Chapter 2
Theoretical Consideration and Review of Related Literature

2.0 Introduction
In order to carry out an analytical study of the ESL Textbooks (TBs) at the H S C level, the investigator had carried out a study of the theoretical consideration on the basis of the related literature such as theories of language and language learning, approaches and methods for language teaching, types of syllabus and teaching materials, particularly the course books or textbooks. Review of related literature helps the researcher get required background knowledge regarding the study. Review of related studies makes the researcher aware of the research steps, tools, procedure, and possible challenges. It provides necessary directions about how to pursue the study.

The present chapter includes an overview of some language theories, approaches, methods and different types of syllabus. It also contains a detailed account of the meaning, types and importance of instructional materials especially the textbooks, criteria for their preparation and assessment. Different models of textbooks, authenticity of textbooks and reviews of related studies.

2.1 Linguistic Theories and Course Designs
Developments in linguistics have greatly influenced different aspects of ELT, including the syllabus and teaching materials. It is important to review major linguistic theories, approaches and methods of language teaching and their impact on instructional materials, particularly the textbooks. In the section that follows, the
investigator has reviewed two major approaches to English as a second language viz. structuralism and the communicative movement. The textbooks under study reflect the contemporary paradigm on Second Language Learning (SLL). Therefore, implications of these developments for teaching materials in general and textbooks in particular have been examined.

According to Richards and Rodgers (2001), at least three different theoretical views of language and nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. They have been discussed here below.

2.1.1 Structural View of Language

It considers that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g. phonemes), grammatical units (e.g. clauses, phrases, sentences), grammatical operations (e.g. adding, shifting, joining, or transforming elements), and lexical items (e.g. function words and structure words). The Audiolingual Method embodies this particular view of language.

2.1.2 Functional View of Language

This view sees language as a vehicle for expression of functional meaning. The communicative movement in language teaching subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function
rather than by elements of structure and grammar. Wilkins’s Notional Syllabuses (1976) is an attempt to spell out the implications of this view of language for syllabus design. The English for Specific Purposes (ESP) movement begins not from a structural theory of language but from a functional account of learner needs (Robinson 1980)

2.1.3 Interactional View of Language

It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges.

Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction.

2.2 Approaches and Methods to English Language Teaching and Course Design

Course design depends upon what approaches or methodology are followed in the teaching learning process. Right from the beginning ELT has undergone a great deal of change along with the changes in the theories, approaches and methods of language and language learning. Instructional materials are prepared based on the principles of these theories of learning and the methods and approaches to English language teaching. Earlier the textbooks were prepared according to the Grammar Translation Method, and then came the Direct Method followed by the Audiolingualism or Situational Language Teaching or The Structural Approach. Again the textbooks were
revised based on the principles of these approaches. These approaches and methods too were found lacking in something that led the experts towards research regarding what could be done to make learners proficient users of English because the earlier approaches failed to fulfill this goal of ELT: developing communicative competence or the communicative ability. Communicative Approach or Communicative Language Teaching can claim of leading the learners towards this goal. The syllabus and instructional materials again find a change along with the principles of this approach.

2.2.1 Grammar-Translation (GTM) or Traditional Method

GTM is said to be the offspring of German scholarship. Its object was ‘to know everything about something rather than the thing itself (W. H. D. Rouse, quoted in Kelly 1969:53). It was first introduced in the United States as the Prussian Method. “This method emphasizes the teaching of the second language grammar; its principle practice technique is translation from and into the target language. It lays little or no emphasis on the speaking of the second language or listening to second language speech; it is mainly a book-oriented method of working out and learning the grammatical system of the language.” (Stern: 2001). Its goal is to learn a language to read its literature or to benefit from the mental discipline and intellectual development that result from foreign language study.

- **Theoretical Assumptions**

The target language is primarily interpreted as a system of rules to be observed in texts and sentences and to be related to first language rules and meanings. Language learning is implicitly viewed as an intellectual activity involving rule learning, memorization of rules and facts related to first language meanings by means of
massive translation practice. The first language is maintained as the reference system in the acquisition of the second language. Thus, GTM is based on the theory that language is approached through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

- **Teaching Techniques**

  1. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.
  
  2. Vocabulary selection is based exclusively only on reading the texts. Words are taught through bilingual word lists, dictionary study, and memorization
  
  3. Accuracy is emphasized. Students are expected to attain high standards in translation.
  
  4. Grammar is taught deductively, that is, by presentation and study of grammar rules, which are then practiced through translation exercises.
  
  5. The students’ native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the students’ native language.
  
  6. The language is presented in short grammatical chapters or lessons each containing a few grammar points or rules which are a set out illustrated by examples.
  
  7. The grammatical features that are focused upon in the course book and by the teacher in the lesson are not disguised or hidden. A technical grammatical terminology is not avoided. The learner is expected to study and memorize a
particular rule and examples, for instance, a verb paradigm or a list of prepositions. Exercises consist of words, phrases, and sentences in the first language which the learner, with the help of a bilingual vocabulary list, translates into the target language in order to practice the particular item or group of items.

**Assessment**

Grammar-translation appears didactically relatively easy to apply. The major defect of grammar-translation lies in the over emphasis on the language as a mass of rules and in the limitations of practice techniques which never liberate the learner from the dominance of the first language (Stern H.H. 2001:456). It focuses mainly on reading and writing. It pays little or no systematic attention to speaking or listening.

GTM dominated European and foreign languages from the 1840s to the 1940s, and in a modified form it continues to be widely used in some parts of the world even today.

In the mid and late nineteenth century, increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. Some language teaching specialists such as C. Marcel, T. Prendergast, and F. Gouin did much to promote alternative approaches to language teaching. Direct Method is the result of such attempts of several linguists like Henry Sweet in England, Wilhelm Vietor in Germany, and Paul Passy in France.

### 2.2.2 Direct Method (DM)

“The direct method is characterized, above all, by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It
represents a shift from literary language to the spoken everyday language as the object of early instruction, a goal that was totally lacking in grammar-translation. The mind training objective of grammar-translation is not central to the direct method.” (ibid)

- **Main Principles of the Direct Method**
  1. The spoken language is primary and this should be reflected in an oral-based methodology.
  2. Learners should speak the language first, before seeing it in written form.
  3. Words should be presented in sentences, and sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected elements.
  4. The rules of grammar should be taught only after the students have practiced the grammar points in contexts. That is grammar should be taught inductively.
  5. Translation should be avoided, although the native language could be used in order to explain new words or to check comprehension.
  6. Classroom instruction is conducted exclusively in the target language
  7. Only everyday vocabulary and sentences are taught.
  8. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
  9. New teaching points are introduced orally.
  10. Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas.
  11. Both speech and listening comprehension are taught.
  12. Correct pronunciation and grammar are emphasized.
• **Teaching Techniques**

The standard procedure involves the classroom presentation of a ‘text’ by the teacher. The text is usually a short specially constructed foreign language narrative or description or sequence of events in the textbook. Difficult expressions are explained in the target language with the help of paraphrases, synonyms, demonstration, or context. To elucidate further the meaning of the text, the teacher asks questions about it, and the students read the text aloud for practice, grammatical observations are derived from the text. Much of the time is spent on questions and answers on the texts or on talk about wall pictures. Exercises involve transpositions, substitutions, dictation, narrative, and free composition. Since direct method class involves much use of the spoken language, stress is also laid on the acquisition of good pronunciation. This is why in the early stages of the history of the direct method phonetics—especially phonetic transcription – was regarded as an important part of this method.

• **Assessment**

The direct method was the first attempt to make the language learning situation one of language use and to train the learner to abandon the first language as the frame or reference. It demanded inventiveness on the part of teachers and led to the development of new non-translational techniques of language instruction. The use of a text as a basis of language learning, demonstrations of pictures and objects, the emphasis on question and answer, spoken narratives, dictation, imitation, and a multitude of new types of grammatical exercises have resulted from the direct method.
2.2.3 Audio lingual Method

The study published as the Coleman Report argued that a more reasonable goal for a foreign language course would be a reading knowledge of a foreign language, achieved through the gradual introduction of words and grammatical structures in simple reading texts. The main result of this recommendation was that reading became the goal of most foreign language programs in the United States. (Coleman 1929). Coleman recommended a reading based approach for use in American schools and colleges. Sweet and other applied linguists argued for the development of sound methodological principles that could serve as the basis for teaching techniques. In the 1920s and 1930s, applied linguists systematized the principles proposed earlier by the Reform Movement and so laid the foundations for subsequent developments that led to Audiolingualism in the United States and the Oral Approach or Situational Language Teaching in Britain. Audiolingual method emphasized teaching the comprehension of texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers always resorted to discussing the content of the passage in English.

• **Features of the Audio lingual Method**

According to the interpretation of Finocchiaro and Brumfit (1983) Audiolingual Method

- Attends to structure and form more than meaning.
- Demands memorization of structure-based dialogues.
- Language Items are not necessarily contextualized.
- Language learning is learning of structures, sounds, or words.
• Mastery or over-learning is sought.
• Drilling is the central technique.
• Native-speaker-like pronunciation is sought.
• Grammatical explanation is avoided.
• Communicative activities come after a long process of rigid drills and exercises.
• The use of the student’s native language is forbidden.
• Translation is forbidden at early levels.
• Reading and writing are deferred till speech is mastered.
• The target linguistic system will be learned through the overt teaching of the patterns of the system.
• Linguistic competence is the desired goal.
• Varieties of language are recognized but not emphasized.
• The sequence of units is determined solely by principles of linguistic complexity.
• The teacher controls the learners and prevents them from doing anything that conflict with the theory.
• “Language is habit” so errors must be prevented at all costs.
• Accuracy, in terms of formal correctness, is a primary goal.
• Students are expected to interact with the language system, embodied in machines or controlled materials.
• The teacher is expected to specify the language that students are to use.
• Intrinsic motivation will spring from an interest in the structure of the language.
2.2.4 Communicative Language Teaching (Communicative Approach)

“More recent revisions of the Second Language (L₂) learning experience can best be described as communicative approaches. They are partially a reaction against the artificiality of ‘pattern-practice’ and also against the belief that consciously learning the grammar of a language will necessarily result in an ability to use the language. Although there are different versions of how to create ‘communicative’ experiences in the L₂ classroom, they are all based on a view that that the functions of language (i.e. what it is used for) should be emphasised rather than the forms of the language (i.e. correct grammatical or phonological structure). Lessons are likely to be organized around concepts such as “asking for things” in different social contexts, rather than “the forms of the past tense” in different sentences. These changes have coincided with attempts to provide more appropriate materials for L₂ learning which has a specific purpose (e.g. English for medical personnel or Japanese for business people)” Yule George (1986:193)

Howatt A.P.R. (1984) writes, “Learning how to speak a new language, it is held, is not a rational process which can be organized in a step-by-step manner following graded syllabuses of new points to learn, exercises and explanations. It is an intuitive process for which human beings have a natural capacity that can be awakened provided only that the proper conditions exist. Put simply, there are three such conditions: someone to talk to, something to talk about, and a desire to understand and make yourself understood. Interaction is at the heart of natural language teaching.” It is communicative approach that emphasizes on this aspect of communication a great deal.
• **Theory of Language** (Richards and Rogers: 2001)

The communicative approach in Language Teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as “communicative competence”. Hymes held that linguistic theory needed to be seen as part of more general theory incorporating communication and culture. In Hymes’s view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

- Whether (and to what degree) something is possible
- Whether (and to what degree) something is feasible in virtue of the means of implementation available
- Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
- Whether (and to what degree) something is in fact done, actually performed, and what its doing entails (Hymes, 1972: 281)
- This theory of what knowing a language entails offers a much more comprehensive view than Chomsky’s view of competence, which deals primarily with abstract grammatical knowledge.

Another linguistic theory of communication favoured in CLT is Halliday’s functional account of language use. In a number of influential books and papers, Halliday (1975: 11-17) has elaborated a powerful theory of the functions of language. He described seven basic functions that language performs for children learning their first language:

- The instrumental function: using language to get things
- The regulatory function: using language to control the behavior of others
- The interactional function: using language to create interaction with others
• The personal function: using language to express personal feelings and meanings
• The heuristic function: using language to learn and to discover
• The imaginative function: using language to create a world of the imagination
• The representational function: using language to communicate information.

Learning a second language was similarly viewed by proponents of CLT as acquiring the linguistic means to perform different kinds of functions.

- **The Major Distinctive Features of Communicative Approach**

According to the interpretation of Finocchiaro and Brumfit (1983) in Communicative Language Teaching:

- Meaning is paramount
- Dialogues, if used, center around communicative functions and are not normally memorized.
- Contextualization is a basic premise.
- Language learning is learning to communicate.
- Effective communication is sought
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought
- Any device that helps the learner is accepted—varying according to their age, interest, etc
- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be used where students need or benefit from it.
- Reading and writing can start from the first day, if desired.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately)
- Linguistic variation is a central concept in materials and methodology.
- Sequencing is determined by any consideration of content, function, or meaning that maintains interest.
- Teachers help learners in any way that motivates them to work with the language.
- Language is created by the individual, often through trial and error.
- Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context.
- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
- The teacher cannot know exactly what language the students will use.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

2.3 Instructional Materials (IMs)

IMs play a very important role in the whole process of teaching and learning in general and ELT in particular. The roles of the teachers and learners change in different kinds of IMs.
“Materials in ELT mean something with which something is done, the something being the teaching and learning of English. Teaching materials are the resources, the means with which we attempt to achieve our ends, viz., the teaching for the teachers and the learning for the learners of English” (Ramadevi S. 2005).

Generally these resources for teaching and learning, i.e. IMs, come in the shape of textbooks which are centrally prescribed in schools or colleges; though, of course, IMs are more than a single prescribed textbook. Textbooks which are meant for the detailed study may be accompanied by a work book or practice book; there may be one or more non-detailed or supplementary readers too to be used in the classroom. In some cases there may be the teacher’s book, which gives very useful tips to the teacher on the best way to use the textbook.

Besides these, there may also be some teaching aids such as charts, maps, pictures, graphs, etc. used in the classrooms.

IMs can be in the printed as well as in the non-printed form, for example, teachers can use audio cassettes or video materials to teach. Learners may seat by themselves in a language laboratory where they listen to pre-taped materials over headphones. More recently, we have materials in the form of computer software which can also teach a language. Computer Assisted Language Learning (CALL) has made inroads in the teaching and learning of English.
2.3.1 A Historical Perspective of Textbooks

According to Husen (1985), the history of the textbook is associated with printing and the capacity that technology gives for the reproduction of a given text and, therefore, the possibility that an instructing text can be put into the hands of many students. Researchers have identified two main periods in the history of textbooks. The first period is associated with the sixteenth and seventeenth centuries when the technology of the printed textbook emerged. The second period is related to the nineteenth century when the textbook became a basic tool for the organization of curriculum and teaching.

Writers such as Comenius (1552-1670) designed textbooks which used pictures and carefully developed instructional text. His ‘Orbis Sensualium Pictus’ was published in 1658, and it remained in print for more than 200 years as a public school textbook. At the same time numerous primers were developed for basic catechetical and secular instruction. The basic form of these textbooks remained constant for over two centuries and came to define the nature of the modern primer.

Ong (1967) argues that the development of printed textbooks had the effect of shifting teaching away from “person world” (associated with voice and auditory perception) to a “Object world” (associated with visual perception). He links the development of the ‘subjects’ within education and the related movement of modern science with its concern for the understanding of an ordered ‘objective’ universe to this development of the “textbook” tradition.
With the emergence of national system of education in the nineteenth and twentieth centuries, graded and ordered textbook series were introduced in elementary and secondary schools (Husen, 1985). Within the English speaking world, the textbooks of the Irish National Board of Education (1831-1865) were widely used to define the goals, standards, and methods of instruction both of students and teachers in elementary schools (Akenson 1970). For secondary schools, textbooks like ‘Arnold’s Practical Introduction to Latin Prose Composition’ (1839) came to define the subject matter, the coverage, and the standards of accomplishment at given levels.

This brief history of textbooks has clear implications for the present study. It emphasizes the fact that the ‘textbook tradition’ which emerged in the sixteenth century has greatly influenced the progressive educational thought and research of the present century. Secondly, the overall forms of the earlier textbooks are widely used even today. This background is, therefore, essential for a systematic study of the present day textbooks.

2.3.2 Importance of Textbooks

- They act as support to teachers by providing the language input which they can use in the classroom, to expose their learners to the language.

- They supply to the teacher, the exercises and activities to give to their students for them to engage in, as practice material which will lead them to learn the language. They also supply the teachers with exercises and activities to be given to their students. The materials help the students learn the language.

- They take on the responsibility of providing material for teaching which will
realize the syllabus or objectives of teaching prescribed for the specific level.

- For learners, they act as concrete exposure to the language to be learnt. They instruct them to do specific things in specific ways so that they practice and use the language and learn it in the process.
- Without textbooks teachers may not be able to teach and learners will not be able to learn a language in the classroom.

According to Candlin and Edelhoff (1982), “Materials should have twin aims: on the one hand they offer information and data about the language being studied, and in particular about the social context –the culture within which communication takes place and derives much of its meaning and value.”

2.3.3 Place of Textbooks in the Entire Curriculum

Textbooks are produced with a lot of care, systematically and in a principled way so that there is the maximum possibility that learning would take place.

The first stage, in a language curriculum, happens to be the stage when the broad curriculum or educational planning is done, and certain policy decisions about the teaching of the particular language are taken centrally, by policy decision-makers. These policies are generally meant to apply to an entire country or state. As a result of this, a policy document is produced which lays down general guidelines for the teaching and learning of the language in schools and colleges, as a first, second or third language.
The second stage involves a survey of needs that is a need analysis is carried out and the aims and objectives of the teaching and learning of the language are stated. These aims and objectives along with the content specification to realize the objectives, are contained in a syllabus document.

The third stage is where schemes are laid down for the implementation of the syllabus through the design of textbooks and teacher training programmes which would train teachers to use the centrally produced textbooks and through them implement the syllabus planned for the level.

And the fourth stage of the curriculum of course, has to do with the actual teaching and learning that takes place in the context of a classroom, with teachers teaching and learners learning.

Thus textbooks relate directly to syllabus. Textbooks mediate between the aims and objectives prescribed to be taught and the actual teaching of them which happens in the classroom. They concretely realize or give shape to the objectives and content pre-specified in the syllabus. However, in this act of realizing the syllabus objectives, TBs may make modifications to the syllabus, re-sequence objectives, and cluster them differently and so on. They, in making objectives and content into activities and learning experiences, may add to the objectives and content given in the syllabus. In other words, they actually interpret syllabus statements rather than follow what is stated there word for word.
2.3.4 Steps in Designing Course Materials

Ramadevi S (ibid) presents systematic steps that are followed to produce materials.

- Selection of the language input that would best realize the syllabus, that is, the language objectives and content that have been pre-specified or prescribed beforehand.
- Choice or writing of texts as language input and the designing of activities, exercises, drills, etc. that would convert the language input into effective learning experiences for learners.
- Organization of all these into learning units or lessons suitable for a classroom.
- Grading and arranging all these in the most appropriate manner—from simple to difficult—with a view to promoting learning in the most efficient and effective manner possible.

Since, in this way, textbooks incorporate within them the syllabus—the objectives and content—for a specific class or a specific group of learners, and provide learning experiences through exercises and activities which are arranged and presented in a principled order or sequence; it is not all surprising that they are very important. Teachers need the support of the materials to carry on day-to-day teaching and teach their learners a language. They also need the direction that textbooks provide. That is, they help teachers be clear about

- what to teach,
- how much of it to teach,
- through what activities to teach it
- in what order or sequence to teach it
• how to organize their classroom time through the number of lessons that IMs provide, etc.

2.3.5 Structure of the Textbooks

The structure of the units or lessons or units in a textbook and what the units contain are both decided by what the textbook writer considers important, as knowledge of language that should be taught by the teacher and learnt by the learner, for him/her to become an effective user of a language.

“Materials”, Ramadevi S writes, “are shaped according to certain systematic models of knowledge, what language is (samples of language, the input matter); and models of learning, how learning happens (the types of activities that are planned to be done with the input made available)”. Materials differ depending on the model of language that informs them.

2.3.5.1 Structural Model of Language

According to this model the learning of language means acquiring knowledge of the structures and words or vocabulary items of a language. IMs are based on this model; the emphasis will be on the acquisition of the form of language; accurate grammatical forms and exact words in specific situations. They tend to value correct usage. Textbooks which are based on this model generally have the following lesson/unit structure.

• Every unit takes up one, two or at times even three types of structures to teach.
• The structures are first introduced to the learners in situations which are specially
created to highlight them.

• After this follow some exercises related to the structural patterns.

• Then the new words are explained through situations. Occasionally, there are exercises related to the use of these words.

• After this, there is a reading text for the learner; this text is generally a simplified or abridged version of a short story or an essay. Sometimes the text is also a piece of controlled writing done by the writer of the textbook himself/herself.

• The important point is that the text is created in such a way that it exemplifies the structures and the new words. Care is taken that sufficient instance of the use of these language items that have been selected for teaching through the specific lesson occur to give the exposure to the language items for the learner.

• After the text for reading, there are questions on the text to ensure that the learners have been able to process the structures and the words that occurred in the text and through them, the meaning of the text. These questions are called ‘comprehension questions’.

• After the comprehension questions, come exercises to practise the structures and the vocabulary items introduced in the reading text.

• A final section on composition is optional; the more conventional textbooks do not include this.

This approach to language teaching, where language structures are of prime importance, is known as the structural approach; and it has to be emphasized that materials based on this approach place a great deal of importance on the structural items incorporated in the text. If the importance of the structural item is not adequately brought out, the materials then do not serve the purpose.
2.3.5.2 Functional Model of Language

According to this model of language, language learning is considered as the learning of a system of communicative functions. In this approach, known as functional or communicative approach, the language that is focused on for teaching is chosen by the materials writer and arranged in terms of communicative functions that they perform rather than structural forms. Textbook activities centre around functions of language such as giving and following directions.

2.4 Supplementary Reading Materials

Supplementing course materials are an all-time need in most classrooms. A common practice is to provide one or more supplementary readers (SRs) to go with the prescribed textbook(s). Where this happens, it is important to bear in mind that SRs are primarily meant to help the learner get a fuller and richer exposure to the language which is essential to gain true language competence. To make this happen, ways have to be found to enable the learners to use the SRs on their own with only the necessary minimum help from the teacher. A basic essential is selection of intrinsically interesting materials (mainly narratives) suited to the learners' level of language and cognition. What also helps is a) providing adequate support (e.g. marginal glossaries and explanatory notes) to make individual, silent reading a rewarding experience and b) non-intrusive ways of monitoring and providing feedback. Teacher awareness of what is available and accessible for each level of learning or each grade in school is absolutely basic.
But supplementary reading materials should not be confined to SRs. Although SRs have established themselves as the single best means towards fostering habits of silent reading, they are no longer the only such resource. Especially where the school is not in a position to provide multiple copies of such books to each class, the resourceful teacher must rely on alternative sources of support. She must reach for additional story-telling or other readable texts in one or more of the following sources:

1. readers for the same level of teaching-learning brought out by other publishing houses;
2. materials for young readers found in one or more local or national dailies;
3. materials specifically published for young readers;
4. adaptable materials found in weekly or monthly magazines or journals;
5. stories and other writings by pupils - produced individually or in groups - from the same school or neighboring schools;
6. materials written by children and translated by them with (or without) the teacher's help;
7. Readable materials translated from regional, national or local languages. Other things being equal, such materials may have special value in that they are likely to be marked by socio-cultural compatibility.

2.5 International Phonetic Association and its Implications on the Textbooks

The International Phonetic Association was founded in 1886, and its International Phonetic Alphabet (IPA) was designed to enable the sounds of any language to be accurately transcribed. One of the earliest goals of the association was to improve the teaching of modern languages. It advocated

1. The study of spoken language. The study of foreign language should begin with
the spoken language of everyday life, and not with the relatively archaic language of literature.

2. Phonetic training in order to establish good pronunciation habits. The teacher’s first aim should be to thoroughly familiarize his pupils with the sounds of the foreign language.

3. The use of conversation texts and dialogues to introduce conversational phrases and idioms. The teacher’s second aim should be to introduce his pupils to the most common sentences and idiomatic phrases of the foreign language. His pupils should study consecutive texts-dialogues, descriptions, and narratives- which should be as easy, natural, and interesting as possible.

4. An inductive approach to the teaching of grammar.

5. Teaching new meanings through establishing associations with the native language. The teacher should take every opportunity to replace translation by references to real objects or pictures or by explanations in the foreign language.

6. At a later stage, when writing is introduced, written work should be arranged in the following sequence: reproduction of familiar reading texts, reproduction of narratives orally presented by the teacher and free composition.

This document has significant implications for EFL or ESL materials specially the textbooks. It appeared at a time when the textbooks of English were mainly in the form of selections from literary works, and contained exercises based on formal grammar and translations. The document emphasized the fact that the textbook lessons should be written in everyday spoken language rather than in literary language. The document also condemned the practice of using isolated sentences and bits of language outside any meaningful context. This paved the way for
increasing use of coherent dialogues and narratives, and contextualized exercises for language practice in the textbooks. According to Stern (1983), the use of narratives and dialogues as the basis of elementary language instruction became widespread practice, as can easily be seen from an examination of language course books produced between 1900 and 1950.

2.6 Authenticity in Textual Materials

For assessing and for selecting, adapting or producing additional (supplementary) materials it also becomes important to take note of ideological issues. Such issues primarily arise in the selection as well as use of published materials. Important in the teaching of any language, such issues have assumed special significance in the teaching and use of English as a world language especially in countries or contexts where this language is now extensively used in most domains and departments of life. Important parts of what is involved in relating ideology to instructional materials can be grasped in looking at authenticity as a quality of textual materials.

It is now generally agreed that to facilitate learning and bring what is taught or learnt in a foreign language classroom nearest to real-life language use, the materials used in school must, as far as possible, be authentic.

There are some criteria for judging the authenticity of materials and tasks in them. Here is one set of criteria based on Littlejohn and Hicks (1987):

1. Longer texts (extended discourse): Learners should be involved in processing language beyond the sentence level.
2. An information gap must encourage a search for what is not given.
3. Uncertainty: Learners should be able to choose what they want to say.
4. Goal orientation: The communication should be purpose-driven.

5. Real-time processing: The task(s) should demand dealing with language spontaneously.

6. Tasks should be motivating and absorbing.

It is also important to be aware of the problems that simplifying often creates.

First, since being authentic is the same as being genuine or true to life, such simplification is likely to lead to a loss of naturalness.

Linguistic simplification, where simpler and more frequent words and structures are used in place of those found less frequent or unacceptably difficult, is also known to reduce or remove redundancy which is part of all natural language.

Studies have shown that in doing so such simplification often makes it difficult for the user to get at the real meaning of the text. Moreover, where a language simplifier lacks experience or creativity, it may also make materials less readable and less reader-friendly. Michael West gave the following cautionary advice to writers of such simplified materials.

1. A technically correct adaptation with no hidden snags, and written in such a way as to be enjoyable’ should be attempted by only those who ‘would themselves be capable of telling an original story or novel. (West 1964)

2. Simplification and abridgement have brought to life not a few books which, for the foreign reader and the English schoolchild, would be completely dead: they have also murdered not a few whose lives might have been saved (West 1950).

Another reason is also linguistic. A text-type or genre is generally governed by more or less established convention. A good description is, for example, very different from
a good business report; both differ from a narrative or an expository text. Each differs from others not only on what language gets used and how it is structured and sequenced but in what purpose(s) each is meant to serve. In most cases language use is determined by the social purpose(s) that the text-type serves for its users. Instructional materials ought to serve as good models of each text-type. They can do so only to the extent that they are able to keep to the rules and conventions of the text-type. Simplification often ends up making them unrepresentative of their genres.

But although the case for authentic materials has thus support in both linguistics and pedagogy, problems arise in practice. The first that has been known for long is that especially in the earlier years of teaching-learning, authenticity stands against comprehensibility. Too many new words on a printed page result in loss of reader interest, so do too many new structures. Adaptation often becomes indispensable.

In ELT contexts authenticity must also face a different type of judgment. It is the genuineness of the reader-text engagement. Here, two considerations stand out.

a. 'How well a set of materials is received by its users' and
b. 'What impact it has on them'.

If the materials are such that learners either fail to enjoy them or are unable to find their engagement with them both meaningful and satisfying, the need for adaptation becomes obvious.

Adaptation must become even more necessary where the average teacher herself fails to relate to the scene and situation in which an authentic text is placed. Very often, for example, a text that deals with the fauna and flora that are closely associated with a
metropolis like London or New York, may fail to make sense to most learners and many teachers in large parts of Asia or Africa.

Authenticity in EFL materials becomes an even larger issue when it comes to the use of publications with subject matter that is embedded in the cultures and lifestyles of the English-speaking countries of the West. Here a major factor to reckon with is that as of now, British and American publishers continue to have a near monopoly over international ELT publications. Most often the materials they bring out project cultural behaviour and attitudes which are not always appropriate to the needs of learners in Asian or African countries whose traditional cultures and lifestyles are in many ways different. Not only may materials that embody 'Western' cultures create problems of miscomprehension, they at times become barriers to understanding. Not infrequently they are known to prove disruptive in that they go against the values that the country seeks to build through its educational institutions.

2.7 Nagpur Report (1959)
This report gives detailed guidelines regarding preparation of the textbook. According to this report, a good textbook is one of the teacher's essential tools. It should not become his Bible but it must provide him with a good supply of material suitable for helping to develop reading and writing skills and also matter which will provide abundant opportunity for oral work.

➢ Subject matter
The choice of subject matter for an English reader is made difficult by the gap between a child's interested mental growth and his ability to understand and express
his ideas in a foreign language. This gap will be widest in the first and second years but by the third year it should be possible to offer study material which is interesting to the child and written within the range of structures and vocabulary that he has covered. The material provided in the text book used in the first and second years should deal with everyday familiar background and experiences of the child at home and at school, while in subsequent years there should be gradual expansion of the frontiers of his experience and he should be introduced through the textbook to unfamiliar sights and sounds and to the life manners and customs of other people and civilizations. In this way the text can help in realizing one of the important objectives of teaching foreign languages, the enrichment of the child's experience.

In order to foster in the child, habits of precision and clarity in thought and expression it is suggested that in the later years, especially in the final year, the text book should contain a proportion of purely factual material of a non-literary type which should show how English can be used for simple straightforward descriptions of fact.

➢ Language Content

Although there is a considerable divergence of practice in various states in making the following recommendations regarding the language contents of text book, it is assumed that the course in English will normally be of 6 year's duration.

(a) Structures

- If text books are based upon a structural syllabus a complete series should aim at covering a range of 250 structures and 2500 words of active vocabulary, leaving the final year for the work of consolidation and synthesis.

- The structures should be introduced gradually in normal situations, and each
lesson, while introducing new structures, should also provide opportunities for consolidation and revision of the material already studied.

- New structures should be taught with the help of words already learned.
- The textbook should not attempt to teach the early structures which are better taught by demonstration. For this and other reason, a minimum period of four weeks at the beginning of the course should be allotted to purely oral work.

(b) Vocabulary

- A series of textbook should be based on a controlled vocabulary, such as that prepared by the All India Council for Secondary Education. It is recommended that a total of 2500 words should be covered in a 6 year course in the proportions suggested by the divisions observed in the All India Council list.
- The controlled vocabulary should be introduced methodically. There should be a vocabulary density of not more than 4 new words to a page of about 200 words. Then one new word to every 50 running words should be introduced.
- The simpler and, more concrete meanings of words should be introduced before more difficult connotations are presented.
- As far as possible, semantic variations in the use of a given word should not be used in one lesson, e.g. dear [loved, expensive] game [play, hunting].
- A word once introduced should be repeated a number of times to enable its meaning and use to become firmly established.
- The vocabulary used should be listed at the end of the book with an indication of the page on which each word is encountered for the first time. In the interest of giving the book as normal an appearance as possible, new words should not be printed in bold type either at the beginning, or in the body of a lesson.
➢ **Form**

The lesson in the textbook should be models of composition worthy of imitation by learners. The language should be uncomplicated and every effort should be made to avoid the use of archaic stylistic devices and expressions. Chapters in the early lessons should be short but in the later books, when the cultivation of the ability to read for purposes of comprehension should be one of the objectives, passages of considerable length should be offered. A well-designed textbook should contain lesson material of many different types- dialogues and conversations on everyday matters, stories, dramatized episodes, letters, extracts from diaries, descriptions, biographies, notices, puzzles, riddles and poems.

Experience suggests that some sort of connecting thread running through a series of books adds interest Lessons may therefore be built around the life of a family. Such a device is successfully used in Ballard's Fundamental English and in the New Ashok Readers.

➢ **Notes and Exercise**

In order to help both the teacher and the learner, each lesson in the textbook should be followed by exercises giving opportunities for written practice of the structures presented. From the fourth year there should also be included lessons in which the requisite amount of formal grammar is taught by inductive methods.

Exercises should be short and suggestive not explanatory, and should cover all the language material dealt with. They should be used for the following purposes.

- Testing comprehension
• Emphasising structural items taught
• Developing power of expression
• Practicing sentence patterns [substitution table]
• Testing vocabulary

Discrete use should be made of objective and new type tests.

➢ **Material consideration**

1. The paper used in text-books should be of a good quality, durable, ink absorbent and of smooth surface.
2. The book should have a sturdy binding.
3. A clear face type should be used.
4. Adequate margin all round the page should be provided.
5. Especially in the early years books should contain a wealth of illustration designed to help the teacher and provide him with material for oral practice. Mere pictures of people mentioned in the lesson material are not sufficient. Pictures may also help to introduce new vocabulary.

➢ **General Recommendations**

1. Every reader should be accompanied by a detailed Teacher's Handbook, describing how the book is to be made use of in conjunction with the syllabus.
2. It is desirable that teaching texts should be accompanied by Supplementary Readers written within the range of structures and vocabulary prescribed for each year. In the third and subsequent years, not less than two such Supplementary Readers should accompany each teaching text.
3. The textbook for the final year should not be exclusively literary in character.
While about a quarter of the material included may comprise good examples of English prose and poetry, the remainder of the matter should be of such a type as to encourage students to make use of reference books and other similar literature and to produce original work based on their use of such books. The material must also cater to those students who will require English at the University level in order to pursue studies in the fields of science and technology.

2.8 Desai Committee Report [Desai: 1961]

In 1961, the Desai Committee Report came out. This too, recommends the Structural Approach for the teaching of English in Schools in Gujarat. Here also some detailed guidelines for the preparation of the textbook are available. These are given below.

1. The textbook is evidently the most important tool on which the success of our teaching programme mainly depends. The author should keep the objectives constantly before his eye and follow the syllabus faithfully while preparing the book, so that the learner's task of learning a subject, especially a foreign language, becomes easy. With such a book in his hand, he will, with the help of the teacher, be able to proceed almost unhindered from lesson to lesson, with a feeling of joy and satisfaction at the progress he makes. The details suggested by the committee are therefore, intended for the authors of the textbooks in English which they are expected to follow faithfully.

2. The textbook in English for every class will consist of the following sections:

   Section I ................. Lessons [for intensive study]

   Section II ................. Supplementary reading matter
Section III ...............Exercises in language work, Composition, Textual Comprehension etc

3. The Committee is of the opinion that it would be difficult for an average Indian learner to appreciate English poems. At the same time it was felt that excluding poems entirely from the text book would amount to debarring the pupils from having access to what perhaps is best in the English cultural heritage. Hence, it is suggested that simple narrative poems with pronounced rhythm and simple imagery should be included in the supplementary reading material for standard IX and X.

4. The words and structures [or teaching points] meant for active usage in a particular standard should be staggered and introduced at suitable places in the lessons [section I]. Care should be taken to avoid introducing a large number of new words and /or structures in the same lesson. Similarly structures and words introduced in the previous lessons should be repeated with considerable frequency in subsequent lessons in order to enable learners to assimilate them fully for active use.

5. The vocabulary used in the supplementary reading matter will, in the first instance, consist of the words for active and passive comprehension prescribed for that standard However; some words included in the active vocabulary list of the next higher standard may be profitably introduced here for developing comprehension.

6. It is recommended that there should be no separate book for grammar and composition. They should be substituted by the copious exercise given in section III of the textbook; graded exercises,
   a. dealing with points of grammar and syntax
b. testing the pupils' textual comprehension and
c. providing oral and written work should be given lesson wise.

All formal discussions regarding definitions of grammatical terms and notices should be avoided. In the initial stage, instructions in the exercise may be given in the mother-tongue. As far as the supplementary reading matter is concerned, the exercises will comprise questions testing the pupil's comprehension. This may be tested through the mother tongue, though there should be no objection to doing so in English.

2.9 Implications of the Reports in the Preparation of the Textbooks

A careful analysis of these guidelines indicates the following implications for the textbooks.

- The textbook is the most important tool on which the success of our teaching programme mainly depends.
- A good textbook should provide material to develop reading and writing skills as well as opportunity for oral work.
- The textual material should deal mainly with the everyday familiar background and experiences of the learner at home and at school.
- A complete series of textbooks should aim at covering a range of 250 structures and 2500 words of active vocabulary.
- Vocabulary should be controlled. There should be vocabulary density of not more than 4 new words to a page of about 200 words.
- The simpler and more concrete meanings of words should be introduced before more difficult connotations are presented.
- A word once introduced should be repeated a number of times, to enable its
meaning and use to become firmly established.

- The language should be uncomplicated and every effort should be made to avoid the use of archaic stylistic services and expressions.

- A well designed textbook should contain lesson material of many different types—dialogues and conversations on everyday matters, stories, dramatized episodes, letters, extracts from diaries, descriptions, biographies, notices, puzzles, riddles and poems.

- Exercises should be used for the purposes of testing comprehension, emphasizing structural items taught, developing power of expression, practicing sentence patterns and testing vocabulary.

- There should be a lot of illustrations to help the teacher and provide him with material for oral practice.

- The words and structures (teaching points) meant for active usage in a particular standard should be staggered, and introduced at suitable places in the lessons that is in section 1.

- Introduction of a large number of new words and structures in the same lesson should be avoided.

These reports do not take care of the functional aspect of the language which is said to be the product of the Communicative Language Teaching. As the present textbooks prepared at the H.S.C. level prepared on the basis of functional syllabus, a few more criteria should be added.

- The textbooks should contain a variety of functions that are performed through different structures.

- There should be a variety of tasks and activities that give the learner practice for using different structures to perform a variety of functions.
2.10 Criteria for Textbook Evaluation

Various attempts have been made to evolve criteria for an objective assessment of the textbook. They are based on:

a) view of the nature of language and
b) language learning theories

The main aspects of the textbook which are covered in different sets of criteria are:

1. language models used
2. language exercises for practice and
3. forms of the content

➢ Tucker's Criteria [Tucker: 1975]

Allen Tucker has prepared a set of criteria for the evaluation of a textbook of English for beginners. A summary of this is presented below.

A system for evaluating beginning texts should include a comprehensive set of criteria consistent with the basic linguistic, psychological and pedagogical principles underlying currently accepted methods of language teaching. They should be exhaustive enough to ensure assessment of all characteristics of the textbook. They should be discrete and precise enough to focus attention on one characteristic at a time or on a single group of related characteristics.

A. Pronunciation Criteria

   • Completeness of Presentation

   A complete presentation of the pronunciation of English requires two essential ingredients: the sounds, and the supra-segmental signals [stress, pitch, intonation, and juncture]. Presentation of the sound system must include the full range of
vowels, and diphthongs. Since the supra-segmental signals are so extensive in English and contribute so much to meaning as well as to correct rhythm and pronunciation, they should be presented as fully as the age of the learner permits. This presentation should include information, examples and practice on basic sentence intonation patterns, word and sentence stress, coincidence of pitch and stress, and juncture.

• **Appropriateness of Presentation**

The book must be evaluated in terms of the appropriateness of the presentation of pronunciation for the situation in which it is to be used. If the text-book is for students from a single language background, it should present a contrastive analysis of the sound system of English and that of the native language. It should emphasize drill sequences of minimal-pair words and utterances that illustrate the sounds and combination most difficult for the student because of interference from the native language.

• **Adequacy of Practice**

Materials for pronunciation must be adequate because such lists may not take into account the learner's difficulties with pronunciation, nor do they provide suitable context for word practice. Beginning with the initial, presentation of the sounds and continuing throughout the text, all pronunciation practice should be presented in a context.

Sounds that are difficult for most learners or for learners from a specific language background should be initially presented for practice in series of minimally
different words. Subsequently, such practice may be in sentence, conversation or dialogues.

B. **Grammar Criteria**

In applying grammar criteria, the evaluator is concerned with how much of the structure of the language is presented, how well it is presented, and how readily the student may able to benefit from the presentation.

- **Adequacy of Pattern Inventory**

The text should include the basic patterns necessary for using the language up to whatever level of complexity the book achieves. The structural features should contribute to that goal. In any beginning text, a fairly full range of prepositions, along with adverbs, objectives, and possessives, is necessary.

- **Appropriate Sequencing**

Except where functional load would indicate otherwise, pretention of sentence patterns, modifier structures, and vocabulary should move gradually from the simple to the more difficult. Simple sentence patterns like Subject-Verb-Adverb and Subject-Verb-Noun are suitable for early lessons, and should be toughly learnt before more complicated patterns are introduced and before modifying structures are attached to them. In a similar way, question transformations should be presented in a graded sequence.

Regular verbs are best dealt with first, except where functional load requires the use of high-frequency irregular Verbs. ‘To be’ must be presented very early in the course despite its irregularity. The present continuous is probably the most functional tense for early use long the pronouns, subject pronouns are needed first.
• **Adequacy of Drill Model and Pattern Displays**

An evaluation of the book in terms of this criterion involves making a judgment about how readily the student can discern the form and content of a new pattern, and can discover what is expected of him in various drills and pattern practices. If the book is to be easy for him to follow in this respect, it must present simple, self-explanatory initial displays of each new pattern through boxes, arrows, contrasting colours, typefaces, and other graphic devices. Labels and grammatical identifications should be kept to a practical minimum. Wherever necessary, they should be expressed in simple terms. A term once used should be consistently adhered to.

• **Adequacy of Practice**

Genuinely adequate practice of patterns and structures requires drills and practice exercise which are meaningful, appropriate for their purpose, and sufficiently diverse.

Good drills frequently require the students to make a variety of responses and discriminations which are representative of the decision and productions necessary in actual speech. Exercises which test knowledge of the language should not be mistaken for exercises which give practice in using the language. Testing exercises are not practice exercises.

C. **Content Criteria**

• **Function Load**

Some irregular forms, complex structures or patterns which are hard to explain,
such as greeting formulas must be presented early in the book. They should be presented as formulas to be learned without explanation.

Similarly, the introduction of vocabulary must conform to the requirements of functional load. Complex expressions used in telling time, counting money and naming the days and months are necessary very early, if dialogues and drills are to approximate real conversations.

- **Rate and Manner of Entry and Re-entry**

  Application of this criterion should be extended to both vocabulary and grammatical structures. Suitable entry involves economy and timing. Both vocabulary and structures should probably be introduced sparingly in early lessons.

  The concept of economy also applies to re-entry. Once a word or structure has been introduced, it should continue to play an active role. Re-entry is closely related to sequencing. Re-entry in new contexts, therefore, usually presupposes re-entry in more complex structures and in large patterns. The representation of a word or simple structure always in the same kind of sentence or frame is inconsistent with the concept of a sequential increase of difficulty.

- **Appropriateness of Contents and Situations**

  The content of the text can be evaluated in terms of both pedagogical and cultural appropriateness. The context of an oral practice, narrative, or dialogue should be prepared in such a way that a variety of natural English utterances can be used to introduce the vocabulary and structures to be taught in that lesson. Content
material should be suited to the age, level, background and interests of the students.

2.11 Assessment of the Textbooks

Tickoo M .L. (2004) offers two types of detailed lists of criteria for the assessment of the textbooks. They are in the form of questions.

List A

The Pupils' Book

Aims: Do the aims stated for the books satisfy the syllabus requirements as fully as possible?

Approach: Is its theoretical approach based on currently valued views on language and learning-teaching?

If not, how well (or badly?) supported are the major assumptions on which it is based?

Coverage

- Does the book satisfactorily cover the syllabus including the language items, functions, skills and sub-skills?
- Does it do so in a clear and defensible order?
- Are the lessons in it built on valid principles of gradation of themes and language?

Content

- Do all or most of the lessons in the book show awareness of:
- the learners' proficiency level and their level of cognitive achievement;
- the social and cultural suitability of the materials;
- the authenticity of language and the possibilities of using it to create life-related
learning experiences;
- the variety of text-types and the relevance of each type?

Also, how adequate is the textual provision for the year's or a term's work in and outside the classroom?

**Usage and Use**

- Does the book provide for the teaching or learning of items of grammar and usage that are needed at that level?
- Do the items (of grammar and usage) link with preceding items and reinforce their use?
- Does the book treat them in ways that relate grammar to actual use?
- Are there appropriate exercises or tasks to make that happen?
- Is there provision for relating the structures to functions or notions?
- Is there a variety of tasks, both form-focused and also meaning-focused?
- Are the texts made use of to highlight points of grammar and also their appropriate use?

**Vocabulary**

- Does the book pay adequate attention to the teaching of words? What criteria have been used to select words (e.g. frequency usefulness, relevance) and what means have been used to provide the learner both repeated and meaningful opportunities to use new words?
- Does the book show awareness of current thinking on words - their grammar and use, collocations (words typically appearing together), range of meanings - and to proven ways of teaching and learning them?

**Format**

- Do we find the book attractive, durable and usable with high quality illustrations,
clear typesetting?

- Is it well-edited with a carefully produced index, chapter headings, table of contents etc?

**List B**

- Does the book

1. adequately cover the syllabus and clearly state and address the course objectives?

2. contain materials

   - suited to pupils' ages, abilities, interests; (Does it provide for both 'high flyers' and also slow movers?)
   - representing a range and variety of different writings of suitable length;
   - on culturally appropriate themes and topics, in suitable language and style(s);
   - in natural (real) language but also properly graded and sequenced;
   - capable of providing authentic learning experiences;
   - on themes or topics related to universally and nationally upheld values;
   - on themes that bring in both urban and rural worlds and also both richly provided and relatively deprived sections of society;
   - on themes that build awareness of current global concerns including for example, those for the environment, for endangered species and for globally threatening diseases?

3. Contain high quality tasks and exercises for

   - teaching/learning aspects/elements of language that need attention including: vocabulary;
   - grammar; pronunciation;
   - the four skills separately and also with provision for skills integration;
• language functions (and notions) at the appropriate level capable of helping learners use language in real-life contexts;
• use of language appropriate to specific occasions and varied roles;
• encouraging or enabling learners to build and utilize effective learning and learner strategies?

2.12 Reviews of Related Studies

If a research student can locate a recent review of research studies related to one’s research topic, he can get a useful overview with less effort. The purpose of the reviews is to expand upon the content and background of the research as well as to provide a basis for formulation of the hypothesis. Since a good research is based upon everything that is known in the area of the research, the review section provides evidence to this effect (Brog: 1983: 379). Good, Barr, and Scates analyse the purpose of research review as:

a. To locate the data useful in interpretation of results;
b. To suggest methods of research appropriate to the problem;
c. To show whether the evidence already available involves the problems adequately without further investigation;
d. To provide ideas, theories, explanation or hypothesis valuable in formulating the problem.
e. To contribute to the general efforts of the investigator.

The investigator has reviewed several research works carried out on the areas related to the present study. Three reviews of such studies are given here.
2.12.1 Study 1

Thesis submitted to S.P. University for the Degree of Philosophy in the year April 1988

Title of the Study

A Comparative study of the course books of English prescribed for the beginners in some states of India with special reference to recent developments in Material Production

Investigator: A.M. Ghodiwala

Objectives of the Study

1. To describe and analyze each course in terms of the language and the contents
2. To evolve a set of criteria in the form of a rating scale in consultation with course designers and ELT experts
3. To undertake the rating of each course book in terms of language model, practice material, testing exercises, situations, themes, format and the rationale
4. To compare different aspects of the selected course books on the basis of the ratings
5. To determine the adequacy of each course book on the basis of the learner’s assessment
6. To outline the main features of the recent developments in EFL materials for beginners
7. To examine the course books with reference to the recent developments in EFL materials

Findings

1. Most of the textbooks of English used at the beginner’s level in India contain
artificial and inappropriate language.

2. Most of the textbooks contain materials which are form focused. Meaning and use of the language items are not properly illustrated.

3. The textbooks do not contain the samples of realistic language illustrated through authentic or genuine materials. It is a general trend to use only the ‘scripted material in the book.

4. Drills and exercises included in the textbooks for language practice are form focused.

5. The textbooks do not contain tasks and activities to practice meaning and use of the item.

6. The exercises do not show much variety. They are confined to substitution tables, look and say, completion, and matching.

7. Most of the textbooks use exercises to be worked individually by the pupils. There are no materials for group and pair work.

8. The exercises are dull and mechanical. The learners are not likely to find them enjoyable.

9. Most of the Indian textbooks of English at the beginner’s level are inadequate tools for the teaching and learning of English.

10. Most of the textbooks contain exercises to test the form. Understanding of meaning and the ability to use the item in communication are not tested.

11. The textbooks do not contain exercises for self assessment on the part of the learner.

12. Most of the textbooks use situations which are unrealistic and uninteresting.

13. The situations used in most of the textbooks are dull, and there are no elements of fun.
14. The lessons are full of stereo typed, flat, cut-and-dried characters.
15. Most of the lessons are based on uninteresting, commonplace themes.
16. The themes in most of the books do not show much variety.
17. Most of the course books look unattractive and sullen.
18. The textbooks do not show variety of print and page appearance.
19. Most of the textbooks are based on the narrow view of the nature of language advocated by the American Structuralists in forties.
20. Most of the textbooks are based on the behaviorist theory of language learning with exercises for mechanical repetition and reinforcement.
21. Materials in most of the textbooks are not related to the learner’s need which is to be able to use English for real purposes.
22. Functions based course book is a more adequate and effective tool than the course books with rigid structural framework.
23. The Indian textbooks of English do not reflect the recent rationale of EFL materials with its emphasis on language use.
24. The Indian course books are not as cheerful as the recent course books produced in Britain.
25. The materials in the Indian course books at beginner’s level do not contain the elements of ambiguity, guessing, information gap, and problem solving.
26. The main concern of most of the Indian course books seems to be usage and language skills rather than language use and communicative competence.
2.12.2 Study 2

The Dissertation submitted to the Sarder Patel University in the partial fulfillment of the requirements for the degree of master of Education

Title of the Study

A critical study of the present English textbook of 12th Standard (Common Stream) (March 1998)

Investigator: Suresh J Prajapati

Objectives of the Study

1. To examine whether the textbook is prepared according to the syllabus of English,
2. To analyze and describe the language aspect of the textbook in terms of new grammatical structures, new words and sentence construction,
3. To evaluate the subject matter in terms of variation of themes, relevance of themes with the age level of the students, interest level of the lessons,
4. To find out the values reflected from the lessons and poems,
5. To analyze the exercises given after each lesson in terms of types, purposes and objectives,
6. To make suggestions and recommendations based on the critical study.

Data Collection Tools for the Present Study

1. Content Analysis Instrument
2. Opinionnaire
3. Interview

Methods used for the Study

1. Content Analysis Method
2. Survey Method
Findings

1. The proportion of different content types is not good.

2. The variation of themes is very good.

3. The themes of the lessons and poems are relevant to the age level of the students.

4. Most of the lessons are interesting because of suspense, tragedy, dialogues and humour.

5. The interest level of some lessons is not good because of complex sentences and lots of idioms and usages.

6. The reflection of different types of values is very good.

7. New structures are introduced in a natural way but they don’t give enough practice because of lack of the repetition.

8. Almost all the structures are graded properly.

9. New words are introduced in a natural way but they are not frequently used.

10. The density of words in some lesson is high.

11. The selection of some new words is not proper.

12. There are many complex Sentences.

13. The more emphasis is given on the themes of the lessons than language aspects.

14. The exercises do not contain pronunciation practice.

15. The objectives of evaluation and analysis do not reflected from the exercises.

16. The exercises are not contextually appropriate.

17. The exercises do not contain the elements of problem solving and open-endedness.

18. The textbook in some extent helps to satisfy the objectives of teaching English at the H.S.C. Level.

19. There are many exercises for written expression in the textbook which give
practice in writing. Thus the objective of developing writing skill is achieved.

20. The textbook doesn’t have enough material to provide practice in speaking and listening.

2.12.3 Study 3

Dissertation submitted to the Sarder Patel University in the partial fulfillment of the requirements for the degree of Master of Philosophy.

Title of the Study

Use of Authentic Materials to teach functional English at Higher Secondary Level, Standard 11 (August 2005)

Investigator: Ms Hiral Sukhanand Chaudhari

Objectives of the Study

1. To identify the problem areas of higher secondary learners in grammar and in basic language skills,

2. To prepare a pre-test focusing on above problems,

3. To collect authentic materials with a view to develop language skills,

4. To use these materials with a group of learners studying in std 11,

5. To measure the effectiveness of the authentic material in class which were being used by learners,

Findings

1. It is possible to prepare interesting and attractive authentic materials from the wrappers of all commodities.

2. The materials would be able to improve basic language skills and grammar.

3. It is possible to make materials, according to the age level and interest level of the learners.
4. Authentic materials prepared for the students were made from real objects, such as magazines, newspapers, packaging, cards, etc. so learners found it interesting and different from the materials they had used.

5. Authentic materials were prepared from real objects for daily use so throughout the learners were exposed to authentic use of language. For example an exercise made from newspaper informs learners what is going on in the world now-a-days.

6. All the learners found the materials very interesting because authentic materials are available in colourful and attractive layouts.

2.13 Implications for the Present Study

Reviews of related studies carried out in the past have many implications on the present study. The researcher came to know about the methods that can be used in such studies. He was able to know the way the research tools are prepared and put to use in such studies. He could know different research procedures depending on the type research and, on the basis of that knowledge, was able to follow a certain procedure for the present research. The reviews of these studies provided the researcher with the background knowledge required in his study. The researcher was able to decide what needs to be done in the present study that was not included in the past studies and with that knowledge he decided the objectives of the present study the most of them were not a part of the past studies.

2.14 Comparison of the Present Study with that of Past Studies Reviewed

Comparing with the studies carried out in the past, the present study differs in the way that,

- It is not a comparison of the textbooks being implemented by different Textbook
Boards.

- It depends on the data collected through: questionnaire, opinionnaire, classroom observations and personal interviews of teachers.
- It also depends on the analytical study of the textbooks carried out by the investigator himself.
- It deals with the problems of the teachers while dealing with the textbooks which were not included in the past studies.
- It depends upon the views of the experts about the possible solutions of the difficulties and problems faced by the teachers and the learners that also was not found in the studies carried out earlier.
- It also provides the teachers with some guidelines about how to deal with the functional textbooks.
- The present study gives some suggestions about the teaching of structures, functions, vocabulary, reading comprehension, listening comprehension, and writing that was also not included in the earlier studies reviewed by the investigator.

2.15 Conclusion

This second chapter gives the detailed account of the meaning of language, different views on language, the approaches and methods of teaching and learning English since the inception of its teaching. The chapter also includes a historical perspective of the textbooks, steps for designing the course materials, criteria for textbook preparation and evaluation. The investigator has given the reviews of three studies carried out in the past. The whole chapter provides the background for the study. The next chapter is about Research Design: Planning and Procedure.