Chapter 5

Summary, Findings, Suggestions and Recommendations

5.0 Summary

At present, the teaching and learning of English have been in focus in almost all the educational activities the world over. This shows the importance of the language. Children, right from their childhood learn English due to the yearning of their parents to make them proficient in the global language. For educationists, linguists, researchers, curriculum designers, syllabus designers, textbooks writers and for teachers English language teaching has become a matter of great importance at the moment. Along with methodology, materials, especially textbooks play an important part in ELT. These materials are evaluated and studied critically at regular intervals to find out their strengths and limitations and thereby steps are taken for their improvement. Thus, any good research in education leads to improvement in the system.

The present research is that of the analytical study of the ESL textbooks for standards 11 and 12. To carry out the work eight objectives were prepared followed by research questions. Survey method and content analysis technique were used for the purpose. The researcher used four tools to collect the data: questionnaire, opinionnaire, observation and interview. Both the textbooks were analysed on the basis of content analysis instrument. Also 150 teachers’ views were collected on the different aspects of the textbooks. Analysis and interpretation of the data were carried out, resulting in numerous findings.
This final chapter comprises the findings drawn from the analytical study of the textbooks carried out by the researcher, his classroom observation and from the teachers’ opinions about the textbooks collected through interviews, questionnaires and an opinionnaire. Suggestions for syllabus designers, textbook writers and for teachers are given so as to make the textbook more effective use it appropriately. The chapter also contains guidelines for teaching vocabulary, reading, grammar and writing. A set of guidelines is given about dealing with pair work and group work activities. Some recommendations for further studies in related areas are offered followed by the conclusion of the study.

This chapter is a summary of the preceding chapters. It is the consequence of the research procedure right from the selection of the study topic, objectives of the study, reviews of the related literature, preparation of research tools, and analysis and interpretation of the data.

The study was undertaken with two major objectives in mind: To evaluate the materials for their potential in developing communicative competence of the learners and to suggest guidelines for teachers to deal with the current textbooks. For this purpose the textbooks were analysed using content analysis technique and survey method. Moreover, teachers’ opinions about different aspects of the textbooks were collected and analysed to validate the study carried out by the researcher. All this meticulous work led towards this final chapter which will, it is hoped, be a helping hand to teachers, syllabus designers, textbook writers and of course to learners. The following section is about the findings of the study in relation to the objectives of the study.
5.1 Objectives vis-a-vis Findings

The following sub sections include findings of the study based on the objectives.

5.1.1 Objective 1

To determine the relevance of the said syllabus with the current thinking of language teaching

Findings

One major feature of the new syllabus for English (SL) at the Higher Secondary Level and introduced in Gujarat from June 2004 is the shift from the structural to the functional/communicative approach. It states mastery of language functions as the learning outcomes. It emphasises that the students require performing these functions in specific language tasks through various grammar items. It is related to the changing social and pedagogic needs and thus it is connected with the growing importance of the language of international communication. It includes all the four language skills: L-S-R-W as well as different study skills involving higher order thinking. Thus, the ESL syllabus at the HSC level is undeniably related to the current thinking of language teaching so the first objective is satisfied.

5.1.2 Objective 2

To analyse and describe the language aspect of the textbooks in terms of new grammatical structures, new words and sentence construction

Findings

The textbook for std.11 contains 15 new sentence patterns/grammar structures while the 12th std. textbook includes 13 new grammar structures. The structures introduced
in the textbook units are related with particular language functions or purpose. These structures can be used to convey different meanings such as time or space relationship and to serve various functions such as to indicate action, describing things etc. A number of examples of these structures are given in the textbook lessons regarding how to use them in a context to express appropriate messages.

- The textbooks contain a number of useful words, word groups and phrases that can be used while using language in different fields e.g. science, business, religion etc. The vocabulary is appropriate to and consisted with themes and sub-themes of the textbook lessons.

- In the textbook lessons there is a variety of expressions that can be used to perform different language functions. In the 11th std. textbook 35 language functions and in the 12th std. textbook 27 language functions are found to be used through a variety of sentence patterns or expressions. The language expressions for the message and context are used appropriately in a given situation in the textbook lessons.

- When the learners go through the textbooks they come across 1148 simple sentences, 480 complex sentences, 274 compound sentences, and 162 compound-complex sentences.

5.1.3 Objective 3

To analyse the thematic component of the materials in terms of the variation and interest level of themes

Findings

- The ESL textbook prescribed at the Higher Secondary level are divided into two main sections: Detailed study section and the supplementary reading section. Each
unit in both the textbooks is divided into three main sections: (1) pre-task (2) Reading passage and (3) Practice section. The textbooks contain different types of lessons such as short story, narration, play, conversation, speech but the proportion of the content type is not maintained.

- A variety of themes and sub-themes has been included in the textbook units. The themes conform to the learners’ immediate environment – physical, social and cultural.

- In 11th std. textbook 19 units and in the 12th std. textbook 16 units are considered to be interesting. 1 lesson in Std. 11 and 2 units in Std. 12 are believed to be uninteresting by most of the students and teachers. The elements that make the lessons and poems interesting are familiar themes, musical expressions, rhyming words, simple sentences, challenge, conversations, short dialogues, suspense, effective themes, dramatic presentations and functional language. The elements that make the lessons uninteresting are length of the lessons, inclusion of so many complex and compound sentences, direct moralising and narration.

Thus, there is a lot of variation in the themes of the textbook lessons and poems. Moreover, most of the lessons and poems in both the textbooks are interesting for the learners. They satisfy the curiosity of the learners, thereby sustain their interest. They are related to the age level of the learners too. Thus the third objective regarding thematic component is also attained.

5.1.4 Objective 4

To define and categorize the values reflected in the lessons and poems
Findings

- Different values such as social values, personal values, religious values, national values, psychological values, moral values, scientific values and economic values are reflected in the lessons and poems of both the textbooks. Different value-traits in the textbooks help learners understand the meaning and importance of values. Different types of values are reflected in the lessons and poems of both the textbooks. Teachers can mention the importance of these values with the help of the value traits appearing in the lessons and poems. Even learners themselves can understand at some places the values that are reflected in the textual material. Thus, the fourth objective is also accomplished.

5.1.5 Objective 5

To assess the types and purpose of the exercises and tasks

Findings

- The 11th Std. textbook contains 142 and the 12th Std. textbook contains 116 different types of exercises in different areas such as reading, grammar, vocabulary and writing. For reading comprehension, 42 exercises are provided in Std. 11 and 41 exercises are in 12th Std. textbook. For vocabulary there are 44 exercises in Std. 11 and 30 exercises in 12th Std. textbook. So far as grammar is concerned, there are 27 exercises in 11th Std. and 24 exercises are in 12th Std. textbook.

- In the 11th Std. textbook 58 exercises are for knowledge purpose, 48 exercises are for comprehension and 43 exercises are for the purpose of application. In the 12th
Std. textbook 37 exercises are for knowledge purpose, 41 exercises are for comprehension and 38 exercises are for the purpose of application.

- Both the textbooks contain a variety of tasks and activities to be performed in different situations which the learners are likely to experience in their real life. Most of the activities are for the purpose of developing communicative competence yet there are activities having some other purpose such as developing vocabulary, organising skills, speaking skills as well as writing skills. Both the textbooks contain a variety of Form-focused and Meaning-focused tasks and activities that give sufficient practice in using forms for expressing appropriate meanings.

5.1.6 Objective 6
To evaluate the materials for their potential in developing communicative competence

Findings
Both the textbooks have sufficient material in the form of pre-tasks, passages for reading, exercises and tasks which can be used by the teachers to make their learners competent in using English in their everyday life. Learners come across a variety of language expressions and their use in performing different functions that can help in developing communicative competence of the learners. Thus, the textbooks are potentially rich enough to lead the learners towards effective communication provided this material is used efficiently by teachers as well as learners. The sentences in the textbook lessons include a variety of clauses especially adjective clauses, adverb clauses and noun clauses. Through these sentences students come across different
kinds of constructions of sentences and a variety of connectives and coordinators that are used to form these sentences that might help them in conversing with other people fluently.

5.1.7 Objective 7
To develop an understanding of difficulties faced by the teachers in dealing with the new textbooks

Findings

• The sessions allotted to English are not sufficient to justify the textbooks fully. Teachers have to be in hurry every week to complete the course or cover the topics given in the textbooks and therefore cannot give justice to the teaching of functional English even if they so desire.

• Exclusion of the pre-tasks and of various tasks and activities in the examination make the learners ignore or pay less attention towards those aspects.

• Insufficient knowledge of grammar and vocabulary learnt earlier creates problems in making them perform different functions. A great number of students are found to be lacking in the knowledge of the structures useful in performing different functions.

• While teaching functional textbooks, it is difficult to present and practice more than one grammar forms for the same function. Sometimes the multiplicity of grammar structures confuses learners to perform functions. It is difficult to introduce all the grammar forms before their functional use.
• It is very difficult to handle communicative activities in a very large class having sixty to seventy learners in it. The class seems to degenerate into chaos during pair-group work.

5.1.8 Objective 8

To suggest guidelines for teachers to deal with the current textbooks

Findings

During interviews it was found that some teachers teaching English at the Higher Secondary level need some guidelines about teaching different language skills viz. reading, speaking, listening and writing. They also need help to teach vocabulary, grammar, reading comprehension, composition and functions. The followings sections include the same.

5.2.1 Guidelines Regarding the Teaching of Vocabulary

• Teach the words in spoken form first, and only when students can pronounce them well, introduce the written form. Otherwise, your students will always try and pronounce English words as if they were written in their own language and it will be difficult for you to break this habit.

• Success in learning often depends on the number of senses which are used in the learning process. At least these two senses- sight and hearing- are working together to focus the learners’ attention. Therefore, what the teacher can prefer while introducing such words is the use of real objects or pictures of such things.

• Creating a sense of need for a word involves making them aware of the importance of the knowledge of the words in real life communication, in reading and listening comprehension, in spoken and written English.
• Vocabulary learning is not simply a matter of matching up words in the native language and the target language. Word meanings can be learned through experience, experience of using the word in a sentence, experience of identifying the meanings of words used in a sentence.

• Without substantial knowledge of grammar students may fail to learn how words are used in sentences. It is true that students will make mistakes if they learn the meanings of many words without learning how to put words together in sentences. Therefore, various forms of words should be presented contextually. The only way to teach meanings of many abstract words is by creating a context or situation from which the students can deduce the meaning.

• If the teacher knows the student’s mother tongue, translating individual words can be a short cut to vocabulary teaching. However, a word is more likely to be vivid, and thus better remembered, if taught in context, or associated with the objects it represents. Again, a brief outline of a situation in the student’s native language can help set a context and aid rapid understanding of the items being introduced.

• Computer Aided Learning (CALL) has begun to address vocabulary teaching and learning. Now that most computers include multimedia capability (they have sound as well as pictures) they are ideal for language practice that requires a variety of written and spoken contexts. They are also very useful for repetition and recycling. These traits fit very well with the requirements of vocabulary teaching and learning. A teacher can take maximum help of CALL for teaching of vocabulary. ICT skills are a new set of learning required for all teachers, including language teachers.

• The following principles that may be applied by a teacher to teach vocabulary effectively.
a. Build a large sight vocabulary.
b. Integrate new words with old.
c. Provide a number of encounters with a word.
d. Promote a deep level of processing.
e. Facilitate imaging.
f. Make new words ‘real’ by connecting them to the student’s world in some way.
g. Use a variety of techniques.
h. Encourage independent learning strategies.

5.2.2 Guidelines for Enhancing Reading Comprehension

- Before reading the passage itself, teachers can draw on the learners’ previous knowledge of the subject matter, their experience of life in general using the pre-tasks given in the beginning of each lesson and poem. This is the purpose of warm up /pre-reading activities.

- While learners try to comprehend the passage, make them work out things for themselves. Devise exercises enabling them to make meaning on their own.

- Understanding something will be deeper and lasting if one does something with the information one has just acquired. Therefore, prepare exercises and activities to get the learners to use newfound knowledge and ideas while reading.

- Reading for understanding is not an all or nothing process. Therefore, do not aim at total comprehension of every single word, sentence and item of content of a passage.
Reading is composed of sub-skills. So instead of aiming at ‘total comprehension’ of a particular reading passage, use that passage as a vehicle for teaching the reading skills that the learner needs for reading other passages.

5.2.3 Guidelines Regarding the Teaching of Grammar

- Let us not frighten learners with excessive use of grammatical labels. One can speak/write a language without explicit knowledge about grammar. Therefore teach grammar for communication- not for its own sake.
- Teach grammar as discourse-not isolated sentences as in real life we always speak/write in continuous stretches of language known as discourse. Give them practice in the use of continuous discourse.
- Focus on fluency first and accuracy later. It is advisable to pretend to ignore the learner’s mistakes in the early stages of learning. After s/he gains some fluency and confidence, the need for accuracy could be emphasised.
- Teach grammar in context.
- Use grammar games to make grammar learning fun. Grammar games are motivating, providing opportunities for meaningful use of language. Grammar games or activities could be used in three major ways:
  1. Before presenting a structure-to diagnose learner’s knowledge;
  2. After presenting a structure-as feedback to find out how much learning has taken place.
  3. As revision and practice.
5.2.4 Guidelines Regarding the Teaching of Functions

- The main aim of language teaching is to enable students to communicate naturally in that language. Therefore, it is essential that every minute of every class be directed to equipping students with the language functions they really need.

- While teaching English in the classroom, while discussing the given reading lesson, teachers should mention the functions which can be performed in different situations. Forms that are used to perform a particular function should be emphasised.

- While teaching functional English, a teacher is to perceive language first and foremost as a system of communication and teach grammar to discover how it is organised to make and exchange meanings. Rather than insisting on a clear distinction between grammatical and ungrammatical forms, the focus is to be usually on the appropriateness of a form for a particular communicative purpose in a particular context. The primary concern is with the functions of structures and their constituents and with their meanings in context.

- Students should be given short dialogues and conversations on different topics and situations. They should be given useful phrases and expressions that can be used for performing different functions. A detailed list of such expressions is given in Appendix 11. Knowledge of such expressions and the way of using them for a variety of purposes enhances the communicative ability of learners. Students should be taught which expression is appropriate in a particular context or in a formal or informal situation.
5.2.5 Guidelines Regarding the Teaching of ‘Writing’

- While teaching writing, it is better to focus on the process that is how students write rather than the product that is what the outcome of writing activity is.

- Writing is a thinking process that needs an atmosphere that can help students think on the given topic or situation. For this give them some related words and phrases to help them think about the given topic or situation. Teachers can help students in the following phases of the writing process.

- There are four stages in writing of which teachers should be aware of and follow these in the classroom while teaching. They are as enumerated below.

  1. Planning: In the planning stage, the writing context, viz. audience and purpose are envisaged.

  2. Translating: In the translating stage, ideas are translated into appropriate language. Students try to translate their abstract thoughts into concrete words.

  3. Reviewing: The reviewing stage involves editing and reformulating.

  4. Monitoring: Monitoring is operative in the three stages of writing.

- The following approaches to teaching writing into five types can be helpful to the teachers while teaching to their students.

  1. Controlled to free: Students are first given sentence exercises, then paragraphs to copy or manipulate grammatically indifferent ways. For instance, this could be achieved by changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences.

  2. Free writing: In the free writing approach, students are asked to write freely on any topic for five to ten minutes without worrying about grammar and spelling.
for five or ten minutes. Teachers do not correct these short pieces of free writing.

3 In the paragraph pattern approach, students copy paragraphs, analyse the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general specific statements, they choose or invent appropriate topic sentences and they insert or delete sentences.

4 In the communicative approach to writing, students are asked to assume the role of a writer who is writing for an audience to read. Whatever is written by a student is modified in some way by other students for better communicative effect.

5 In the process approach to writing, students move away from concentration on the written product to an emphasis on the process of writing. They ask not only questions about purpose and audience but also the crucial questions: How do I write this? How do I get started?

Teachers may bear in mind that a proper blend of these approaches to writing can give positive results. For example, the controlled to free approach to writing helps to focus on proper mechanics at the beginning level, whereas communicative approach to writing may be very effective once the students have some control over the mechanics and have acquired a good number of words and sentence structures to help them match these with their thoughts.
5.2.6 Guidelines Regarding the Teaching of Listening Comprehension

Teaching of listening comprehension in the classroom can be divided to three phases.

1. **Pre-listening activities:** At this stage the students are prepared to achieve the most from the text they are going to listen to. They are introduced to a listening task. Students may be engaged in brief discussion on the topic of the text along with the explanation of some difficult words if necessary. They are asked some guiding questions that help them pay specific attention to those aspects of the text which represent its main content. The students are asked to go through the questions before they hear the text, say a dialogue or a paragraph, with a view to being clear about what they have to keep in mind while listening.

2. **The while-listening stage:** Students listen to the text either recorded or being read aloud by the teacher in the classroom. (Recorded material is useful for listening to dialogues, interviews, discussions, etc. where there is more than one person speaking). The listening could be divided into two stages. During the first listening the students listen for main ideas only, to answer the guiding questions and during second listening they listen for details of the text so that they can do the follow up activities based on the listening, e.g. answering the questions in one word.

3. **Post-listening or follow up:** This phase involves reflections on the language of the passage and activities based on it. The following activities can be included at this stage.
   - Answering questions in one word or in one sentence each. 8 or 10 questions written on the blackboard or a sheet of paper can be given to them with questions
leaving space after each question to write the answer of that question based on the listening material.

- Filling in the blanks or True –False activity can be given based on the listening material.

- Exercise of completing the table can be given. Students complete the table putting the information with the help of the text they have listened to in the while-listening phase. The teacher will check the work done by the students in the form of answering the questions, filling in the blanks, completing the table etc.

5.2.7 Guidelines for Using Pair and Group work Activities in the Classroom

The following sub-sections are about handling pair-work and group-work activities in the classroom.

5.2.7.1 Managing Pair-work in the Classroom

Teachers may follow the following steps to organise pair work.

a. Give clear instructions.

b. Make sure that the students have understood the task by asking a few questions.

c. Help students to form pairs quickly.

d. Set the time limit and keep to it.

e. Keep the activity simple and short.

A teacher will take care of the following.

- Organise and observe.

- Move around the class and help whenever asked/required.
• Control the noise level to some extent.
• Accept occasional use of mother tongue.
• Encourage and involve shy students’ record grades for continuous assessment.

Teachers can know whether learning is taking place by:
• Reports by group leaders
• Class discussion
• Informal supervision
• feedback both positive and negative

5.2.7.2 Managing Group-work in the Classroom

It is needed because students are encouraged to participate, feel confident and free to communicative with peer group, can pool their ideas and can correct each other.

To organise group work the following steps can be taken.
• Form mixed ability groups
• Plan ahead in case of change in groups
• Keep the movement of the students to the minimum. Students turn and face each other, rather than leave their places to join others.

Teacher’s role during group work is likely to be in one or more of the following models.
• Organise and observe.
• Walk around the class and help when asked for.
• Note the errors and deal with them later.
• Control noise level to some extent.
• Accept occasional use of mother tongue.
• Encourage and involve shy students.
• Record grades for continuous assessment.

5.3 Guidelines for Effective Teaching and Learning of Functional English

1. Try to lower Inhibitions of learners in the classroom. For this teachers can use guessing and communication games, group work, etc.

2. Encourage learners to take risks. For this, praise students for making sincere efforts to use language, try fluency exercise. Errors are not corrected at that time. Give outside-of-class assignments to speak or write or experiment with the language.

3. Build students’ self-confidence. To do this, tell students explicitly (verbally and nonverbally) that you do indeed believe in them and have them make lists of their strengths, of what they know or have accomplished so far in the course.

4. Help students develop intrinsic motivation. For this purpose, remind students explicitly about the reward for learning English, describe (or have students look up) jobs that require English, play down the final examination in favour of helping students to see rewards for themselves beyond the final exam.

5. Promote co-operative learning. To serve this purpose, direct students to share their knowledge, under play competition among students, get your class to think of themselves as a team, do a considerable amount of small group work.

6. Encourage students to use Right-Brain Processing and for this use movies and tapes in class, have students read passages rapidly, do skimming exercises, do oral fluency exercise where the object is to get students to talk (or write) a lot without being corrected.
7 Encourage students to ask you and each other questions when they do not understand something, keep your theoretical explanation very simple and brief, deal with just a few rules at a time. Occasionally it is alright to resort to translation into native language to clarify a word or meaning.

8 Help students use their intuition. For this, praise students for good guesses, do not always give explanation of error-let a correction suffice. Correct only selected errors preferably just those that interfere with learning.

9 Get students to make their mistakes work for them. To do this, tape record students’ oral production and get them to identify errors. Let students catch and correct each other’s errors. Do not always give them the correct form. Encourage students to make lists of their common errors and to work on them on their own.

10 Get students to set their own goals. To serve this purpose, explicitly encourage or direct students to go beyond classroom goals, have them make lists of what they will accomplish on their own in a particular week, get them to make specific time commitments at home to study the language, give extra credit work.

11 Initially, speak quite a lot in English. He/she should speak in English in the class without being worried about whether they would understand or not because the basic principle is that without a lot of exposure to the new language, the learner simply cannot learn it.

12 Do not lecture all the time in the classroom. If a teacher delivers a 30 minute lecture on a serious topic, his students will be bored to death. Encourage and allow the learners to talk without speaking all the time. Students will never
learn to speak in English if they are not allowed to speak in class. They should be provided lots of opportunities for speaking.

13 Teach Forms with focus on Meaning. The Modified Communicative Approach (Modcom) does not abolish the teaching of grammar. But a teacher should keep in mind the fact that grammar is better learnt within a meaningful context, when the focus is not explicitly on form.

14 Use translation to the minimum level: Translation kills the effort of comprehension. When the teacher translates everything, learners do not make an effort to comprehend and so they do not develop the ability to comprehend. Let them try to understand English words, phrases and sentences through their cognitive effort.

15 Use Contemporary Reference Books. Teachers should use recent grammars and dictionaries of English because they are based on systematic studies of how the language is used today. Similarly, it is necessary to select passages from English newspapers and magazines for additional reading tasks.

16 Go beyond the Textbook. Textbook is merely a tool of language teaching. A teacher can make use of vocabulary and grammar games, news-items and one-minute speeches in the classroom. Interesting poems, anecdotes and jokes should be brought into the classroom. Students can be encouraged to do multilingual skits and plays. For this interclass debates can be organized. Students should be helped create a bulletin board, exclusively for the English Club.

17 Encourage students to use the internet. In this age of mass-media and internet, students should be encouraged to use these and other sources of learning.
Teachers should point out interesting programmes and websites, and follow them up with some discussion in the class.

5.4 Suggestions

The following sub-sections contain some suggestions to the teachers, syllabus designers and textbook writers.

5.4.1 Suggestions to Teachers

1. Teachers should enrich their own communication skills by increasing language input so as to use them in transferring learning.

2. It is important for teachers to evaluate any new textbook prescribed for teaching.

3. It is necessary for teachers to supplement these course books in day-to-day teaching. For example, while teaching a lesson if any form is used for a particular function, teachers should mention that function which is not specified in the lesson directly. Form-focused exercises can be used to teach how these forms are used to perform different functions. The teacher may use tasks and activities to practice meaning and use of the items.

4. Most of the situations used in the textbooks are interesting. Teachers may use these situations to create functional language enabling the students to express themselves in a particular situation. The teacher may create more relevant situations with the help of realia.

5. It will be useful to use pair and group activities to give practice to students. For this, the teacher should collect and adapt suitable materials from numerous authentic sources such as magazines, newspapers, cards, calendars, notices, etc.
6. The teacher may undertake a systematic analysis of his learners’ needs, and try to find out whether the prescribed textbook can meet these needs.

7. Teachers can show more awareness and provide feedback to the textbook writers to improve quality of the material and make it more relevant.

5.4.2 Suggestions to the Syllabus Designers

- The syllabus designers should include in the syllabus the semantic-grammatical categories viz. frequency, motion, location and the categories of communicative functions that learners need to express.

- The syllabus should describe the objectives of English language teaching, the situations in which the learners might typically need to use English language (e.g. travel, business), the topics they might need to talk about (e.g. personal identification, education, shopping), the functions they need language for (e.g. describing something, requesting information, expressing agreement and disagreement), the notions made use of in communication (e.g. time, frequency, duration), as well as the vocabulary and grammar needed.

- Syllabus should not describe only partial and imprecise description of certain semantic and pragmatic rules which are used for reference when people interact. There should also be provision for the procedures people employ in the application of these rules when they are actually engaged in communicative activity.

- For syllabus design the criteria of task specification and task organisation should be considered carefully. The syllabus should, in more or less detail, list the types of tasks to be attempted in the classroom and suggest an order of complexity for tasks of the same kind.
• Syllabus Designers who carefully consider the various approaches to syllabus design may arrive at the conclusion that a number of different ones are needed and are best combined in an eclectic manner in order to bring about positive results.

5.4.3 Suggestionst to the Textbook Writers

• Textbook writers should emphasise language rather than theme or subject matter in the lesson

• They should specify the functions either in the beginning or at the end of the lesson which are introduced or are to be practised in the lesson. This helps teachers to remain focused.

• Textbook writers should evolve a rationale based on the recent thinking in ELT and recent trends in materials production. Recent views on the nature of language and language teaching should be reflected in the textbooks.

• It is necessary to emphasise language use in the teaching-learning process, and the textbook should provide materials which are use-focused.

• Textbook writers should avoid dull and mechanical exercises, and use a variety of exciting and engaging practice activities. These may be based on ambiguity, information gap, guessing, and problem solving.

• It is important and essential to include materials for self-assessment on the part of the learner.

• Textbook writers should avoid using common place and hackneyed situations. They should bring in variety in situations to create and sustain interest. Realistic situations related to learners’ interests and experience should be used.

• Textbook writers may avoid direct preaching and sermonising through the lessons.
• Textbook material should be related to learners’ needs. Needs analysis may be carried out for this purpose.

• The material should be piloted and tried out before it is finally published in the form of a textbook. A scheme for continual feedback and subsequent modifications should be advised to ensure better quality of the textbook.

5.5 Suggested Change in the Format of the Present Textbooks

Functional textbooks should contain a separate section under the title: English for social purpose or communicative English. In this section there should be units for the practice of different functions. There should be the explanatory notes on the language expressions that can be used in informal, formal or in a neutral situation. Two samples of the probable format of the unit under this section are given below.

5.5.1 Sample 1

(Modified from the textbook prescribed by Tamilnadu Textbook Board: 2004)

Unit 1 Offering help

I PRE-TASK

Work in pairs and discuss these questions.

1. Have you ever offered to help any of your friends?

2. What was the situation?

3. What kind of help did you render? Discuss.

II. LET’S ROLE PLAY

Listen to the conversation.

1. A telephone talk

A : Hello, is it 2445978?
B : Yes. Can I help you, Sir? *(offering help)*

A : Could I speak to Mr. Sampath?

B : *I am sorry*; he isn’t here at the moment. Could you leave a message for him, sir? *(Offering help)*

A : I am Dr. Ravi speaking. Please tell Mr. Sampath that tonight I am leaving for a conference at Madurai. I’ll be back on Sunday.

B : OK, I’ll tell him Sir.

A : Thank you, bye.

B : Bye.

2. A Friend in need

A: You look tense. What’s the matter?

B: You see, I have a test in Maths tomorrow. I have a lot to read and my mom wants me to go to market.

A: Well, if you like it, I could go and get the things mom wants.

*(offering help)*

B: Thanks a lot. *(Responding to offer)*

III. FOCUS ON COMMUNICATION

- **Expression for offering help:**

  **Formal situation**

  Would you like me to do it for you?

  Shall I do it for you?

  **Informal Situation**

  Can I do it for you?
How about my doing it for you?

I’ll do it for you.

- **Responding to offer of help:**
  - **Positive responses:**
    - That’s very kind of you.
    - Thanks a lot.
  - **Negative responses:**
    - No, don’t bother.
    - No, thanks. I can manage.

- **Fillers:**
  Words and phrases like ‘OK’, ‘You see’, ‘Well’ are used as fillers to help the speaker think before answering. These fillers add to the communicative strategy in conversations.

### 5.5.2 Sample 2

(Modified from the textbook prescribed by Tamilnadu textbook board: 2005)

**Unit 1 SEEKING, GRANTING AND REFUSING PERMISSION**

- **Pre task**
  In our life situations who do we seek permission from? What for?

- **ROLE PLAY ACTIVITY**
  - **Informal situation**
    - **Arthi**: Sheela, I lost my calculator. Mind if I use yours?
    - **Sheela**: No, not at all. You can have it.
    - **Arthi**: OK if I have this until this evening?
    - **Sheela**: Oh, sure.
Formal situation

Raghu, the secretary of the English club meets the Principal.

Raghu: Good morning, Sir.

Principal: Good morning. Have you got the confirmation from the speaker for the inauguration?

Raghu: Yes, sir. Professor Mathew from St. Joseph’s College has given his consent. He’ll reach Madurai by 1 pm tomorrow. Would it be possible to send the car to pick him up, Sir?

Principal: I’m afraid it is not possible. You better hire a taxi.

We’ll pay the fare.

FOCUS ON COMMUNICATION

Expressions for seeking, granting and refusing permission in various situations are given below:

Formal Situations

Seeking permission: Might I have your permission to …

With your permission I should like to…

Would it be all right if I …

Granting permission: Permission is granted …

We are pleased to permit …

Refusing permission: I’m afraid we couldn’t allow.

I’m afraid we don’t have the authority.

Informal Situations

Seeking permission: Any chance of borrowing ……

Mind if I borrow ……. 
All right if I use ……………

**Granting permission:** It’s OK / fine / all right

Go ahead.

Of course, you can.

**Refusing permission:** I’d like to, but I can’t ….

I can’t possibly.

Sorry that’s not on.

No way, I’m afraid.

- **Neutral Situations**

  **Seeking permission:** Would it be possible ……….? 

  I wonder if you could ……….

  Do you mind if ……….? 

  **Granting permission:** By all means do ……….

  Please don’t hesitate.

  Yes, certainly, you can.

  **Refusing permission:** I don’t really think you can.

  I’m afraid that’s not possible.

  I’m sorry I’m not supposed to allow…..

### 5.6 Recommendations for Further Studies

English Language Teaching specialists in India have often complained that evaluation as well as analysis of the textbooks is one of the neglected areas in English foreign language teaching materials. Since the quality of most of the Indian textbooks are less than adequate, it is essential to continue further studies in the field. The present study has made the investigator aware of certain related issues which could be explored by
the future researchers. Areas which deserve intensive investigation are suggested here below.

1. A comparative study of the form-based and function-based textbooks of English
2. A study of the textbooks of English used in Gujarat since the inception of teaching English
3. A critical study of the dialogues and conversations used in the Indian textbooks of English
4. An evaluation of the exercises, tasks and activities included for language practice in the Indian textbooks
5. A study of the themes and situations used in the textbooks at the S.S.C. and at H.S.C. levels with special reference to the learners’ age-level, interest, background, and experiences
6. A comparative study of the textbooks which exercise rigid language control and the textbooks in which language control is relaxed
7. A comparative study of the effectiveness of the text books with and without authentic materials

5.7 Conclusion
Teaching learning materials play a very significant role in students’ learning of any subject. Language learning being a matter of developing proficiency in the actual use of the language in a social context requires careful planning. Most of the teachers rely on the textbooks given to them by the government or similar agencies. The quality of the textbooks decides, by and large, the quality of interaction in the classroom.
The aim of this study was to analyse the ESL textbooks at the Higher Secondary level in the schools of Gujarat. The textbooks were also examined with reference to the recent trends in ESL materials and how much potential they have in developing communicative competence of learners. Based on the analysis of the textbooks, the investigator derived findings to satisfy the objectives of the study. Finally, some suggestions about the syllabus design, preparing textbooks and teaching textbooks have been made for the textbook writers and the teachers. Probable solutions to the problems of the teachers while teaching functional textbooks have been offered with the help of the experts, authors and researchers in the field in the form of some authors or researchers. Some guidelines have also been given regarding the teaching of different skills and about the handling of pair/group work activities in the classroom. The researcher has tried his best to offer suggestions for improvement of the textbooks and for dealing with the teaching of English through functional textbooks.

But like any other tool, the textbook also requires to be constantly updated. The field of ELT is constantly being explored by applied linguists and classroom practitioners in various parts of the world. These recent developments must be reflected in the teaching materials at all levels. Today’s research becomes old tomorrow. Therefore the process of updating and evaluation should become cyclical to improve the quality of the textbook. Outdated framework and traditional format must be replaced by innovative and experimental designs in instructional materials. The endeavours to improve the textbooks must be based on systematic investigations and researches in the area. Textbook making is, therefore, a constant process of revision and evaluation and assessment through the analysis of different aspects. It is hoped that such studies
will continue and will offer practical suggestions to improve the quality of the textbooks in Gujarat. Moreover, being a tool its success depends by and large on how it is deployed by the teacher in the classroom. Therefore only through proper and scientific research, improvement in learning of the pupils can be expected.

This study has made me understand the content of the ESL textbooks in detail. I have found some merits and weaknesses of these textbooks. I am further convinced that the textbook is an aid and not a holy book to be followed verbatim. So the teacher will have to work out the best way to explore the textbook and should never let the textbook use him. The discerning teacher with time to spare can move around the material selecting what s/he wants. I have also realised that the teacher should see the textbook not as a programme of study and activities that has to be closely followed but as the provider of experiences conceived of in the syllabus.

*If the students cannot learn the way we teach, we must teach the way they learn.*