Chapter 1

Introduction

“Man is man through language alone”, Humboldt

1.0 Background

This chapter deals mainly with the title of the study, objectives of the study and the study questions based on the objectives. The investigator has explained the meaning and importance of language. Teaching and learning of a foreign language have been defined as the study is about an aspect of teaching English as a second language. Moreover, the position of the English language in India and in the world has been discussed. Major trends in English Language Teaching (ELT) in Gujarat have been discussed along with the new functional syllabus and textbooks introduced at the Higher Secondary Level in Gujarat. Also included in the chapter is how the present study is delimited to justify the given objectives. The chapter ends with the scheme of chapterisation.

1.1 Understanding the Meaning and Importance of Language

Humans have language for communication. Language is human speech, either spoken or written. Only human beings have this gift of speech. Das M.L (2005) says in his essay, “Communication in the beginning was a matter of signs and gestures; then came sounds, then the hieroglyphs, ideograms, then the rules of grammar were made.”

The emergence of language is said to be the outcome of countless, nameless revolutions that went with the onward march of civilizations. “It took thousands and thousands of years for man to develop language as a suitable vehicle for transporting what he felt or thought, dreamt or discovered, experienced and stored as knowledge to
Language, the most common system of communication, allows people to talk to each other and to write their thoughts and ideas. It continues to grow, evolve and change adapting to the material needs of users, and taking new shapes under the impact of every technological, social and Cultural Revolution.

Language is a great tool which makes human culture possible, distinguishes man from the rest of the animal world. It is an affair of a pair or group. It has multiplicity of functions. It enables us to influence people’s behaviour.

Language has been an ever-growing ever-changing phenomenon, changing under the impact of social and technological changes, and the users of language have always been adapting to the effective use of language, be it with the help of language laboratories or learning in the classrooms or trying it in different kinds of media.

Wherever there is human society, there is language. A common language enables human beings to work together in an infinitive variety of ways. Language has made possible the development of advanced, technological civilization. Without language for communication, there would be little or no science, religion, commerce, government, art, literature, and philosophy.

There is virtually no context in human life where language does not play an important part. Whether in employment, at home with the family, or enjoying oneself in leisure periods, language plays an intimate role in constructing relationships and identities as well as enabling people to get things done.
1.1.1 Several Definitions of Language (Sahu Nandini, 2005:97)

Language is a term, which due to its range of applications, has promoted innumerable definitions, focusing on its different aspects. A few of these are given below.

The origins of the word show its basic use. It comes from the Latin word LINGUA, meaning ‘the tongue’. And a language still is often called a tongue.

- Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. (Sapir, Edward, 1921)
- A language is a set (finite or infinite) of sentences, each finite in length and constructed of a finite set of elements (Chomsky:1957)
- Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols. (Hall : 1964)
- A language is a signaling system which operates with symbolic vocal sounds and which is used by some groups of people for the purposes of communication and social co-operation (Barber, The Story of Language, p.26).

1.1.2 Characteristic Features of Human Language

Hockett (Cited in the essay by Mishra S.K.:2005) lists some important characteristic features of human languages.

1. **Duality of Structure:** - Human languages have two levels of structure: (a) Primary level where meaningful units, phonemes are combined to form arbitrary signs, words, that is, compounding of sounds into words and (b) Secondary level where words in turn are recombined to form new meaningful larger units, sentences.

2. **Creativity or Productivity:** - Human languages are able to create new
messages/ideas on any topic at any time. We can create a sentence never heard of before. The same meaningful sets of phonemes are combined in a novel form to give novel messages. As Noam Chomsky says, “The most striking aspect of linguistic competence is what one may call the ‘creativity of language’, that is, the speaker’s ability to produce new sentences.”

3. **Interchangeability**: - All members of the species, male or female, can both send and receive messages.

4. **Cultural Transmission**: - Languages have to be learnt. They cannot be transmitted through heredity. Language is a set of conventions that have grown as a result of the common living of a large number of people. Charles Hockett (1955) says that the system of convention particular to each language is culturally transmitted, that is acquired through learning and not genetically transmitted, that is not acquired through heredity.

5. **Displacement**: - This implies that users of the system are able to refer to events remote in space and time. We can communicate about imaginary past or future with language. Human language is context free. We can talk about experiences without actually living them because human language is not controlled by stimulus.

6. **Specialisation**: - Human beings can talk while engaged in activities totally unrelated to the subject under discussion. For example, they can talk about cricket while cutting vegetables.

7. **Arbitrariness**: - The relationship between words and their meanings is quite arbitrary; it is a matter of conventions. For example, there is no logic behind why a word like rose refers to a flower of a specific kind. It is purely arbitrary. There is nothing specific about it. There is no natural or inherent connection between a
written word or sounds and its reference or symbols. This is overwhelmingly true of human language with the possible exception of a few onomatopoeic/imitative terms.

8. **Redundancy:** - In human languages we can see that there is a lot of redundancy. For example, when we speak a sentence like: “Are you coming?” there are two markers to show that it is a question: (1) the placement of the helping verb at the beginning and (2) the rising tone with which the question should be asked. In the same way when we write this sentence there are also two markers to show that it is a question: (1) the placement of the helping verb at the beginning and (2) the use of punctuation/question mark at the end of the sentence to show that it is a question.

9. **Discreteness:** – Human language has phonemes, syllables, morphemes, and words, etc., which are discrete units and can be recombined to mean different things. That is, language consists of isolable, repetitive units. For example, with the help of three discrete units, /p/, /a/, and /t/, we can create pat, tap, and apt.

1.2 **Language Teaching**

Individuals growing and living in given societies require, to varying degrees, new languages (second languages) after they have learnt their first language. The principal question is what provision must be made by society to help these individuals to learn the second languages needed. The answer to this question is what is meant by language teaching. According to H. H. Stern (2001:21) “Language teaching can be defined as the activities which are intended to bring about language learning.... Formal instruction or methods of training, individualized instruction, self study, computer assisted instruction, the use of media, such as radio or television, the
supporting activities, such as the preparation of teaching materials, teaching grammar, or dictionaries or the training of teachers, as well as making the necessary administrative provision inside or outside an educational system-they all fall under the concept of teaching.”

Dr. K B Patel (Sahu Nandini: 2005) calls attention to how the Second Language Teaching (SLT) in the last few years has already undergone several revolutions. We, the English teachers in India do not seem to be aware of such revolutionary changes, what to speak of applying those new ideas in second language classroom, we continue to teach in a social vacuum. Hence, even after several years of serious and sincere teaching, the Second Language Learners fail to communicate in real-life discourse situations. The result is either break of communication or miscommunication, which, instead of solving problems, often creates new ones at the social and cultural levels. In a multilingual country like India, English is the lingua franca through which future citizens, who are being groomed in the Second Language Classrooms, are going to discuss and sort out problems of the society. The teachers of English must not, therefore, forget the vital role they are going to play in helping learners master the English language.

1.3 Learning a Foreign Language

H. H. Stern (2001) shows many important reasons for learning a foreign language. Some of them are given here.

1. Learning a foreign language increases one’s range of communication. For example, if one speaks only English, one can communicate with over 400 million other persons. Adding one more language to one’s repertoire makes one a member of one more linguistic community.
2. By learning another language, one can gain knowledge of the customs and ways of life of other communities and nations. While learning French, one can find out how French people live, behave, and think.

3. A foreign language can help add to one’s knowledge of one’s own language. For example, by studying Latin, a person can improve his understanding of many of the thousands of English words that have their roots in English.

4. Learning a foreign language helps one add to your general stock of information. It can be a key that unlocks a new field of knowledge. If one learns German, one will be able to read books written in German on almost any subject one may wish to study.

5. Knowledge of a foreign language can help one gain a spirit of broad human tolerance. One can find that other people may think, speak, and act in ways different from one’s own and realise that these ways are not necessarily less desirable than one’s own.

1.4 Objectives of Teaching English in today’s World

Sulabha Natraj (2005) states, people today learn the English language with one or more of the following reasons.

1. For its own sake-classical learners with love for the language
2. For upward social mobility
3. For use in business transactions, in professional circles, formal meetings, etc.
4. For academic purposes, in higher education
5. For transactions across linguistic boundaries

According to her, the objectives of ELT in future may be even more varied. People may learn English …
1. For economic growth at intra-state, interstate, international levels wherein English will be the language for business and trade transactions.

2. For better understanding of subjects across curriculum.

3. To address social issues and political agenda at the national and international fore. If English has to survive, its teaching will have to be related to issues such as poverty, ethnicity, linguistic imperialism, etc.

4. For a sense of belonging among migrating and migrated populations. Since language is a tool to absorb and express the experiences of the world, in the absence of any other link language, English will have the liability of providing for this sense of rootedness.

5. For study of English literature.

6. For survival in a non-traditional and competitive educational environment wherein learners bring with them diverse racial, ethnic, religious, linguistic, cultural, economic backgrounds.

1.5 The Position of English in the World

“English has been steadily growing since 800 A.D. During the last five centuries, it has accumulated a vast and brilliant literature. For almost two centuries now, English has been playing an important role in our educational system as well as in our national life…….We have been initiated into the advanced fields of research in science and almost every department of higher research through English language, because with the help of this different technologies have been developed by different nations and it is used for the advantages of mankind.” Rathod Deepty J and Rathod Jaykumar B (2010:46)
Because of this great popularity and worldwide distribution, English has the pre-eminent claim to be the medium of international communication. In a way English has helped to make the world a single family and therefore it plays an important role in world affairs. So almost all over the world English is taught and learnt as an important language either as a foreign or as a second language (L2)

1.5.1 English as a Global Language

English is one of the widely spoken languages in the world. It is the means of communication among people of different countries. It can indeed be said to be the first truly global language. One person out of every ten in the world speaks English naturally. It is the language of international politics, trade, commerce and industry. English is one of the six official languages of the United Nations. As an international language English has created better understanding among the nations of the world and has been responsible for cultural give and take. It has facilitated mobility of teachers and students from one country to another. Thus it has created worldwide scope for employment. It is the world’s most widely studied language—either as a second or a foreign language.

According to Gauri Shankar Patnaik (2005) “...English is the official language of about 45 nations. It is the mother tongue of about 60 million persons in the British Isles, from where it spread to many other parts of the world owing to British exploring, colonizing, and empire-building from the seventeenth through nineteenth centuries. It is now also the first language of an additional 228 million people in the United States; 16.5 million in Canada; 17 million in Australia; 3 million in New Zealand and a number of Pacific islands; and approximately 15 million others in
different parts of the Western Hemisphere, Africa, and Asia. As a result of such expansion, English is the most widely scattered of the great speech communities. It is also the most commonly used Auxiliary language in the world. The United Nations uses English not only as one of its official languages but also as one of its two working languages.”

1.5.2 English as a Window on the World

English is the language which serves as a window through which the light of scientific and technological development of the world, and the explosion of knowledge, pour into the countries of the globe. It is a pipeline for the stream of knowledge in all the branches of learning. The Radhakrishnan University Education Commission observed, “It (English) is a language, which is rich in literature-humanistic, scientific, and technical.” If under sentimental urges we give up English, we will cut ourselves off from the living stream of ever growing knowledge. In fact, it will not be wrong to say that English is a window through which we are able to see the scientific, technological, agricultural, commercial and literary developments, taking place in the world. F.G. French has rightly pointed out that anyone who can read English can keep in touch with the whole world, without leaving his own home.

Sahu Padmini (2005:41) writes, “Just a few centuries ago, English was spoken by just five to seven million people in one relatively small island, and the language consisted of dialects spoken by monolinguals. Today, there are more non-native than native users of English, and English has become the linguistic key used for opening borders: it is a global medium with local identities and messages. English has become a world
language, spoken by at least 750 million people. It is more widely spoken and written than any other language, even Latin, has ever been.”

Nanda Jayashree (2005) writes, “English occupies a prominent place in the association of languages that have flourished so far. It is the queen of languages. Though it is originally the mother tongue of British, it is now the mother tongue of the people of so many countries of the world.”

1.6 The Position of English in India

As Krisnaswamy and Sriraman (1994:25) put it, “Learners of English in India have realised that English is not necessary for shaping of characters, the development of the aesthetic sense,..........but English is needed for mobility and social and economic success; English is the language of opportunities because it takes one outside one’s own community, to places where more opportunities are available for professional and economic reasons…it has a lot of ‘surrender value’ and learners want to cash in on that”. English is considered rather a language of modernization instead of just Westernization. It plays a variety of roles in India: as a library language, as an official language and so on and is learnt now as a second language. To be very frank, people who are literate and read and write their mother tongue now feel that they must learn a bit of English at least as much as they can communicate with other persons using it. Thus, as Sharma Yashwant M (2006: 05) says, “English is being learnt and used not out of any imposition but through the realization that it has certain inherent advantages. Today in the context of global English there is a new awareness about communicative English. Everyone who is anyone is desperately eager to acquire communicative competence in English. Parents as well as learners have realized that
to acquire fluency in English is a means of survival as well as of empowerment.” Indeed, it seems as if English is trying to pace a little ahead to catch up with the mother tongue in India.

1.6.1 English as a Library Language

English is the key to the storehouse of knowledge. The Kothari Commission has rightly emphasised that English would play a vital role in higher education as an important library language. The Commission has said that no student should be considered as qualified for a degree, in particular, a master’s degree, unless he has acquired a reasonable proficiency in English. According to this, the implications of this (English as a library language) are twofold: (1) all teachers in higher education should be essentially bilingual. They should be able to teach in the regional language as well as in English. (2) All students and particularly postgraduate students should be able to follow lectures and use reading materials in the regional languages as well as in English.

1.6.2 English as the Alternate Official Language

English is the official language of the central government and some state governments. Although Hindi is the official language used in central administration, English is still used in all administrative and judicial matters. Similarly, although regional languages are used as official languages in different states, English has its own place in all administrative matters.
1.6.3 English as a Second Language in India

English, in India, is learnt and used as a second and not a foreign language because it has become a part of our national and socio-cultural reality. It is as much a part of the Indian linguistic scene as any other Indian language. If we consider our educational set-up, our administrative and bureaucratic contexts, our trade and commerce, our judicial set-up and even our personal communicative needs, the need for English can be discerned in every sphere.

English enjoys official recognition as an associate official language and as a link language. English is associated with better education, more job opportunities, wider inter-regional mobility and communication and higher social status.

There is a constant social pressure to learn and to use English. Our educational system is recognized and structured to teach English at different stages. We learn English not only as a subject but also as a medium to learn other subjects. Such a world-wide language English is being taught and learnt in India with the advent of English in our rich land. Owing to research and innovations, English language teaching in India has undergone a great deal of change in different spheres: approaches, methods, syllabuses, instructional materials, textbooks and teaching technologies. With changing needs research too continues to be more varied and specific.

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continue to teach in a social vacuum. Hence, even after several years of serious and sincere teaching, the Second Language Learners (SLLs) fail to communicate in real-life discourse situations. The result is either break of communication or miscommunication, which, instead of solving problems, often creates new ones at the social and cultural levels. In a multilingual country like India, English is the lingua franca through which future citizens, who are being groomed in the Second Language Classrooms, are going to discuss and sort out the problems of the society.”

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1.7 Major Trends in English Language Teaching in Gujarat

ELT as they say is a global phenomenon. Teachers in all the countries of the world are teaching English today and researchers around the world are engaged in studying issues like language acquisition, language learning, monolingual and multilingual competence etc.

The State of Gujarat was formed on 1st May, 1960. During this time, because of the prejudice against English, it was considered unpatriotic to talk about the usefulness of English language. As a result, while in many states of India, English was taught as early as in primary schools, in Gujarat it was introduced as late as 13 years of age (in class 8). ‘Moreover, in the 60’s the approach to the teaching as Dr. Jadeja (2005) says, “was bookish and rule governed. Ability to translate from and into English and Gujarati was considered the hallmark of learning English. Use of the language in real life situations was not conceived to be important.” English was taught as one of the
subjects in classes 8, 9, and 10. But in class 10 it was taught as an optional subject. Further, during graduation, it was an optional subject.

When Gujarat opted for the 10+2+3 pattern of education, English was introduced as an optional subject in classes 5, 6 and 7. So, in class 8 there used to be two categories of students: (a) those who had studied English for three years, and (b) those who were total beginners. During this time, once again the subject was compulsory in classes 8 and 9 but optional in classes 10, 11, and 12 as well as university level.

But now the scenario has changed so far as English Language Teaching is concerned in Gujarat. “The 21st century”, as Jadeja R. says, “is ushering in major changes in the field of English language teaching in Gujarat”. Therefore, having understood the importance of English language in the present world, Gujarat Government has made English a compulsory subject from standard 5 to standard 12 with revolutionary changes in the textbooks and teaching methodology.

The languages offered in the school system of Gujarat are Gujarati, Hindi, English and Sanskrit. For English, the Government has prepared textbooks for two levels: Higher Level where English is taught as the first language (FL) and Lower Level where English is taught as the second language (SL). Thus according to the new syllabus these textbooks are known as the English (FL) and English (SL). The first language textbook is meant for English medium students and includes both the language and literary contents, where as the second language textbook is meant for Gujarati medium and includes only the language or functional aspects that aim at giving a good communicative ability to the learners. The intention is to see that all the
students are exposed to some level of skill in the communicative aspects of English language and to meet English Language Education needs of the pupils’ in Gujarati medium.

Changes have been made in various directions in the field of ELT in Gujarat. “We are, moving away from the existing structural approach to a Modified Communicative Approach i.e. the Mod-Com Approach. The features of many earlier methods are adapted and adopted in our Mod-Com approach. The modification part of the “Mod-Com” signifies specific Indian and Gujarati perspective and the communicative part suggests the global perspective. In short we are keeping abreast of the research and innovations at the international level and, at the same time, ensuring that our ground realities are also kept in mind.”(ibid)

The Structural Approach dominated the ELT scene till the early 1970s when it became apparent that it was not enough for learners to be ‘structurally competent but communicatively deficient’. The ability to produce correct sentences was necessary but not sufficient. This dissatisfaction with the ‘product’ of ELT programme led to a debate which culminated in the development and adoption of the new approach in a big way. Materials are prepared according to communicative criteria and methods/techniques are reshaped according to the requirements of the new approach. This new approach has provided fresh insights into syllabus construction, materials development and classroom methodology. Terms like ‘communication, ‘real life,’ ‘functions,’ ‘appropriacy,’ ‘context,’ and ‘discourse’ have gained common currency and teachers have often felt obliged to introspect on their new role. To that extent the
approach has been useful, though to what extent it has brought about concrete gains in language education, is still far from clear.

1.8 Need for the Functional Textbooks

Effective communication has become the need of the hour and hence it is essential that one should improve one’s ability to interpret the language correctly both in listening and reading. It is also essential that one should be able to express one well both in speaking and writing. Moreover one should have good practice in developing the sub-skills that are essential in day to day interaction. Functional textbooks aim at developing all these skills effectively.

It is written in the preface of the textbook for Higher Secondary, first year published by Tamilnadu Government (2004) “English language has functioned in India for two hundred years. In spite of it, language teaching and learning have made a poor show. There has been an appreciable fall in the standard of English. A student passes out of the school with nine years and in some cases twelve years of English in his kit, stutters and stumbles when it comes to effective communication (spoken and written) using English. Those who think they are better off cannot even indicate the functional difference between such ordinary forms as it’s and its, or conscience and conscious. In most cases either they don’t communicate or when they speak they talk like old books. …..There is neither facility nor accuracy in both forms of the language (spoken and written). Their grammar is shaky, pronunciation is sloppy and they feel challenged and threatened because they think, which is true, that their personal vocabulary, which includes phrases and idioms is inadequate for interacting with people belonging to different fields and to convey their requirements and needs.
through writing. The students are not to blame, nor the teachers, faulted. The system and perhaps the syllabus and the source books have failed them. Good communication is more than a matter of grammar, structure and combination of words. The skills have not been adequately provisioned. They are given hypothetical, abstract sentences far removed from their real life and language world. We have given our children everything in language except the one thing they need most - Communicative Ability. It is high time we set the record right. In this highly competitive and complex world, the difference between success and failure is often their ability to communicate clearly and effectively.”

This frustration is certainly the indication of the failure of the methods, approach, syllabus and the course books that were being used in the teaching of English. Lately, it has been realized that the application of the communicative approaches and syllabuses in English language teaching and the introduction of the functional textbooks can do a great deal of help towards developing the communicative ability of the students. Functional text book can help to develop the communicative competence, the ability not only to apply the grammatical rules of the language and form correct sentences, but also to know how, when and where to use the sentences.

1.9 Entry of the New Functional Syllabus and Textbooks in Gujarat

The new Communicative Approach includes a syllabus statement that uses language functions as the teaching points in place of the earlier one based on language structures. Textbooks based on this kind of syllabus include learning tasks that focus on meaningful interaction rather than mechanical drilling. The overall thrust is towards teaching language for functional purposes. It is more important to learn how
to use the language than learning about the language. From June 2004, the new syllabuses and new textbooks of English at the Secondary and Higher Secondary levels have been introduced in Gujarat. For English, the government has prepared textbooks for two levels: Higher level and Lower Level. According to the new syllabus they are known as the first language and the second language. The first language textbook is meant for English medium and it includes both the language and literary contents, whereas the second language textbook meant for Gujarati medium includes only the language or functional aspects that aim at giving good communicative ability to the learners. The intention is to see that all the students are exposed to some level of skill in the communicative aspect of English language and to meet English Language education need of the learners in Gujarati medium.

1.10 Need for the Research

“Research regarding the success of textual materials involves measuring the suitability of a given set of materials to the stated objectives of a teaching program” [IGNOU Publication: CTE Course-3]. Evaluation is an on-going process. It is not an impulsive one time value judgment but rather an act of slow try out to discover the extent to which the materials can act as an effective resource for teaching and learning. Teaching materials should be studied critically from time to time so that they remain active instruments of teaching / learning and can be adopted by means of adding, deleting, simplifying, modifying etc. The textbook is a tool for teachers and students to actualize the objectives. Hence the tool should be very efficient and flawless. Many a time teachers, students and educated parents criticize the textbooks for discrepancies and lack of adequate context. Therefore, a close analysis of textbooks becomes a task worthy of research. The textbooks prescribed for every
class should be studied analytically in the context of language aspects, vocabulary items, styles of presentation, subject matter, exercises, values etc. Thus, the merits and demerits of the textbooks can be found out and suggestions can be made to improve the textbooks.

1.11 Selection of the Topic

The reason why this particular topic is selected for the research work is very obvious. I have been teaching English (SL) at the HSC level for the past thirteen years. After such long experience of teaching English I have realized that the textbook is the best tool for the average teacher to teach language in the classroom. A textbook is necessary not only because it contains all the information required but also because it is a practical aid to the process of teaching and learning. The more conscientious teacher worries about its level of difficulty and possible learning outcomes. It should have potential enough to develop communicative competence in the learners. It should be in accordance with the existing syllabus in terms of coverage.

Teachers teaching English (SL) in the secondary and higher secondary schools of Gujarat have been accustomed to the structural textbooks based on the structural syllabus, the product of the structural approach. Research has confirmed that the learners taught through these textbooks were able to produce grammatically correct sentences, but could not speak or write fluently. They failed to produce written/spoken language with ease and effectiveness to perform different functions. And the result of such situation was a decision of the Gujarat State Textbook Board to help students develop different skills through functional textbooks. These new textbooks are based on a syllabus that views language as a set of functions. Although
not a syllabus that can be called purely functional, the emphasis certainly is on teaching English to learners to help them perform major language functions.

Having taught structural textbooks for a long time there was a kind of confusion among teachers about how to deal with these new textbooks. Even after a couple of years of implementation of the textbooks, they face some difficulties and have some problems regarding the teaching of English the functional way. The investigator had a long experience of teaching structural textbooks. He was thinking about the selection of his study topic during the year the new textbooks were introduced. And an idea occurred to him to include these textbooks in his study. He thought it would be useful to study the new textbooks analytically. This type of study would help the investigator in two ways: to enrich his knowledge and understanding of the new textbooks and to help other teachers, thereby add to the repertoire of knowledge. He thought that such a study would be welcomed by teachers and others associated with materials production especially the textbook writers. It would be very helpful to invite their views about the new textbooks to arrive at probable solutions to their problems. Thus this topic was interesting and clear to the investigator so it was selected for the research work.

### 1.12 Statement of the Topic

An analytical study of the ESL textbooks at the HSC level with a view to arriving at a set of guidelines for teachers
1.13 Operationalisation of Terms

It is inevitable for a researcher to define the terms of the topic operationally. This task helps him in understanding the exact meaning and intensity of the study to be undertaken. The definitions also clarify the scope and therefore prepare a basis for preparing the objectives. Here the investigator has tried to define some unique terms occurring in the topic. They have been operationalised in the context of the current study.

[1] Analytical Study

According to the Oxford Advanced Learner’s Dictionary the word ‘To analyse’ means to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it. And the word ‘analytical’ means (a) using a logical method of thinking about something in order to understand it, especially by looking at all the parts separately.(b) using scientific analysis in order to find out about something.

‘To Study’ means:
(a) to observe something carefully over a period and analyse what one sees. (b) to look at something very carefully and slowly to find something out.

Thus the act of looking at something very carefully and slowly to find something out is called ‘Study’. With the help of the meanings of both the words ‘Analyse’ and ‘Study’, we can say that ‘Analytical study’ is the study to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it. In this type of study one uses a logical method of thinking about something in order to understand it, especially by looking at all the parts separately.
The investigator has carried out the Analytical Study of the ESL Textbooks in which, as the meaning of the phrase implies, he has examined the nature or structure of the textbooks by separating them into different parts viz. language component, thematic component, functional aspect, grammatical aspect, exercise section of the textbooks.

(2) Textbooks

Dictionary of Education (1973) defines the textbook as a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for a given course.

In Let’s Learn English prepared by the CIEFL (1970) now EFW the word ‘course book’ is used to include the teacher’s Guide, the Reader, and the Work book. However, Luciano Mariani (1980) has used the word course book to mean the textbook, and he uses the two words interchangeably.

In the context of the present study the term ‘textbooks’ is used for the textbooks prescribed and sanctioned by the Gujarat Textbook Board, Gandhinagar for teaching English as a second language.

(3) HSC level

In Gujarat the students after passing Secondary School Certificate (SSC) Examination study for two more years i.e. in Standards 11 and 12 to appear in the Higher Secondary Certificate (HSC) Examination. This two year course is called the HSC level. This HSC stage is a buffer stage between secondary and tertiary education.
(4) Guideline

According to Encarta Dictionary, ‘Guideline’ is an official recommendation indicating how something should be done or what sort of action should be taken in a particular circumstance it may mean an instruction or principle or rule of doing something in a particular way.

In the present study the investigator, in the name of guidelines, is going to provide some suggestions, instructions, principles and rules regarding how to deal with the textbook and what can be done for teaching different skills.

1.14 Objectives of the Study

This research study was undertaken with the following objectives in view.

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

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

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

4. To define and categorize the values reflected in the lessons and poems,

5. To assess the types and purpose of the exercises and tasks,

6. To evaluate the materials for their potential in developing communicative competence,

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

8. To suggest guidelines for teachers to deal with the current textbooks.
1.15 Study Questions

For a sharper focus of the investigation, a set of research questions were arrived at. They have been enumerated here below.

1.15.1 Questions about the Syllabus of English at the HSC Level

1. In what way are the syllabuses related with the current thinking on second language teaching?
2. What is the paradigm of language learning of the present syllabus?
3. Which language functions are included in the syllabus at the HSC level?
4. Are the syllabuses related to the changing social and pedagogic needs?
5. Are they connected with the growing importance of English of the language of international communication?
6. Do the syllabuses give sufficient freedom as well as guidelines to the textbook writers and teachers?
7. Do the syllabuses recommend any methods and techniques to be used in language teaching?
8. What is the learning outcome stated in the syllabus?

1.15.2 Questions Regarding the Language Component of the Textbooks

1. Are the textbooks based on the prescribed syllabus? What are the indicators?
2. Are the language expressions for the message and context appropriate?
3. Is the language of the textbooks socially appropriate?
4. What new grammatical and vocabulary items have been introduced in the textbooks?
5. How are the new grammatical and vocabulary items introduced in the textbooks?
6. What different functions are introduced in the textbook lessons? How are they introduced?

7. Are the language forms and functions related?

8. Is the language studied suitable to the learners’ experiential and cognitive range and their communicative needs?

9. Are the new vocabulary items appropriate to and consistent with themes and sub-themes of the textbook lessons?

1.15.3 Questions about the Thematic Component of the Textbooks

1. What different themes and sub-themes are introduced/related in the textbooks?

2. Do the themes of the textbook units vary?

3. Are the themes related to the age level and the interest of the students?

4. Do the themes conform to the learners’ immediate environment—physical, social and cultural?

5. What is the interest level of the lessons?

6. What different values are reflected in the lessons and poems?

1.15.4 Questions Regarding the Exercises and Tasks Given in the Textbooks

1. Do the exercises cover different areas like content, grammar, writing, pronunciation, speech practice?

2. What are the various objectives of the exercises and task?

3. What types of exercises are found in the textbooks?

4. Do the exercises provide enough practice for higher order thinking skills through language use?
5. Do the textbooks focus on developing study skills such as note-taking, translation, summarizing etc.?

1.15.5 Questions about the Potential of the Textbooks

1. Do the materials introduce the basics of English phonology to teach the sounds of English and provide suitable activities for students to practice?
2. Do the textbook materials help the learners develop their linguistic competence?
3. Do they help the learners develop their socio-linguistic competence?
4. How can the textbooks help learners in developing communicative competence?
5. Do the textbooks provide practice of using language in everyday life?
6. Do the textual materials have potential of teaching Functional English of the present needs?

1.15.6 Questions about the Difficulties of the Teachers while Teaching English

1. What difficulties do the teachers face in dealing with the present textbooks?
2. What difficulties arise while dealing with the pre-tasks?
3. What difficulties are found in dealing with the content of the lessons and poems?
4. What are the difficulties in teaching about values reflected from the lessons and poems?
5. Is there any problem in teaching new words and grammatical structures?
6. Do the teachers have problems in dealing with comprehension exercises?
7. Are there problems in vocabulary and grammar exercises?
8. What problems arise while dealing with tasks and communicative activities?
9. Do the teachers have difficulties in carrying out writing as well as speaking exercises?
10. Are there problems in dealing with different functions in the English language?
11. Can the teachers teach the textbook lessons within the time allotted?
12. How can the problems and difficulties in dealing with the materials be solved?

**1.16 Delimiting the Study**

The present study is delimited to the following aspects.

1. Analysis of the ESL syllabus at the HSC level.
2. Analysis of the language component: new grammar structures, vocabulary, and language functions of the lessons of only detailed study sections.
3. Analysis of the thematic component in terms of variation of themes, interest level of the lessons and the relevance of the themes with the age level of the learners.
4. Analysis of the exercises and tasks / activities given after the lessons and poems of the detailed study section only.
5. Understanding of the problems / difficulties faced by the teachers while dealing with the functional textbooks and probable solution of these problems.
6. Providing guidelines in general about how to deal with the functional textbooks.
7. The present research includes the analytical study of the textbooks having the units for detailed study. It does not include the books for supplementary reading prescribed for Stds 11 and 12.

**1.17 Scheme of Chapterisation**

Chapter 1 deals with understanding the meaning and importance of language, language teaching, learning a foreign language, objectives of teaching English in today’s world, position of English in the world, position of English in India, major trends in ELT in Gujarat, the new functional syllabus and textbooks, need for the
research, selection of the topic, definition of terms, objectives of the study, study questions, delimitations of the study, and the scheme of chapterization.

**Chapter 2** provides theoretical considerations and review of the related literature.

**Chapter 3** contains the research design, planning and procedure. It shows the methods, samples, tools used in the present study. The procedure of the present study is given in detail.

**Chapter 4** comprises the analysis and interpretation of the content of the textbooks, analysis and interpretation of the teachers’ and students’ opinions about different aspects of the textbooks.

**Chapter 5** deals with the findings and guidelines for teachers about how to deal with the functional textbooks. It also includes guidelines for teaching reading comprehension, vocabulary, grammar and writing. Further it deals with the suggestions and recommendations for further studies.

Towards the end the investigator has tried to sum up by briefly illustrating the learning value of the study.

### 1.18 Conclusion

Thus, in this first chapter the investigator has tried to show the study topic, objectives of the study and the research questions. The chapter also includes the chapterisation of the whole report. The following chapter deals with the theoretical considerations and reviews of the studies related with the present study.