CHAPTER X

CONCLUSIONS -- SUGGESTIONS -- SUGGESTIONS FOR FURTHER RESEARCH

The following are the important findings of the study:

1. Changes affecting all the textbooks in English have been entered through the period 1959 to 1973. The changes have been made in all aspects of textbooks -- content, vocabulary, structure, sentences, patterns, exercises and poems.

2. The analysis of textbooks shows that the emphasis of standards of scholarship in English has changed with changes in textbooks.

3. Most of the passages in the texts presented for study during 1959-73 are extracts from recorded writers and that an awareness of these can be attained level of literary excellence. The passages in the later books are simpler and
CONCLUSIONS

The following are the important findings of the study.

1. The textbooks in English have been changed from 4-5 times thirteen times in secondary schools during the period 1952-1975. Changes affecting all the classes simultaneously have taken place only three times. The last change was carried through over a period of three years, from 1969 to 1972. The changes of textbooks in Std.IX except the latest, are seen effected in a haphazard manner. The changes cannot be said to have been made with careful planning.

2. Changes in books have resulted in changes in all aspects of textbooks - content, vocabulary, structures, sentence patterns, exercises and poems.

3. The analysis of textbooks shows that the concept of standards of attainment in English has changed with changes in textbooks.

4. Most of the passages in the books prescribed for study during 1952-53 are extracts from renowned writers and thus an attempt has been made to attain a level of literary excellence. The passages in the later books are adapted and
simplified so as to bring them within the range of present-day pupils. The prose in the later books appears very easy in comparison with the prose of the books prescribed in 1952.

5. The prose passages as well as poems in the early books are seen selected particularly with a view to inculcating moral values in pupils.

6. The themes and situations in the passages in the early readers are national and international while in later readers they are regional, national and international and more modern and democratic. Socially significant topics are given precedence over other subjects in the later books. Subject matter is presented in a more scientific and logical way. Local features are given special emphasis in the later books, especially in the lower classes.

7. Indo-English writings are not given proper representation in the early books.

8. Some reading passages in the early books are too long. Later books, particularly for lower classes, consist of short passages on a variety of topics.

9. The vocabulary load is very high in the early textbooks. This is seen to become progressively lower in the later books. The density indices worked out for the books form the basis of this statement.
10. When the density indices of vocabulary are compared it is seen that they are highest for Std. VIII, lowest for Std. X and fluctuating in Std. IX.

11. None of the books has a density index better than 1:12.

12. The early readers contain a large number of difficult words and archaisms which do not find a place in the later books.

13. The density index of new words in the textbooks is satisfactory.

14. The spacing and repetition of new words are not at all satisfactory. The proportion of words that occur only once is relatively high and the percentage of words that occur six or more times is very small. Some words occur three or four times in consecutive lines in one passage and do not recur in the rest of the book.

15. Structural words are the items of most frequent occurrence in the books.

16. The words when checked against the list of words prepared by the Central Institute of English and Foreign Languages, Hyderabad reveal that the percentage of words used from outside the list is high in the books prescribed for study during 1952-53, and since then the percentage steadily decreases.
17. The vocabulary burden is becoming less and less as years go by.

18. On the whole, vocabulary is a neglected item in the textbooks, especially of the early years.

19. The analysis of the nouns included in the prose passages of the books reveals that most of the words are common and useful. The words denoting names of birds, animals, and plants are familiar to pupils. The terms denoting body and its parts, objects in and around the house, house and its parts provide enough opportunity for situation approach in teaching. A large number of words denoting names of places and geographical components can be correlated by teaching with history and geography. Words denoting social aspects and social position and role help to give a social perspective in language teaching. Names of great personalities included in the books will inspire pupils not only to make their own lives good and useful but also to do something for their country and for the world. The words denoting technology are relevant in the context of modernization. A large number of unfamiliar abstract nouns especially in the early books present difficulty to pupils.

20. The textbooks show improvement in the use of structures over the period particularly in standards VIII and IX.
21. There is improvement in the density index of structures introduced in the books prescribed for study since 1962.

22. Structures have been used appropriately in all the books. Proper balance is also kept between the repetition of the old and the introduction of new structures. But in the early books the structures are not properly graded and they do not proceed from simple to difficult.

23. The spacing and repetition of structures are satisfactory in comparison with those of vocabulary and show improvement over the period.

24. The proportion of simple, complex and compound sentences are adjusted effectively and interest is maintained through sentence variety in all books. Some sentences in the early books are too long and complicated. The sentences have been simplified in the later books. The emphasis is on plain, simple, idiomatic, current English and not picturesque and ornamental prose. The books prescribed for study after 1957 contain artificial and uninteresting sentences. This is because of the introduction and repetition of structures. However, an attempt has been made to attain a certain level of literary excellence in the books prescribed for study in Std.X, by selection from renowned writers.
25. Average sentence length in certain passages is difficult, but it is easy for the book as a whole.

26. The average of clauses and phrases in the books is also easy.

27. The phrasal verbs and idioms used in the readers are in accordance with the linguistic attainment of pupils.

28. The figures of speech and allusions included in certain early books are difficult for the pupils.

29. Absence of illustrations in the books prescribed for study during 1952-53 is a draw-back. The latest books for Std.IX (1970) and Std.X (1972) also contain no illustration.

30. The books prescribed for study during 1952-53 do not contain exercises in structures. In the latest books the exercises in structures are predominant. Sufficient help and insight are given before the exercises are actually set.

31. The exercises given in the book for Form V 1952-53 are too hard for the pupils of the age group. Analysis of sentences, indirect speech etc., are given prominence. Analysis of sentences is not included in the
latest books. The exercises given under the poems in the book prescribed for Form IV, 1952 shows that poetry was meant for learning of grammatical constructions too. In the later books a few comprehension questions are given which fulfil the objectives of teaching poetry.

32. The use of grammatical terms has been kept down to a minimum in the later books.

33. Aids to study provided in the later books are simple and fuller than those in the early books.

34. When compared with the textbooks prescribed for study some years back, the present books in English are diluted.

35. The general get up of the books is not appealing to pupils.

36. The analysis reveals that the standards of attainment in English as indicated in the textbooks for the period have fallen. The opinion of experts confirms this conclusion.

37. The number of poems prescribed for study has decreased in later years. The poems included in the early books are relatively difficult in comparison with
those in the later books. They contain a large number of unfamiliar words, archaisms, figures of speech and allusions which present difficulty to pupils. Certain poems prescribed for study in lower class (Std. VIII) are selected for higher class (Std. IX) in later books. The objectives of teaching poetry have been limited to reading and memorisation. The standards in English poetry in secondary schools have gone down considerably.

38. The number of supplementary readers has been decreased from two to one in Std. VIII and IX over the period. The language in the later books has been simplified. The standards of attainment aimed at in the supplementary readers have gone down. However, the later books enable pupils to revise the structures and vocabulary already learnt.

39. There is deterioration of standards in English as is shown by the poor performance of pupils in the S.S.L.C. Examinations and the large percentage of failure in English. Low standards are partly the result of low aims.

40. Unsuitable textbooks and poor methods of teaching are some of the potential factors in deteriorating the standards in English.
SUGGESTIONS

The following suggestions are made.

1. Due emphasis should be given to continuing improvement of standards. Provision of suitable quality textbooks is a key programme for raising standard. Prior evaluation of textbooks is absolutely necessary.

2. Improvement of textbooks should be taken up in addition to complete changes that are usually effected. The passages which are interesting, suitable and useful for the pupils could be retained to form the basis for new textbooks. The reader for Std.X, 1972 could be vastly improved with a few alteration, addition, correction, etc. A thorough revision in textbooks should take place once in five years.

3. Reading passages should have the merit of good literature and should grip the minds of pupils. The material must help to motivate pupil's interest in learning and should be related to pupil's interests and needs.

4. The vocabulary load could be reduced and a proper density index maintained. Difficult passages may make poor readers resist reading mentally which will lead to deterioration of standards in English. More care and thought have to be shown in the selection, grading and presentation of vocabulary.
5. A few extracts from the works of renowned writers could be included in the reader for Std.X for transition to free vocabulary and structures. This will help to raise the level of standards of English and also to individualise instruction.

6. List of new words and structures introduced should be given in the book. This will be of great value in helping the teacher as well as the pupils to read the text intelligently so as to achieve maximum comprehension.

7. The introduction and repetition of structures make reading passages dull and artificial structurally graded syllabus, if intelligently applied, can lead to great improvement in the teaching of English as a foreign language. Language learning begins with attention and every effort must be made to create interest in order to secure attention.

8. The textbooks and supplementary readers should be suitably illustrated.

9. In selecting poems the pupil's capacity to comprehend the language and his psychological development should be kept in view. Suitable poems with Indian background will be of interest to pupils. The teacher's enthusiasm and personal enjoyment of poetry will lead to success.

10. A variety of suitable supplementary readers should be introduced.
11. Textbooks should be supplemented by teachers' handbooks which should provide help in the teaching of structures and poems and also include instructions on right stress, phonetic transcription of words most commonly mispronounced and devices for teaching pronunciation.

12. The general appearance of books could be improved.

13. Teachers should be given orientation in the modern techniques of teaching English.

14. The emphasis in teaching English should shift from the subject content of the readers to the linguistic content. The main concern in the teaching of readers is the teaching of language.

15. The strength of class should be limited to 35 in number.

16. Extra reading of suitable graded books should be encouraged.

17. Examination should be so modelled as to measure the skills aimed at. To see that spoken English is not neglected while teaching, there should be an oral test at the S.S.L.C. Examination.
SUGGESTIONS FOR FURTHER RESEARCH

1. Comparative studies with textbooks in English in other states will be interesting, and useful.

2. Studies on vocabulary attainment of pupils at various levels could provide useful findings.

3. A study of the poems in relation to the objectives of teaching English could be carried out.