CONTENTS

Acknowledgements ix

List of Tables xi

List of Figures xii

CHAPTER

I INTRODUCTION

1.1 Background 1

1.2 Need for the Study 3

1.3 Statement of the Problem 5

1.4 Definition of Terms 6

1.5 Objectives of the Study 7

1.6 Focus of the Study 8

1.7 Delimiting the Scope 9

1.8 Organization of the Report 10

II REVIEW OF RELATED LITERATURE

2.1 Coursebook : A Historical Perspective 14

2.2 Linguistic Theories and course Design 16

2.2.1 Gouin's Contribution 16

2.2.2 International Phonetic Association 17

2.2.3 Structuralism and Teaching Materials 19

2.2.4 Communicative Movement and Course Designs 23

2.2.5 Implications for the Present Study 26

2.3 Indian Coursebooks after Independence 27

2.3.1 National Readers 28
2.3.2 Swastik Readers
2.3.3 Ashok Reader

2.4 The Nagpur Seminar
2.5 EFL Materials in Gujarat
2.5.1 The Revised Syllabus
2.5.2 New Swastik Readers

2.6 The Search for an Alternative

2.7 Analysis and Evaluation of Textbooks
2.7.1 Revers' Checklist
2.7.2 Marieni's Criteria
2.7.3 The CIEFL Criteria

2.8 Review of Researches
2.8.1 The Textbook of English for Class VIII
2.8.2 The Textbook of English for Class VI (1984)
2.8.3 The Textbook of English for Class VI (1985)

2.9 Limitations of the Studies

III PLAN AND PROCEDURE
3.1 Overall Design
3.2 Sample Coursebooks
3.3 Analysis of the Coursebooks
3.4 Construction of the Rating Scale
3.5 Rating
3.6 Analysis and Interpretation
3.7 Recent Trends
IV DESCRIPTION OF THE COURSEBOOKS

4.1 Coursebook 1 (Gujarat) 70
4.2 Coursebook 2 (Karnataka) 72
4.3 Coursebook 3 (Punjab) 73
4.4 Coursebook 4 (Maharashtra) 74
4.5 Coursebook 5 (Tamilnadu) 75
4.6 Coursebook 6 (West Bengal) 76
4.7 Coursebook 7 (Orissa) 78
4.8 Coursebook 8 (Uttar Pradesh) 79
4.9 Coursebook 9 (Kashmir) 80
4.10 Coursebook 10 (Kerala) 81
4.11 Coursebook 11 (Rajasthan) 82
4.12 Coursebook 12 (NCERT) 83

V EVALUATION OF THE COURSEBOOKS

5.1 Language Model 85
   5.1.1 Correctness 87
   5.1.2 Acceptability 88
   5.1.3 Present-day Usage 91
   5.1.4 Naturalness 93
   5.1.5 Quantity 96
   5.1.6 Varieties of Language Use 98
   5.1.7 Functions 100
   5.1.8 Authentic Samples 102

5.2 Language Practice 104
   5.2.1 Practice of Form 106
   5.2.2 Practice of Meaning 106
5.5 Themes
  5.5.1 Interesting 153
  5.5.2 Varied 153
  5.5.3 Direct Moralising 156

5.6 Format
  5.6.1 Attractive Lay-out 160
  5.6.2 Purposeful Pictures 160
  5.6.3 Printing and Page-appearance 163
  5.6.4 Use of Colours 163

5.7 Rationale
  5.7.1 Language and Language Use 168
  5.7.2 Language Learning 168
  5.7.3 Learner's Needs 171

5.8 Overall Assessment 173

VI RECENT DEVELOPMENTS AND THE INDIAN COURSEBOOKS

6.1 Recent Thinking 176

6.2 The New-type Courses 178
  6.2.1 English For Life - 1 179
  6.2.2 Checkpoint English - 1 180
  6.2.3 The Cambridge English Course 1 182
  6.2.4 Project English 1 185

6.3 Recent Trends in EFL Materials 187

6.4 Recent Developments and the Indian Coursebooks 189
VII  CONCLUSIONS AND SUGGESTIONS

7.1  Conclusions 193

7.2  Suggestions 196

  7.2.1  Suggestions to the Syllabus Designers 197

  7.2.2  Suggestions to the Textbook Writers 198

  7.2.3  Suggestions to the Textbook Evaluators 200

  7.2.4  Suggestions to the Teachers of English 201

7.3  Recommendations for Further Research 203

BIBLIOGRAPHY 205

APPENDIX 209