process of learning and the recognition that focusing solely on outcomes often does not address all the second language learner's needs.

Littlejohn and Windeatt (1989) sought to "look beyond the goals of language learning itself" and therefore include issues such as "learners' perceptions of knowledge", "language learning and roles" and learners' world view and general knowledge, as well as their affective and cognitive development. These authors stress the necessity of placing language learning within the broader context of all learning and emphasize how knowledge and cognitive ability should be addressed in the creation and evaluation of materials. As revealed by this review, experts demand a great deal from textbooks, although their beliefs may not always reflect the view or the situation of the classroom. However, an awareness of these issues is significant for enhancing one's ability to evaluate and choose the best textbooks.

Thoreson (1994) conducted a study on the effects of evaluation apprehension and client difficulty on beginning counselor anxiety and performance in a college-counseling center. This study examined the effects of evaluation and client difficulty levels on beginning counselor anxiety and performance. Analyses of variance revealed significant effects of client difficulty on anxiety and performance, and a significant interaction between anxiety, client difficulty and evaluation condition. No significant effects of evaluation condition were found on counselor anxiety or performance and for the interaction between evaluation, client difficulty and performance. The results found theoretical, but inconsistent, support for evaluation apprehension, and cast doubt on the use of drive theory of social facilitation for counselor training research. Suggestions for
future study included the application of cognitive overload, and self-presentational approaches to this line of research.

Jacqueline (1994) studied on personal beliefs and evaluative responses to ill-structured problems. Errors in reasoning such as making invalid inferences and confirming rather than disconfirming a hypothesis have been well documented. There are, however, conflicting studies that show that under certain conditions (e.g., type of problem and task instruction) people's performance in reasoning tasks can be free of errors. On the other hand, research on teaching and learning critical thinking skills (CTS) suggests that there are still many obstacles that need to be overcome. For example, the effect that beliefs have on students' CTS has not been extensively studied. The problem addressed in this study was whether or not CTS, such as evaluative and alternative hypotheses generating skills, help students to critically examine evidence or whether students only on their, perhaps unjustified, beliefs.

Samples of 125 senior university students were given a set of ill-structured problems (ISP) as well as a belief scale. They were asked to evaluate ISPs, generate alternative hypotheses and decide whether the ISP conclusion was warranted.

The results suggest that subjects' beliefs are non-evidential; are vulnerable to change even in light of faulty evidence; and, are responsible for reasoning errors. In terms of CTS, students can use at least three evaluative criteria (including beliefs) but this depends on instruction, what the problem is about, and the strength and direction of relevant beliefs. Subjects with neutral beliefs used less evaluative criteria. But subjects had more difficulty in providing alternative hypotheses; only instruction had an effect on this variable. Moreover, reasoning errors such as agreeing with an unwarranted conclusion and confirming rather than disconfirming a hypothesis depend on the direction and strength of beliefs. Although the majority of subjects, regardless of strength or direction of belief, disagreed with an unwarranted conclusion (i.e., selected a logical conclusion), for
some beliefs almost half of subjects agreed with an unwarranted conclusion in a way that confirmed their beliefs. In short, reasoning errors may be more related to poor CTS than to strength or direction of justified beliefs and to the inability to use the evaluated evidence to make decisions about the validity of conclusions.

Francis (1994) undertook on gender role depiction in the moral education textbooks in the Indonesian new order state: A micro study. This study examines Pancasila Moral Education (PMP) textbooks in the second grade of three schools in Palembang, South Sumatra, Indonesia. Pancasila Moral Education holds an important place in the school curriculum and workplace. All students and civil servants are required to learn the five tenets of Pancasila, the philosophical foundation of the Indonesian New Order State. However, the depictions of women in the Pancasila textbooks for elementary schools do not reflect the wide range of the capacities and aspirations of women in Indonesian society.

The purpose of the study is to assess how gender is affected by gender roles depicted in the PMP second grade textbooks. Gender stereotyping was given special attention to discern how realistic the portrayals of girls, women, boys and men are in the books; to assess the influence the pictures have on the goals of the second grade girls and boys beyond elementary school; and to identify any false images. In a qualitative study set in one Moslem, one Catholic and one public school, interviews and observations revealed that teachers, parents and the community in spite of the fact that the goals and performance of girl students in schools are high are reinforcing sex role stereotyping. If the schools transmit values and influence attitudes then the question why such biasing elements have continued was investigated.

He observed a total of 10 classrooms, interviewed 36 elementary students (12 at each school), 2 high school students, 1 university student, 10 teachers, 2 principals, 1 guidance counselor, 2 Jakarta government officials and an Indonesian feminist and academic.
It is also imperative to view the elementary schools in the Indonesian setting. A historical context is given to clarify the basis for sex role stereotyping. How the New Order State socially constructs women is provided as a backdrop to the study. Using a Leonardo's (1991) five points for a feminist culture and economy as a guide questions such as who defines culture and power and how these definitions impact girls were examined. The questions were political because it is political when women, girls and certain classes of men and boys are given messages that are inconsistent with their reality and goals.

Hutchinson (1994) conducted study on an analysis of comprehension questions in the grade on Korean national reading textbook and selected grade on reading programs of the United States. This study was conducted to examine the comprehension question inserted in the core instructional materials for first grade reading instruction in both Korea and the United States. These materials included both pupil and teacher editions of the three most frequently used reading programs in the United and the national textbook of Korea. The Pearson and Johnson taxonomy of comprehension questioning provided a basic vehicle for analysis.

For the study, three objectives were established: (1) to determine the kinds and incidence of questions asked in each of the three United States programs and the national textbook of Korea, (2) to examine what kinds of questions occur most frequently in each state of pre and post-reading as well as during the reading in the four reading programs and (3) to examine whether the kinds and incidence of questions asked vary as a function of literacy category of selections included in the four programs.

From all selections of the four reading programs, a total of 5,791 questions were classified. In the examination of the kinds and incidence of questions, the findings revealed that the Korean textbook asked a substantially greater percentage of text-tied factual questions than did the United States programs. The three United States programs, however, differed somewhat from publisher to publisher in their questioning strategies. Regarding the issue of question placement, the
findings of the study indicated that the programmes utilized similar patterns of questions in pre-, during-, and post-reading activities. For instance, all the programmes emphasized background questions in pre-reading activity and opinion questions in post-reading activities, although the degree of emphasis varied. The examination of questions based on the literacy category of selections indicated that all programmes with the exception of one United States programmes exhibited no substantial differences in the kinds of questions according to the literacy category.

Morris (1994) studied the effects of literature-based versus textbook instruction on attitudes and achievement of middle school students during a social studies unit. An analysis of the effects of Literature-Based versus Textbook instruction in the study of two topics in social studies was performed. Four intact classes of seventh-grade students participated. An attitude pretest found no significant difference between the groups in attitude toward studying historical topics. A standardized achievement test found no significant difference between the groups in reading achievement.

During the first four-week social studies unit, two of the groups received the Literature treatment while two groups received the Textbook treatment. The treatments were switched for each group during the second four-week unit.

Tests were administered immediately after each instructional unit to determine if there was a difference in attitude toward studying history and achievement of the content. In addition, interview data was collected to elicit further information that may have been overlooked.

Statistically significant results were not consistently found for attitude. However, the general trend of the results favored the Literature Based instruction. Statistically significant results favoring Literature Based instruction were uniformly obtained for achievement. Interview data showed a preference of students for Literature-Based instruction.

Camine (1994) undertook an experiment comparing the effects of topically organized and causally organized textbooks in eighth-grade U.S. history. This
study compared the effects of a causally organized history textbook and a topically organized textbook in eighth-grade United States history classes. The causally organized textbook used a predominantly problem, solution, and effect text structure that emphasized causal relationships among events in history and also included elements of instructional design intended to focus student learning on key concepts. The control textbook was organized as a series of topics in chronological order, which has been traditional in commercial textbooks. The length of the intervention was one school year.

One hundred six eighth graders in four intact classes served as subjects. Two teachers taught two classes that were as identical as possible due to careful assignment by their previous year’s teachers. The classes were randomly assigned to conditions so that each teacher taught on class using the causally organized text and the other using the topically organized text.

Student acquisition of history knowledge was measured by (a) 20 multiple-choice items from the National Assessment of Educational Progress (NAEP), (b) a curriculum-specific test from the causally organized textbook and (c) a curriculum-specific test from the topically organized textbook. Results indicated that students using the causally organized textbook acquired significantly more knowledge of history as measured by both the test drawn from their own textbook and from the topically organized textbook. The NAEP test showed no significant difference between groups.

Student essays about primary source historical documents measured student application of history knowledge. Posttest essays showed no difference between treatment conditions. Generally poor performance was hypothesized to be a result of an inadequate amount of instruction in expository writing skills.

Student attitudes were assessed using the social studies sub-scale of the Children’s Academic Intrinsic Motivation Inventory. No significant differences in student’s intrinsic motivation to study history were found between groups. Students uniformly indicated in interviews that they appreciated the fact that
compared to other textbooks, the causally organized text was easier to read and understand and that the answers to questions were much easier to find.


The major purpose of this study was fourfold: (1) to characterize grammatical structures in authentic conversion of native speakers of American English; (2) to compare the grammatical structures of the authentic discourse with those of EFL textbook dialogues; (3) to examine the variability of dialogues among EFL textbooks; and (4) to provide pedagogical implications on the creation and the use of EFL textbook dialogues.

Data were collected from American daytime television talk shows and Korean secondary-school EFL textbook dialogues by an instrument developed specifically for this study from information based on related research. The instrument consisted of ten grammatical structures: Article, aspect, clause, contraction, degree, inflection, modal, passive voice, question, and tense.

From the results of this study, it was found that native speakers of American English most frequently used aspect, contraction, and article in conversations while they least frequently used questions, passive and degree. With respect to the use of selected grammatical structures, there was a statistically significant agreement regardless of native-speakers' role and their gender, but there was no interaction between speaker's role and gender.

In addition, there was a statistically significant relationship among utterances in authentic conversation and dialogues found in beginning and intermediate EFL textbooks according to the speaker's gender and the text level. Variation of dialogues, however, was shown among both beginning and intermediate textbook series in terms of selected grammatical structures. This study also showed that current EFL textbook dialogues used in Korea might not reflect contemporary conversational English usage in most selected grammatical structures except passive.
In conclusion, although there is a similarity between conversational English and EFL textbook dialogues regarding the overall use of selected grammatical structures, there is a difference regarding the specific usage of each grammatical structure. In addition, the variation of dialogues among EFL textbooks may cause education equity concerns and problems in articulation with upper-level education.

Hanna (1996) studied the effects of organizational structure on the feedback loops of evaluation.

This study looked at the process of context evaluation and the effects of external forces on its sometime failure to effect change. There are myriad reasons why change does not always occur as a result of the evaluation process, but the purpose of this study was to investigate the effect of the nature of the teaching-learning relationship on the cyclic feedback loops of evaluation.

In the American educational system evolutilonal techniques frequently do not effect change except on a very superficial basis. This study contended that one of the primary reasons for this failure is the lack of feedback loops in the evaluation process. Results of evaluation are paid a cursory look, and change that occurs, if any, continues to maintain the power base of the teacher.

The investigator utilized the pre-admission, testing area of a large inner city hospital as the site for study. Patients came to this unit for peri-operative instruction, recording of their medical, history, and a physical examination prior to their planned surgery. The staff of the unit regarding the expectation of the surgery and the necessary preparation instructs the patient. The patient and the staff relationship, as does the student teacher relationship, fit the protocol for inequality as an inherent part of the nature of the relationship.

Berlin (1996) studied the characteristics of science and mathematics integration: activities recommended in teachers’ manuals for four elementary science textbook series.

National science and mathematics education reform documents include provisions for integrating the disciplines. The interdependence of science and
mathematics supports the national agenda. Furthermore, with U.S. student performance in science and mathematics trailing student performance in other developed nations, integration may improve student achievement and attitude related to these disciplines.

The literature suggests that the science textbook is the predominant instructional vehicle for many elementary teachers. Therefore, activities provided in teachers' manual may likely influence teaching and learning. An analysis of the activities recommended to integrate science and mathematics in teachers' manuals may suggest the nature of this integration.

Since no such analysis was found in the literature, this study examined recommended science and mathematics integration activities (RIAs) in teachers' manuals of four current elementary science textbook series in grades 1 through 5. The study was conducted in four phases: (a) data sources were identified; (b) an analytic framework was developed and validated; (c) activities recommended integrating science and mathematics and integration categories and characteristics within each RIA were tabulated: (d) data were analyzed.

Findings suggest that activities recommended to integrate science and mathematics are optional and that relative to other optional activities, they occur infrequently. While a lengthy list of integration characteristics was identified in the literature, only two process-oriented characteristics, collecting and organizing data and interpreting data, are adequately represented in the RIAs. Some integration characteristics, such as hypothesizing, defining operationally, and the use of computers, was not observed in any RIAs.

Based on this study, several strategies are suggested: encourage a greater number if activities that integrate science and mathematics, consider the need to embed a greater variety of integration characteristics in the activities, develop RIAs that attend to conceptual (content) as well as procedural (process) knowledge, and revise the format of the activities to make the RIAs an integral component of science lessons. Implications for research include studies of when
and how RIAs are used by teachers, the relation between RIAs and student achievement and attitude, the nature of the integration of science and mathematics activities from a mathematical perspective, and RIA development.

Qasem (1996) studied the Cultural Content Of Arabic Language Reading Textbooks In Jordan. Grades 4-6.

Textbooks are often considered as key elements in education. For many students, especially in developed countries, textbooks are their first and early exposure to books and to reading. The education policy in Jordan is trying to design a new curriculum for reading textbooks. This study aims at studying the cultural content of Arabic language reading textbooks in Jordan, and attempts to provide answers to the following questions: (1) what dimensions of the Jordanian culture do the Arabic language reading textbooks grades fourth through sixth contain? (2) What is the distribution rate and percentage of each dimension in each grade fourth through sixth? (3) How are the cultural dimensions content distributed in these textbooks?

This study employed primarily quantitative methods. The technique of content analysis was used to analyze the textbooks and to gather the data of the study. The data were treated by the statistical Chi-Square and its procedures. An instrument of content analysis was developed and its validity and reliability were established.

The main findings of this study were: (1) The reading textbooks contained the following cultural dimensions: religious dimension, Arabic Islamic dimension, historical dimension, social dimension, patriotic dimension, scientific aspects of modern life dimension, humanistic dimension, and skills dimension, (2) the number of concepts provided in each dimension demonstrated that the curriculum content included a great emphasis on Arab Islamic culture dimension, the social dimension, and the historical dimension.

The study recommended that: (1) efforts should be made to develop sound methods for assessing the effectiveness of textbooks, (2) the instrument of this
study is recommended for adaptation and modification use in similar studies in the future specially for cultural content in the first three grades, (3) there was a wide variation in the frequency and number of the concepts in each dimension. This variation was particularly evident among the grades, (4) similar studies are recommended for other subject matter areas to get a broader picture of the nature of the content of the entire curriculum.

Bishop (1997) made an evaluation of selected mathematics textbooks. The materials include the full program of teacher and student materials for grades two and four of both Sadlier-Oxford and Everyday Mathematics. Complete materials were also available for Level D of the SRA materials entitled Connecting Math Concepts (CMC). Level D is comparable with grade 4 in a more conventional naming scheme. Only a summary with "scope and sequence" was available for the CMC, Level B (grade 2), including samples of the "scripting" for teacher presentation to the class, so no attempt was made to match so carefully against the CK Sequence. For the Saxon, full student materials were available but no additional teacher materials.

Whether or not all of the "reform movement" curricula - Quest 2000, Math Their Way, etc. - are as susceptible to omission, or at least lack of certifiability, of the CK Sequence specifications as the UCSMP curriculum would have to be confirmed on a case-by-case basis. Given that the UCSMP materials are often perceived as the best of the genre, however, he would be extremely wary. He looked at in some detail, though not as carefully as he did with UCSMP, is California's current largest seller, MathLand, by Creative Publications. Based on my cursory perusal and substantial California student performance data, he would go from "dangerous" to "poisonous." Any more traditional text such as Sadlier is preferable. Even more preferable is one that does not overlook the importance of automaticity, of course, but does it in the style of pervasive incremental review.
Both CMC and Saxon do this well and my impression is that Saxon does it better, at least in the hands of competent teachers.

Tyler (1997) studied the effects of two second-year algebra textbooks on changes in secondary students’ attitudes as measured by the mathematics attitude inventory.

The purpose of this study was to compare the effects of two second-year algebra textbooks on changes in secondary students’ attitudes as measured by the Mathematics Attitude Inventory (MAI). The University of Chicago School Mathematics Program’s (UCSMP) *Advanced Algebra* textbook (1994, Field Trial Version) was used by the experimental group, and a traditional textbook, *Algebra Two with Trigonometry* (1983, Merrill Publishing Company) was used by the control group. The UCSMP textbooks were some of the first textbooks to demonstrate alignment with the NCTM *Standards*. Because a stated theme of the NCTM *Standards* was fostering positive student attitudes, this study investigated the influence of a *Standards*-based textbook on change in student attitude toward mathematics.

The MAI, developed by R.S. Sandman, was used to compare the attitudes of the two groups. This study compared the following five areas of attitude: anxiety toward mathematics, value of mathematics in society, self-concept in mathematics, enjoyment of mathematics, and motivation in mathematics. A two-tailed *t*-test was applied to compare the attitudes of the two groups based on pretest and posttest scores.

Data were collected from 95 students in a north Mississippi high school. Results of the study showed a statistically significant difference between the groups in the area of value of mathematics in society. There was no statistically significant difference between the groups in the other four areas: anxiety toward mathematics, self-concept in mathematics, enjoyment of mathematics, and motivation in mathematics.
Glass (1998) studied the evaluation criteria of Illinois elementary-school principles as compared to the interstate school leaders licensure consortium national performance standards.

The purpose of this study is to investigate the criteria currently used to evaluate elementary-school principals in the state of Illinois. These criteria were assessed in light of principals, opinions on which of those criteria should be included in their evaluation. The 96 performances designated in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, developed by the Council of Chief State School officers, were used as the basis for the study.

Elementary principals throughout the state of Illinois were chosen proportionately from both geographic region and number of students served in the schools. These principals responded to questions based on the performance criteria stated in the ISLLC standards.

The findings of this study indicated that principal respondents consistently believed the ISLLC criteria are and should be used to evaluate their performance. Few differences existed between schools of differing sizes and geographic location. However, the responses indicated that principals were evaluated in the ISLLC criteria to a lesser degree than they thought they should be, indicating that the expectations principals had for their performance were greater and more complex than reflected in the criteria on which they were currently evaluate.

Further analysis of the data indicated that principals ranked standards dealing with development of vision, maintenance of a school culture and instructional program, management of the school, and integrity and ethics higher for both “in use” and “should be used” than they ranked the standards dealing with collaboration with families and extended communities outside the school.

Skeen (1998) made an evaluation of a writing skills curriculum designed for an accelerated eighth-grade pullout program.
The purpose of this study was to determine if a writing skills curriculum designated for an accelerated eighth-grade pullout program met standards recommended for gifted students. Accordingly, the study focused on four areas: (1) the curriculum’s alignment with current theory and practices, (2) students’ attitudes toward the curriculum, (3) student skills outcomes, and (4) the curriculum’s appropriateness as a model for future classes. The curriculum included original and unpublished course materials (instructional handouts, assignments, and examinations), which I produced and then piloted during the 1996-97 school year. A panel of experts and through student opinion questionnaires and skills assessments evaluated it. Based on the findings, the curriculum, with minor revisions, is appropriate for the target student population.

Craig (1999) studied the Evidence of bias and censorship in college history survey textbooks.

This study, a line-by-line examination of text and images, reveals that there is bias and censorship in at least these few of America’s college history survey textbooks, regarding religion and its influence in shaping America. Bias and censorship in the context of this study means either the absence or distortion of American religious history, especially contemporary (the last three centuries) mainstream Protestantism. Because the eighteen collaborating authors of these five sets of textbooks grew up, acquired their varied academic credentials and teach on college campuses across the nation, these texts are considered representative and not anomalies.

There are a number of diverse opinions as to how this textbook bias and censorship has surfaced, especially considering America’s rich religious heritage, including a widespread contemporary mainstream Protestantism profoundly impacting society. These diverse opinions each have merit: Carter claims that religion has been “trivialized”, Dalin says it is the result of “strict separationists”, DelFattore asserts it is the result of “fundamentalists” and “politically correct’ extremists; McCarthy declares that there has been a “second establishment”, this
time secular humanism which he calls “civil religion”, and, Nord affirms that this situation is the result of the dominant “secular cultural and intellectual institutions”, including both publishers and the Supreme Court.

To gather the material in a systematic way, this work closely adheres to Paul C. Vitz’s examination of primary and secondary school textbooks and the most comprehensive study available, *Censorship: Evidence of Bias in Our Children’s Textbooks*, Servant Books, Ann Arbor, Michigan, 1986, with some variations and additions.

The culmination of this dissertation is over forty pages of “Tables”, clearly disclosing the exact nature of the treatment of religion in America over the past four hundred years, as garnered from the college history survey textbooks examined for this study. The “distancing” away from mainstream Protestantism takes several forms: by religious character, such as Joseph Smith, a Mormon, by culture and/or geography, as with Native Americans or India’s Gandhi, and time, as there is usually incrementally more information available about American religion and societal implications as the textbook history describes earlier eras so that distortions and omissions are usually, less apparent.

Of almost five thousand pages of history text and eighteen hundred images, a total of less than fifty incidents and images, covering the last three hundred years, may be considered mainstream American Protestant. This dissertation clearly reveals that our progressive and liberal society, including educators, publishers and the Supreme Court, largely reflecting America’s secularization, has resulted in the bias and censorship apparent in our college United States survey history textbooks, manifest by the omissions and distortions of America’s religious history and influence.

Schmuckler (2000) investigated on the impact of computer-based versus “traditional” textbook science instruction on selected student learning outcomes.

This study reports the results of research designed to examine the impact of computer-based science instruction on elementary school level students’ science
content achievement, their attitude about science learning, their level of critical
thinking-inquiry skills, and their level of cognitive and English language
development. The study compared these learning outcomes resulting from a computer-based approach compared to the learning outcomes from a traditional, textbook-based approach to science instruction. The computer-based approach was inherent in a curriculum titled *The Voyage of the Mimi*, published by The Bank Street College Project in Science and Mathematics (1984). The study sample included 209 fifth-grade students enrolled in three schools in a suburban school district. This sample was divided into three groups, each receiving one of the following instructional treatments: (a) Mixed-instruction primarily based on the use of a hardcopy textbook in conjunction with computer-based instructional materials as one component of the science course; (b) Non-Traditional, Technology-Based-instruction fully utilizing computer-based material; and (c) Traditional, Textbook-Based-instruction utilizing only the textbook as the basis for instruction.

Pre-test, or pre-treatment, data related to each of the student learning outcomes was collected at the beginning of the school year and post-test data was collected at the end of the school year. Statistical analyses of pre-test data were used as a covariate to account for possible pre-existing differences with regard to the variables examined among the three student groups.

This study concluded that non-traditional, computer-based instruction in science significantly improved students' attitudes towards science learning and their level of English language development. Non-significant, positive trends were found for the following student learning outcomes: over all science achievement and development of critical thinking-inquiry skills. These conclusions support the value of a non-traditional, computer-based approach to instruction, such as exemplified by *The Voyage of the Mimi* curriculum, and a recommendation for reform in science teaching that has recommended the use of
computer technology to enhance learning outcomes from science instruction to assist in reversing the trend toward what has been perceived to be relatively poor science performance by American students, as documented by the 1996 Third International Mathematics and Science Study (TIMSS).

Nibbelink (2000) studied on the nature of story problems in Indonesian elementary mathematics textbooks during the last forty years.

This study presented an analyzed data on the nature of problem solving items in third through sixth grade elementary mathematics textbooks used in Indonesia over the past forty years. Included in the data gathered were the number of problems, setting of problems, ages of characters along with sex roll assignments of characters, methods of presenting information, uses of insufficient or extraneous data, problems being like or unlike prior problems, prisons of clue words, type of numbers and units used, number of questions asked, number and order of operations needed for reaching a solution, subtypes appearing for subtracting and division problems.

The study found that mathematics programmes in Indonesia seem to follow programmes in United States for a time, “old math” to “new math” to “back to basics”. However, there is little evidence that Indonesian textbooks followed those of the United States since 1980, at which time United States textbooks returned to placing a heavy emphasis on problem solving, while Indonesian textbooks certainly did not. In fact, the small number of problem solving items is in present Indonesian textbooks (for grades three through six combined) is remarkable, down to less than 500, compared to over 2500 in the early 1960’s. (There are also roughly 2500 in today’s United States textbooks).

Among the findings were the following; dominant over time have been verbal problems using whole numbers in socio-economy settings, most of time about males; the 1960’s “old math” in Indonesia presented higher percent of single-step problems that were like prior problems than did later curriculums; recently, problems involving fractions have received relatively more attention.
being a higher percent of all problems) while problems involving decimals have received less attention; the providing of clue words is presently at an all-time high; the percent of problems that are prior problems is presently at an all-time high.

After examining the data, the researcher is concerned that Indonesian children may be seriously deprived relative to being prepared for a world that places ever increasing importance on the importance of mathematical thinking and problem solving.

Phillips (2001) evaluated on the perceptions of traditional students toward the level I Spanish textbook.

This study posed ten hypotheses based on 13 pedagogical elements contained in the literature concerning the unique needs of nontraditional students. The study tested the hypotheses that traditional and nontraditional students evaluation of the foreign language textbook would not differ based on gender, full-time or part-time status; age, having a high school diploma or a general equivalency diploma (GED), and grade point average.

The textbook evaluation instrument chosen for this study was the Proficiency-Oriented Textbook Evaluation Form. It was chosen for this research study because of its proven usefulness in evaluating the value of foreign language textbooks and because all 13 of the pedagogical elements distilled from the review of literature is embodied in the 45-question instrument. The researcher employed a one-way ANOVA to determine whether or not a statistically significant difference exists in the perceptions of traditional and nontraditional students with the content of the foreign language textbook.

The analysis of the data produced statistically significant differences in perceptions of textbook exercises, cultural information, reading materials and the overall instrument when examined by gender. A significant difference was also
found between full-time and part-time students perceptions of cultural information. All other analysis failed to produce significant results.

The most apparent conclusion to be drawn from this study is that traditional students favorably receive the 13 points, identified in the literature as being beneficial to nontraditional students. One possible explanation is that life situations of traditional and nontraditional students have become more alike in the past ten years. Because their life situations and work exposure have converged, they may come to the classroom with similar needs and cognitive orientations.

Nibbelink (2001) examined on the differing effect of textbook problem-solving practices on high and low achieving students.

This study explored achievement trends in mathematics for low high and low achieving students, for grades 4 through 7, for years 1972 through 1998, with a primary focus on a possible relationship between textbook problem solving practices and mathematics achievement.

Previous University of low dissertations defined textbook problem solving practices. Achievement was defined by student performance on the three ITBS mathematics tests problem solving, concepts, and computation. High achieving students were defined as those performing on the ITBS at the 90th percentile, and low achieving students were defined as those performing at the 10th percentile.

Shifts in achievement for high and low achieving students were examined for four periods, 1972-1978, 1979-1985,1986-1991 and1992-1998. Each of these periods is a time span covered by a common (identical) form of the ITBS. For each period, low schools were identified that had given the same form of the tests at the same time in the school year. Scores from students were then secured for early in a given period and late in that period, from which achievement shifts for both high and low achievers were determined.
Among this study's conclusions are the following two: (1) Shifts in curricular practice have a more dramatic effect on low achievers than on high achievers. For example, from 1979 to 1985, as textbooks greatly increased emphasis on problem solving, 7th grade low achievers gained about 3 months in real school time, compared to about 1 month gained for high achievers; and from 1992-1998, 7th grade low achievers lost about 6 months in real school time, compared to about 3 months lost for high achievers. (2) Not surprising, it appears that "more is better" (for both high low achievers) regarding textbook emphasis on problem solving as an influence on student performance. (3) Recently, during the 1990s, relative to problem solving, high achievers performance remained relatively stable, while low achievers performance dropped.

Philip (2001) conducted a study on creating characters and reconstructing texts: evaluation in children's oral narrative re-telling.

This research analyzes the use of evaluation features in English language oral narrative re-telling among a multi-lingual population of ninety-eight 2nd and 4th grade students. The results of the analyses strengthen our understanding of the use of evaluation by child narrators, suggesting that younger narrators reconstruct stories through re-creating the characters, while older children focus more on (precisely) reconstructing the text itself. Parallels with particular approaches to cognitive/psychological development are outlined, as are preliminary ramifications for educational methodology.

In the initial rounds of both qualitative and quantitative analyses, it was revealed that the employment of seven evaluative forms cited in earlier research (e.g., Peterson and McCabe 1983, Bamberg 1991, Reily 1992) as among the most commonly used by the present age group (i.e., casuals, compulsion words, emphatic pronunciation, gratuitous terms, hedges, lengthening and negatives) was unable to account for differences in perceived narrative skill within the sample. The manipulation of these seven features was extremely homogenous across skill,
age and language groups. As a result, a second round of analyses was undertaken. Both qualitative and quantitative findings concurred that the use of two particular evaluative features (i.e., references to mental activity, and character speech), in addition to their utilization of certain textual devices (i.e., the presentation of mental activity within causal constructions, deference to a third person “other as the source of the narrative information, careful monitoring and marking of errors), were capable of distinguishing both skill and age groupings within the sample.

The manner in which the data from this research reflects the Vygotskian perspective on cognitive/psychological development is discussed. The educational implications of these findings – from assessment paradigms, to the planning of curriculum and instruction – are addressed. One of the major discoveries was that, counter to expectations, the multilingual subjects in this sample did not demonstrate divergent narrative forms based on their differing linguistic/cultural schemes. In fact, the perceived skill scores among the Limited English Proficient subjects appeared to be related to issues of fluency rather than differences in narrative form. These findings indicate that given a rich context in which information is repeatedly co-constructed, most language minority students are highly capable of both interpreting and reproducing information in a culturally/contextually prescribed manner.

Morgan (2001) studied textbooks as a vehicle for curriculum reform. The purpose of this study was to explore issues surrounding the use of textbooks as a vehicle for curriculum reform. This study engaged both quantitative and qualitative methods to investigate a strand of curriculum reform dissemination within a national educational reform context in the SNNP Region of Ethiopia. The educational reform sought to implement a student centered, discovery oriented approach to education that enabled students to apply knowledge to their environmental and economic context.

The study consisted of four phases: an examination of the perspectives of curriculum developers implementing the reform; a content analysis of textbooks
developed; a study of teachers’ understanding of the reform concepts; and, through classroom observations, an assessment of teacher practice of the reform concepts. Primary findings indicated that curriculum developers three tier structure of primary, secondary and tertiary education falls far short of serving society’s needs for education and training brings forcefully to the fore the vital need for structural change and innovation in the organization and delivery of education and training. The study, therefore, focuses on the provision of career education within community colleges.

While it focuses mainly on the province of KwaZulu-Natal, as the sample group, the research concerns itself with a wide range of philosophical, historical and practical considerations concerning career education and community colleges that could be applicable to any other province in the RSA. The investigation elucidates the bleak and harsh realities concerning the neglect and under provision within the education and training environment in KwaZulu-Natal.

The questionnaire survey reveals that universal access to adult learners is either very limited or non-existent; there is no policy for the provision of career education; the stratification of education and training institutions reduce their connectedness; education and training institutions are not responsive to parochial concerns and conditions characteristic of the greater local communities. The survey also reveals a large measure of expectation that the introduction of community colleges will serve the multitudes by providing adult basic, further, tertiary, compensatory, community and career education.

Two of the main recommendations based on the literature survey and the empirical investigation are that community colleges ought to be established in the province and that career education should be introduced into the curriculum at schools and colleges. The hallmarks of the community college should be their open door policy, accessibility, affordability, articulation and transfer policies, the provision of high quality education and training and its strong links with the community through its governance, programmes and organization.
McGrath (2002) made on materials evaluation and design for language teaching. Teaching materials play a crucial role in teaching-learning. When these take the form of a textbook it is essential that the textbook be carefully selected to meet both external requirements and the needs of the teachers. It is also important that teachers be able to mediate between the textbook and the learners, adapting and supplementing the book as necessary. "Materials Evaluation and Design for Language Teaching" provides a systematic approach to the selection and subsequent evaluation of textbooks and practical advice on their adaptation and supplementation. For teachers who prefer to prepare their own materials rather than basing their teaching on a book, there are suggestions on systematizing the process of materials development and on the use of learner-generated materials. Key features include: integrated and wide-ranging coverage of the topic, including reference to the use of concordances and the Internet; numerous examples; and interleaved tasks which can be utilized by an instructor.

3.3 AN OVERVIEW OF THE RESEARCHES REVIEWED AND THEIR IMPLICATIONS FOR THE PRESENT STUDY

Reviews show that researches on textbook of any dimension have a direct impact upon the improvement and development of educational programme at school level. The review draws the attention to the need the level and importance of researches on textbooks. The question arises here, whether an aspect wise or integrated research approach on textbooks, is important? Undoubtedly, both are important but one cannot deny the immediate bearing of the integrated research on school level educational programme as it takes into consideration the textbook as a whole. A textbook with a good physical get up may not be effective due to its weaknesses in some other aspects like presentation of content, vocabulary etc. A textbook may fulfill the conditions of the syllabus but may not satisfy the need of teachers or students. Therefore it seems that textbook evaluation should take into
consideration all possible factors influencing a textbook. From the review of related previous researches it is quite clear that the area of the textbook research has mainly the dimensions of content analysis readability or comprehensibility of the text and evaluation. The review gives a clear indication that an integrated study of the different aspects of the textbook has scope as far as immediate educational programme at school level is concerned. It does not diminish the importance of aspect wise study on textbooks but considers the need of the time, as our endeavour in this area of research which has not gained momentum.

The present investigation is an attempt to evaluate the textbook, taking the essential aspects of the process as far as possible. New textbooks have been introduced in June 2002 for standard VIII, June 2003 for standard IX, June 2004 for standard X for Kannada Textbook in schools of Karnataka. So a series of questions arise concerning the adequacy of content, comprehensibility of contents, suitability of the academic and physical aspects needs of teachers and learners, appropriateness of illustrations etc. The answers to these questions can be found only through the evaluation of the textbook. The present study is a modest attempt in this direction.

Many studies abroad as well as in India made use of several international recommendations especially from UNESCO (1970) in connection with preparation evaluation, production and distribution of textbooks. The establishment of NCERT in 1961 and National Board of School Textbooks’ in 1968 strongly influenced the carrying out of certain important surveys such as Survey of School Textbooks in India (1969-70) ‘Position of Nationalized Textbooks developed clear cut and detailed criteria of evaluation of textbooks and published brochures in the subject of social studies, history, civics, geography, mathematics, general science, biology, language and several relevant papers, (NCERT 1987). A study of evolution of textbook from ancient to the modern period appears like a computer source book for Indian textbook research workers. Several reference materials
from UNESCO as well as from many other studies referred earlier have directly or indirectly helped researches in planning the present study.

Among the studies conducted abroad the investigator has chosen in only those studies which had some impact directly or indirectly on present study

While going through the studies in Indian and abroad in chronological order, it apparently suggests that there were no studies reported during certain periods, but this may not be always the case-as this report consists only those studies which are more or less relevant to the present investigation. The reviewed studies have reflected on several issues and helped in the present study. Among the research studies in India and abroad qualitative methods using, percentage and frequencies have been found very useful for the purpose, content analysis and opinion surveys have been the two major tools in the field of textbook research. The studies conducted at doctorial level were incomplete in many respects as they treated only certain special aspect of textbook, such as certain content conceptualization, questioning styles end of the chapter exercises, languages etc. In fact there is a need to raise the status of such minor studies in to major ones, as the field of textbook is getting important day by day. In most of the cases the research was carried out for the existing textbooks having a comparative outlook to previous textbooks or previous syllabus or some other parallel curriculum in order to enable the textbook authorities to revise their products, after using for some years. But ideal time for a textbook research is immediately after the implementation of the textbook as in the case of present study.
3.4 CONCLUSION

As there were very few studies in textbook evaluation in Karnataka State, hence the investigator was keen in evaluating Kannada textbooks of standard VIII, IX and X.

The discussion on review of related studies especially which were at doctoral level implied that the methodology for the present evaluation of Kannada textbooks under study should be qualitative and quantitative in nature using and content analysis, questionnaires and interview schedule. The next chapter enlightens more on the research procedure of the study.