CHAPTER TWO

REVIEW OF RELATED LITERATURE

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CHAPTER I: REVIEW OF RELATED LITERATURE

According to Breen, any course is the meeting point of a perspective upon language itself, upon using language, and upon teaching and learning which is a contemporary and commonly accepted interpretation of the harmonious links between theory, research, and classroom practice. In order to gain a perspective of how the coursebook has developed through the last five hundred years, and how linguistic theories have influenced teaching materials, it was necessary to go through the relevant literature in the area. Moreover, it was also essential to review the researches related to the Indian textbooks. The present study covers the coursebooks of English which are in use today. Before undertaking a study of the present textbooks, it was necessary to analyse the coursebooks which were widely used after Independence. Detailed reviews of all these related aspects are presented, and their implications for this study are examined in the following sections.
2.1 Textbook: A Historical Perspective

According to Husen (1985), the history of the textbook is associated with printing and the capacity that technology gives for the reproduction of a given text and, therefore, the possibility that an instructing text can be put into the hands of many students.¹

Researchers have identified two main periods in the history of textbooks. The first period is associated with the sixteenth and seventeenth centuries when the technology of the printed textbook emerged. The second period is related to the nineteenth century when the textbook became a basic tool for the organization of curriculum and teaching.

Writers such as Comenius (1592–1670) designed textbooks which used pictures and carefully developed instructional text. His 'Orbis sensualium pictus' was published in 1658, and it remained in print for more than 200 years as a basic school textbook. At the same time numerous primers were developed for basic catechetical and secular instruction. The basic form of these textbooks remained constant for over two centuries and came to define the nature of the modern primer.

Ong (1967) argues that the development of printed textbooks had the effect of shifting teaching away from "person
world* (associated with voice and auditory perception) to an "object world* (associated with visual perception). He links the development of the 'subjects' within education and the related movement of modern science with its concern for the understanding of an ordered 'objective' universe to this development of the "textbook" tradition. 2

With the emergence of national systems of education in the nineteenth and twentieth centuries, graded and ordered textbook series were introduced in elementary and secondary schools (Husen, 1985). 3 Within the English-speaking world, the textbooks of the Irish National Board of Education (1831-1865) were widely used to define the goals, standards, and methods of instruction both of students and teachers in elementary schools (Akenson 1970). 4 For secondary schools, textbooks like Arnold's 'Practical Introduction to Latin Prose Composition' (1839) came to define the subject matter, the coverage, and the standards of accomplishment at given levels.

This brief history of textbooks has clear implications for the present study. It emphasises the fact the 'textbook tradition' which emerged in the sixteenth century has greatly influenced the progressive educational thought and research of the twentieth century. Secondly, the overall forms of the earlier textbooks are widely used even today. This background is, therefore, essential for a systematic review of the present-day textbooks.
2.2 Linguistic Theories and Course Designs

Developments in Linguistics have greatly influenced different aspects of ELT, including the syllabus and teaching materials. It is important to review major linguistic theories and their impact on instructional materials. In the section that follows, the investigator has reviewed Gouin's contribution, the articles of International Phonetic Association, structuralism, and the communicative movement. In addition, he has examined the implications of these developments for teaching materials in general and for the Indian coursebooks in particular.

2.2.1 Gouin's Contribution

The problem of linguistics in language teaching was first posed by Gouin in The Art of Teaching and Studying Languages (1880). Gouin seriously thought about his own failure to learn German by 'the classical method with its grammar, its dictionary, and its translation.' At the same time he observed that his little nephew was successful in learning German. These observations led Gouin to develop a linguistic theory of language. This theory can be summed up as follows:

1. Gouin relates language use to thought, meaning, and action.

   His main principle of linguistic organization can be described as semantic.
2. Semantic ordering of the items can be pedagogically helpful.

3. Sentence can be regarded as a more useful unit of language instruction.

Gouin's contribution is significant because it was the first systematic attempt to take into account the nature of language in the actual practice of language teaching. More importantly, it paved the way for a critical review of the traditional courses based on formal grammar, rules and translations. It seriously raised the question of what is to be taught in a language course.

2.2.2 International Phonetic Association

In 1880s, six articles of the International Phonetic Association (IPA) appeared which were a brief declaration of principles of L2 teaching. These can be summarized as follows:

Article 1: Foreign language study should begin with the spoken language of everyday life, and not with the relatively archaic language of literature.

Article 2: The teacher's first aim should be to thoroughly familiarize his pupils with the sounds of the foreign language.

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

Article 4: In the early stages grammar should be taught inductively, complementing and generalizing language facts observed during reading.

Article 5: As far as possible expressions in the foreign language should be related by the teacher directly to ideas and other expressions in the language, and not to the native language. The teacher should take every opportunity to replace translation by references to real objects or pictures, or by explanations in the foreign language.

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

This document has significant implications for EFL materials and coursebooks. It came at a time when the textbooks of English were mainly in the form of selections from literary works, and contained exercises based on formal grammar and translations. The document emphasised the fact that the textbook lessons should be written in everyday spoken language rather than in literary language. This was later supported by Jespersen (1904) who warned against the
clumsiness of schoolbooks, where 'words which belong merely to elevated or poetical style are bundled together with everyday words in the very beginning of the first primer.'

The document also condemned the practice of using isolated sentences and bits of language outside any meaningful context. This paved the way for increasing use of coherent dialogues and narratives, and contextualized exercises for language practice in the textbooks. According to Stern (1983), the use of narratives and dialogues as the basis of elementary language instruction became widespread practice, as can easily be seen from an examination of language coursebooks produced between 1900 and 1950.

In The Scientific Study and Teaching of Languages (1917), Palmer argued that linguistics should form the scientific basis of language teaching. In his view, the study of language comprises the study of sound (phonetics), phonemes (phonology), letters (orthography), etymons (etymology), semanticons (semantics), and ergons (syntactical units). Thus Palmer's scheme offers a language teaching approach based on an explicit theory of language.

2.2.3 Structuralism and Teaching Materials

In about 1940, linguistics was recognized as an important, perhaps even as the most important, component in a
language teaching theory. During the early years of World War II, Americans became aware of the language problems their armed forces might be called upon to face. A group of linguists formed the Linguistic Society of America and undertook the task of a 'linguistic analysis of each language to be taught, followed by the preparation of learning materials based on this analysis' (Moulton 1961). This was a clear departure from the traditions of conventional language teaching. As Bloomfield (1942) pointed out in his Outline Guide, it was a 'start with a clean slate.' Ideas derived from structuralism were commonly expressed in the following five slogans:

1. Language is primarily speech, not writing.
2. A language is what its native speakers say, not what someone thinks they ought to say.
3. Languages are different.
4. A language is a set of habits.
5. Teach the language, not about the language.

The English Language Institute of the University of Michigan, under the leadership of Charles Fries, undertook the preparation of new teaching materials in which the attempt was made 'to interpret, in a practical way for teaching, the principles of modern linguistic science and to use the results of scientific linguistic research' (Fries 1945). Fries emphasised the fact that the fundamental contribution of linguistics to language teaching was 'the descriptive analysis
as the basis upon which to build the teaching materials' (Fried 1949).12

Lado succeeded Fries as the director of the English Language Institute. In 1957, he published the first major systematic study on the methods of a contrastive linguistic analysis as the basis for the preparation of language teaching materials.

This review of the development of structural linguistics is very significant for the present study. By 1960, structuralism had influenced all aspects of ELT. As Stern (1983) has pointed out 'in association with the behaviourist theory of language learning it provided the principal theoretical basis of the audiolingual theory and in this way influenced language teaching materials, teaching and testing techniques, and teacher education.'13

In his state of the art article on course design, Breen (1987) has pointed out that The Formal Syllabus of today has 'its roots in the description and analysis of the classical languages, and is reliant upon the descriptive accounts of language provided by academic linguistics.'14 The Formal Syllabus is also referred to as the 'structural' syllabus. According to Breen, it has the following characteristics:

1. The structural syllabus represents a primary concern with a language learner's knowledge of the code or the system
of the target language.

2. It aims at developing the learner's ability to be linguistically correct in the use of the four skills.

3. The items are organized in terms of the 'logic' inherent in the language itself.

4. It represents a developmental route from what is 'simple' in terms of form, structure, or rule towards what is 'complex.'

This discussion is relevant to the present study. As Breen (1987) has rightly pointed out, 'The majority of correctly used courses in English language teaching are either explicitly structural in their organization or incorporate a structural spine within them.' This applies to most of the English courses being used in Indian schools at the beginners' level. It may be noted here that out of the 12 coursebooks covered in the present study 10 are based on structural framework. This strong influence of structuralism is evident in the descriptions of the Indian coursebooks given in chapter IV.

But the pedagogic validity of the structural courses was challenged in the 70s by writers like Rivers (1972), Wilkins (1976), and Widdowson (1978). The main features of recent developments in applied linguistics and their influence on course design are reviewed in the following section.
Halliday (1973) made a distinction between the textual, ideational, and inter-personal functions of language. A number of linguists in Britain advanced a more semantic, more social, and more communicative view of the nature of language. Wilkins (1976) recognized the need for a semantic framework for syllabus design, and outlined a taxonomy of notions and functions.

Widdowson (1978) defined a set of concepts which distinguish between language as a formal system and language use as communicative events. These categories are as follows:

<table>
<thead>
<tr>
<th>Linguistic categories</th>
<th>Communicative categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>correctness</td>
<td>appropriacy</td>
</tr>
<tr>
<td>usage</td>
<td>use</td>
</tr>
<tr>
<td>signification</td>
<td>value</td>
</tr>
<tr>
<td>sentence</td>
<td>utterance</td>
</tr>
<tr>
<td>proposition</td>
<td>illocutionary act</td>
</tr>
<tr>
<td>cohesion</td>
<td>coherence</td>
</tr>
<tr>
<td>linguistic skills (for example, hearing and speaking)</td>
<td>communicative abilities (for example, listening and talking)</td>
</tr>
</tbody>
</table>

The brief sketch of developments in linguistics during the last 15 years helps to locate some of the theoretical roots of communicative approaches to language teaching.
The communicative movement has significantly influenced course designs and instructional materials in recent years. It is important to examine these trends in materials preparation and later try to find out whether these trends are reflected in the Indian coursebooks which are included in the present study.

According to Breen, the Functional syllabus has been presented as the alternative to the structural syllabus. He has outlined the following characteristics of a Functional Syllabus:

1. It focuses upon the learner's ability to use language in particular social activities or events.

2. A Functional syllabus intends that the learner will not only become accurate in using the language but that he or she will learn how to be socially appropriate in language performance.

3. It identifies main types of language purposes in sets and sub-sets with a range of subordinate functions, and further specifies how these functions may be realised in various ways through the language code.

4. The sequencing of items is from the general to the particular or, cyclic in nature.
2.2.5 Implications for the Present Study

The present study is concerned with the analysis and evaluation of the textbooks of English for the beginners. It is clear from the discussion above that a language course draws its rationale and framework from linguistic theories. The relationship between linguistics and language teaching including the syllabus and coursebooks is brought out in the model prepared by Stern.20 (see Figure).

FIGURE 1: THE INTERACTION BETWEEN LINGUISTICS AND LANGUAGE TEACHING
Level 3 of the model indicates how the teaching materials are based on pedagogic grammar which is derived from the description of language. Moreover, a course designer has to answer two basic questions: (i) what is the nature of language? and (ii) what is the nature of language learning? It was necessary to discuss the major linguistic theories to understand the view of the nature of language adopted by the writers of the coursebooks covered in the present study.

How are these trends in linguistic theory reflected in the Indian textbooks of English? In order to answer this question, the investigator undertook a review of EFL materials designed in the post-Independence period in India.

2.3 Indian Coursebooks after Independence

The status of English changed fundamentally in 1947 when India became independent. It no longer remained the medium of instruction. However, it continued to have an important place in free India's educational system. This change in the status of English necessitated a careful review of the methods and materials. As Bruton (1957) pointed out, 'the methods used for teaching English before 1947 were no longer valid.'

As a result, the traditional courses based on formal grammar, translation, and literary texts were replaced by structural courses. Tickoo (1978) has noted that the first
Indian structural syllabus was prepared by Dr. Forrester and was published in Fort St. George Gazette of Madras in September 1932.

2.3.1 National Readers

In 1949, National Readers (Primer) was published. It was written in keeping with the 'national atmosphere prevailing in India' in those days. This book had the following elements of the structural approach:

1. Emphasis on 'correct usage', and an attempt to teach the fundamentals of English grammar without burdening the student's mind with 'unnecessary grammatical terms.'

2. Emphasis on spoken English. Most of the lessons are given in conversational form.

3. The basic vocabulary of 2000 'most common and essential words' has been selected and introduced in the book.

4. The exercises are 'simple and graded.'

In addition, the book aims to cultivate 'a healthy patriotism and national pride' and includes topics such as the duties of a good citizen, Indian epics and legends, and incidents from the biographies of great Indians. Thus National Readers is a departure from the pre-independence courses based on formal grammar and selections from literary texts.
2.3.2 Swastik Readers

Patel and Menon brought out SWASTIK READERS, (Book 1) in February, 1955. This book is a landmark in the history of structural courses designed in India after Independence. The authors show great insight into the fundamentals of the Structural Approach, and the requirements of 'graded' and 'controlled' materials.

The book was based on the syllabus of English issued by the Department of Education of the then Bombay State, and was widely used in schools all over the State.

The authors have written a detailed 'Note to the Teacher' which explicitly explains the rationale of the book. It emphasises the importance of 'oral work' and 'intensive drilling.'

The book follows a neat scheme of the presentation of structures through the lessons, and the new structure is repeated with a high frequency in each lesson. Moreover, the previous structures and words get repeated in the subsequent lessons making the consolidation of the language items easy.

The book contains 'simple' and 'graded' exercises for both 'oral and written practice.' The materials are based on the topics related to children's activities, interests and environment.
The authors have deliberately avoided archaic expressions, and the lessons are written in simple everyday English. Most of the lessons are in the form of dialogues and conversations. It is significant to note that the book aims at making 'the study of English enjoyable.'

The book rightly emphasizes spoken English and oral work in the class. A very special feature of this textbook is the list of words which are systematically grouped on the basis of similar vowel sounds. Thus, Patel and Menon have provided a framework which is used even today by the designers of structural courses in India.

2.3.3 Ashok Reader

In 1955, Rebecca Reuben published Ashok Reader which was based on the syllabus of English issued by the Department of Education of the then Bombay State. Ashok Reader - I prescribed for class VIII contains 101 graded structures, and about 700 words. The author has pointed out in the introduction that 'the order of the structures is strictly adhered to.' It is also pointed out that the lessons in the book are based on the simple experiences of children at home and at school. The book also contains phonic exercises, exercises for oral and written practice, and home assignments. Each lesson illustrates a particular structure which is frequently repeated in the lesson. The book clearly shows a structural framework.
The textbook committee at the Nagpur Seminar made recommendations which greatly influenced the Indian course-books in the 60s and 70s. A review of the report on the Nagpur Seminar is given in the section that follows.

2.4 The Nagpur Seminar

All India Seminar on the teaching of English was held at Nagpur in December, 1957. In the general session Breton argued that the teaching of formal grammar and translation were no longer effective and advocated 'Structural Syllabuses' for the teaching of English in India. Among other things, he mentioned 'vocabulary control,' 'frequency lists,' 'word order,' and the arrangement of items 'according to certain generally accepted criteria.' The Syllabus Committee at this seminar clearly recommended that 'a syllabus based on structures would be more conducive to the efficient teaching of English in India than one of a more traditional type.'

This was a clear departure from the conventional courses based on formal grammar and texts selected from literary works. The recommendations made by the Textbooks Committee are more specific and directly relevant to the present study. A summary of the report is presented here.

1. The textbook must include the subject matter which is interesting to the child, and written within the range of structures and vocabulary covered.
2. The material provided in the textbook used in the first year should deal with the everyday familiar background and experiences of the child at home and at school.

3. A complete series of textbooks should cover a range of 250 structures and 2500 words of active vocabulary.

4. The structures should be introduced gradually in normal situations. Lessons should provide opportunities for consolidation of material already learned.

5. Textbooks should be based on a controlled vocabulary.

6. There should be a vocabulary density of not more than 4 new words to a page of about 200 words - that is, one new word to every 50 running words.

7. The language of the lessons should be uncomplicated and every effort should be made to avoid the use of archaic stylistic devices and expressions.

8. A well-designed textbook should contain lessons of many types - dialogues, stories, dramatised episodes, letters, diaries, descriptions, biographies, notices, puzzles, riddles and poems.

9. Exercises should be used for (a) testing comprehension (b) emphasising structural items (c) developing power of expression (d) practising sentence patterns (e) testing vocabulary.
10. Discrete use should be made of objective and new type tests.

11. In addition, the report emphasises the use of quality paper, clear printing, and pictures. It also recommends the preparation of Teachers' Handbooks and materials for supplementary reading.

This document is a landmark in the teaching of English in Indian schools after Independence. Following the recommendations of the committee, a large number of structural textbooks were designed and adopted throughout the country. The coursebooks covered in the present study have their roots in these recommendations, and the framework of most of the Indian textbooks of English is based on the guidelines suggested at the Nagpur Seminar.

2.5 EFL Materials in Gujarat

The State of Bombay was bifurcated in 1960. In May 1960 the Chief Minister of the newly formed State of Gujarat called a conference to discuss the place of English in Gujarat. It was later announced that English will continue to be taught in Standards VIII, IX, X as a compulsory subject, and the schools will be allowed to teach English as an optional subject in standards V, VI, VII outside school hours. The teaching of English in classes VIII to X was made more intensive by assigning 12 class-periods per week. In September 1960, the Government
of Gujarat appointed a committee to re-examine the syllabuses of English. The report of this committee was submitted in March 1961. It is an important document which contains the revised syllabus and detailed guidelines for the textbooks of English. A brief review of the relevant parts of the report is presented here.

2.5.1 The Revised Syllabus

1. The Committee recognizes the role of the textbook as 'the most important tool on which the success of our teaching programme mainly depends.'

2. The textbook of English will consist of three sections: (i) lessons for intensive study (ii) supplementary reading material (iii) exercises in language work, textual comprehension and composition.

3. The words and structures meant for active use should be introduced in the lessons for intensive study.

4. Care should be taken to avoid introducing a large number of new words and structures in the same lesson.

5. Structures and words introduced in the previous lessons should be repeated with considerable frequency in subsequent lessons.

6. The textbook should contain graded exercises dealing with points of grammar and syntax.
7. All formal discussion regarding definitions of grammatical terms should be avoided.

8. The Committee also recognized the need for good Teachers' Handbooks and suitably graded books for supplementary reading.28

It is clear that these recommendations are similar to those made in the Nagpur Seminar. This report obviously provides a structural framework for designing the textbooks of English.

Immediately after the publication of the report, a number of structural coursebooks were published in Gujarat. The most widely used among them was New Swastik Readers which is reviewed here.

2.5.2 New Swastik Readers

New Swastik Readers by Dr. M.S. Patel was first published in 1962. This book is significant because its author had played a pioneering role in popularizing the structural approach in Gujarat. Moreover, the book embodies all the features of a structural framework. It exercises proper language control as required by the Revised Syllabus of Gujarat State. The language item presented in the lesson has a high rate of frequency, and the items introduced in the previous lessons get repeated and thus consolidated in the subsequent
lessons. The new words are evenly distributed, and a few words outside the official list have been used to ensure coherent and smooth reading. The lessons are based on the learners' experiences with topics such as the classroom, playground, river-bank, a birthday party, common animals, and a child's daily life. In addition, the book contains stories and lessons on India, and national leaders. It has a section for supplementary reading material containing lessons with cultural background of India. Each lesson in Book One is properly illustrated, and the pictures too are set in an Indian background. The author has suggested that the pictures could be used for oral work and composition.

Part III of the book includes simple, graded exercises, and the main purpose is to give practice and 'fix the structures and vocabulary in their minds.'

As pointed out earlier, New Swastik Readers by Dr. N.S. Patel is a landmark in the history of EFL materials in Gujarat because it was widely used in schools. Moreover, it is a good example of the type of textbooks which were commonly used in India in the 60s when the structural approach was advocated. It may also be noted that the present textbooks of English in Gujarat and elsewhere here retained the basic structural framework evolved by Dr. Patel and his contemporaries in the 60s.

2.6 The Search for an Alternative

Structural courses were almost universally used in Indian schools in the 60s and 70s. But at the workshop on
teaching materials held at the Central Institute of English and Foreign Languages, Hyderabad in October 1978, various speakers expressed their dissatisfaction with the present materials. Dr. Tickoo (1978) pointed out that the orthodoxies of the approach had become a 'tyranny of triviality.' According to him, the framework adopted for the text-books was 'a little too restrictive.' This comment is very important as it emphasized the fact that the present materials were inadequate and it was necessary to think of an alternative. Monippally (1978) examined the relationship between the textbook and the syllabus. He reviewed 10 textbooks and made the following observations:

1. The conventional structural syllabus and certain assumptions about second language learning bound the textbook writers tightly.

2. Vocabulary and structural items are introduced through situations.

3. Not more than one or two structures are introduced in a lesson.

4. The linguistic items presented are repeated systematically.

5. The teaching materials are far from interesting.

6. The textbook writer is crippled by rigid linguistic control.

In his paper on the Neglected Areas in Beginners' courses, Chakraborty (1978) observed, 'Coursebook for beginners
tend to be dull; they talk about some stock characters like the postman, the milkman and the farmer.' He attributed this to the rigid structural framework and the course-designers' narrow concept of the textbook. He argued, 'we seem to have been so conditioned by structural linguistics and behaviourist psychology that we cannot visualize a textbook in any form other than what we find it in now.'

This observation is very significant because it challenges the rationale and the principles underlying the textbooks of English in India.

One of the major recommendations of the workshop was that the agencies producing text materials 'should allow more experimentation in materials production.'

This workshop and the papers presented there have great implications for the present study which is related to the textbooks of English in India. It was 'a forum for exchange of notes among people engaged in the design, production and evaluation of teaching materials.' After a careful review of the materials and textbooks in use, the participants discussed their limitations and weaknesses and unanimously recognized the need for 'innovations and experimental designs in teaching materials.'

This study is concerned with the evaluation of EFL coursebooks used in India. It was necessary to study the criteria
adopted by ELT experts for the evaluation of coursebooks. Some of the important criteria are discussed in the following section.

2.7 Analysis and Evaluation of Textbooks

In *The Encyclopedia of Education*, Husen (1985) has pointed out that a prime reason for analyzing textbooks is to enable educators to make wise decisions when selecting textbooks for classroom use. According to Klare (1982), procedures for analyzing textbooks have been dominated by the use of readability formulas. These formulas yield an index which makes it possible to match the reading demands of a textbook with the reading capabilities of the reader as determined by reading achievement scores.

In addition to readability formulas checklist instruments have also been advocated as a helpful way of analyzing textbooks (Krause 1976). These checklists direct the textbook analyst to important aspects of the textbook which are not necessarily measured by readability formulas. Checklist items direct the analyst to consider the aspects such as the use of visual aids, cultural and sex biases, the quality of materials, and the quality of writing.

Structure has been considered an important factor of the text. According to Meyer (1979), researches have shown that
better organized text, and text that makes the organization clear to the reader (for example, through the use of 'signalling') increases the likelihood of the reader's understanding, remembering, and applying information learned from the text.\(^{36}\)

Another characteristic of text that influences learning outcomes is cohesion (Halliday and Hasan 1976). Cohesion is achieved by several kinds of linguistic links such as pronouns, conjunctions and connectives.\(^{37}\) Miller and Kintsch (1975) have reported that repeated references that help to carry meaning across sentence boundaries can decrease reading time and increase recall of text as an integrated unit.\(^{38}\) Pearson (1974) has also reported that children prefer to read, read faster, and have better memory for sentences connected by explicit conjunctions than sentences in which the conjunction is left to be inferred.\(^{39}\)

Nature of the content also affects learning from reading. Kintsch et al. (1973) have reported that 'idea density' contributes to reading difficulty. They have noted that reading times were longer and recall less for texts with many different word concepts than for texts with fewer word concepts.\(^{40}\)

2.7.1 Rivers' Checklist

Wilga Rivers (1968) has evolved a checklist consisting of 25 items. This tool includes aspects such as the element of interest, materials for oral work, progressive development
of reading and writing skills, presentation and practice of structures, variety in exercises, tasks for communication, pictures and other visuals, games and puzzles, neat printing, etc. The most important aspect in the criteria is the 'method on which the book is based.' This means, the evaluator should consider the rationale behind the coursebook. Rivers has also emphasised the pre-test of the book before it is actually used in schools.

2.7.2 Mariani's Criteria

For the evaluation of an EFL coursebook, Mariani (1980) has evolved a set of criteria. The items are related to the general appearance of the book, the layout of materials, purposeful illustrations, accompanying materials such as tapes and workbooks, explicit statement of the rationale, suggestions for its use, language skills it seeks to develop, materials for language practice, materials for revision and extension of language system, elements of interest and variety, materials for testing, and finally how the book fits with the other texts and the text prescribed for the following course.

For the purposes of the present study, these criteria were found useful. The criterion related to the rationale and the principles underlying the materials was included with a slight adaptation in the tool constructed by the investigator.
2.7.3 The CIEFL Criteria

In the workshop on teaching materials at the CIEFL (1978), a discussion group was formed to suggest criteria for the evaluation of textbooks at the lower level. The criteria worked out by the group included the element of interest, level of language, objectives, coverage and occurrence of language items, graded exercises, repetition of new items in a lesson, illustrations, print, author's note, price, and the quality of paper.

Dr. Tickoo (1978) discussed the present state of the evaluation of teaching materials and said, 'The existing criteria and methods for evaluating textbooks are most often unsatisfactory.' His arguments are very relevant to the present study, and are summed up here:

1. Statistical counts of language items do not help much in determining the quality of the material.

2. The tools commonly used today are predominantly statistical. The evaluator counts the new words, running words etc., as also the new structures and their occurrence at regular intervals.

3. We often have bad textbooks which satisfy all the criteria of selection, gradation, and presentation.

4. Checklists for important aspects of context and subject matter do not prove much helpful.
The investigator took into consideration these observations while constructing the tool, and included qualitative judgement on the language, content, and rationale of the book in the method of evaluation.

2.8 Review of Researches

Tickoo has rightly noted that the evaluation of materials has not received the attention it deserves. The investigator tried various sources to collect information on the researches in the area. Three studies related to the evaluation of EFL coursebooks are reviewed here. The focus of the review is the criteria adopted by the investigator, and the findings regarding the strengths and weaknesses of the coursebooks.

2.8.1 The Textbook of English for Class VIII

Trivedi (1977) undertook a critical study of the textbook of English for Class VIII, prescribed in Gujarat State. He constructed a rating scale based on the criteria and evaluation norms designed by the NCERT. His criteria included (i) Physical aspects (ii) organization and presentation (iii) teaching-learning aids. The rating was done by 54 judges selected from experienced secondary teachers and teacher educators. Based on the responses, the investigator made the following main observations:

1. The appearance of the book is attractive.
2. There are printing errors in the book.
3. The language items are presented in graded manner.
5. The content is appropriate to the age-level of the learners.
6. Pictures are relevant to the content.

One of the important suggestions made by Trivedi is that 'the material for oral work should be made more communicative.'

2.8.2 The Textbook of English for Class VI

Mehta (1984) undertook a critical study of the textbook of English for Std. VI. She used a questionnaire and collected responses from the teachers of English, educated parents, and ELT experts including Ms Patricia Ahrens - a native speaker of English. Some of the important findings are as follows:

1. The language of conversations and dialogues is unnatural and artificial.
2. The themes are dull and drab.
3. The situations pose no challenge to the learners.
4. The stories are too well known and lack the element of fun.
5. The textbook is 'slavishly structural.'
6. Most of the language items are dealt with in a superficial manner. The book lays too much emphasis on grammatical points rather than on 'communicative use.'

7. The exercises are dull and mechanical, and have limited use.

8. The textbook is an inadequate tool to teach English to the beginners.

2.8.3 The Textbook of English for Class VI (1965)

Patel (1965) undertook a study of the textbook of English for Std. VI in Gujarat. He reviewed the evaluation criteria formulated by Allen Tucker and Wilga Rivers, and based on this, developed a questionnaire covering these aspects: physical, language, exercises, subject-matter, and miscellaneous. He collected responses from 40 primary teachers and 10 method masters. The study led to the following main conclusions:

1. The textbook contains printing errors.

2. The content is suitable to the age-level of the learners.

3. The elements of interest and variety are missing.

4. Structures and words are presented in graded manner.

5. The language exercises are inadequate.

The investigator has made the following main suggestions:

1. The book should include songs, riddles, stories and conversations.
2. Exercises should be adequate and varied.

3. The book should contain pictures in colours, charts, maps, and diagrams.

4. New developments in linguistics, psychology and ELT should be born in mind while writing the textbook.

2.9 Limitations of the Studies

For their studies, Trivedi and Patel have used the criteria which seem to be rather narrow. Their main concern is with the presentation of the structures and physical aspects of the book. This has made the method of evaluation mechanical. Mehta has used a questionnaire which includes naturalness and appropriacy in the samples of language. However, it may be pointed out that the rationale of the book is not emphasised in these studies. It is clear from the earlier discussions that ELT experts attach great importance to the paradigm of the course because this finally determines what is included in the coursebook and how it is presented.

Another limitation of these studies is that each covered only one textbook and tried to evaluate the same within its own framework. It may be more useful to undertake a comparative study of a number of textbooks and find out which is more adequate. This may lead to the study of the factors which make a coursebook more effective. The investigator recognizes the value of the previous researches, and has tried to move further in the same direction.
This review of the relevant literature enabled the investigator to design a proper plan for the study, and to work out the procedures to be adopted for its implementation. These are presented in the next chapter.

References


42. Luciano Mariani, op. cit. p. 27.


44. M.L. Tickoo, op. cit. p. 69.

