

CHAPTER-1

INTRODUCTION

1.1 Introduction

This chapter deals with the introduction of the research topic. The present study focuses on Evaluation of GSEB Textbook Designs (English) in Relation to Tomlinson's Principles of Materials Development for Language Learning. It focuses on various aspects like background of the study, statement of the problem, operationalization of terms, objectives of the study, research questions, research procedures and scheme of presentation.

Education is a continuous process which is comprised of different components like students, teachers, teaching-learning material, society, etc. It is an ongoing activity which starts with birth and ends with death. It is a 'womb to tomb' process. According to Swami Vivekananda, Education is 'the manifestation of divine perfection already existing in man.' By Education he meant drawing out the divine potential already existing in man. According to Swami Vivekananda, the basic purpose of education is the total development of human personality. Everyone is endowed with certain capacities, which remain dormant, although in a potential form, in childhood. Swami Vivekananda believed education is the process by which these inherent potentialities in human personality manifest themselves in completing his or her total development. This total development of human personality includes intellectual and moral development.

The textbook plays an important role in the process of education. It does not present the curriculum transaction only but also facilitates the interest of students in any subject. It gives idea about what to learn and how to learn. It gives knowledge in using language to articulate one's ideas, feelings, concepts etc in real life situations.

1.2. Background of the study

Gujarat state came into existence in 1960 and in those days people didn't know the value of English. Gujarat inherited a primary cycle (Class 1-7) curriculum that had been started in 1955. In 1969, the Gujarat State Board of School Textbooks (GSBST) was established. It aimed to produce good books and make it available for students at reasonable price. At that time English was introduced so late from the class-V-III.

This affected English language learning in Gujarat. Then state government decided to introduce English from class-V optionally. English continued to be optional in the Board examination and even in the college. It was taught as an optional subject. Earlier the government was in favour of introducing English from Class I as a compulsory subject. Later on due to political compulsions it decided to start from Class III. Another significant change was making English compulsory at the Secondary Board examination from the year 2007. These were the some changes which made an impact on English language teaching in Gujarat.

In Gujarat the textbooks for primary, secondary and higher secondary school students are prepared by Gujarat State Board of School Textbooks (GSBST). The vision of GSBST is to publish various textbook according to syllabus-curriculum approved by Gujarat Government. Gujarati medium textbooks are published by Gujarat State Textbook Mandal. Thereafter in Hindi, English, Marathi, Sindhi, Urdu, Sanskrit and Tamil Language also text books are published. In the last few years the Gujarat Government has made necessary changes in building up English proficiency of learners by introducing new textbooks, changing exam pattern and other teaching learning materials.

It can be seen in Gujarat that some teachers are more concerned about the content than teaching language in the classroom. They think that they must teach textbook in the classroom. Their more focus is on the syllabus than the language. So the Second Language Acquisition is not good especially in Gujarati medium schools of Gujarat. Even in some schools it is seen that the teachers teach English language by translating it in their mother tongue. It may be possible that some textbook designs make teachers to translate. Some textbooks might be better for SLA and some might not. Here we can say that textbook matters a lot. It plays a vital role in acquiring language if a teacher can use it in proper way. Therefore it is necessary to prepare good textbooks which can be supportive for students and teachers. It is possible to change textbook designs over a period of time. It may be difficult to convince each and every teacher that s/he should focus more on language. If the textbook designs are framed in a better way, then only teachers will give more importance to language. If we change the textbooks; we can also change the teachers. At secondary level Gujarat state Board of School Textbooks publish the textbooks for all the subjects. They frame the

committee of teachers for the preparation of curriculum framework. The teachers prepare textbooks under the guidance of subject experts.

The present research is supposed to evaluate 9th Standard English textbook (First Language) designs in relation to Tomlinson's principles of material development for language learning. Dr. Brian Tomlinson is one of the leading experts on materials development for language learning. He has written many books on materials development. According to Tomlinson materials include anything which can be used to facilitate the language learning. Some may think that materials are only objects like CDs, DVDs, cards, posters but in ELT it refers to everything which facilitates language learning including textbooks and activity designs.

1.3 Statement of the Problem

The present research states the following problem:

Evaluation of GSEB Textbook Designs (English) in Relation to Tomlinson's Principles of Materials Development for Language Learning

1.4 Operationalization of Terms

Evaluation

It means to examine certain elements or structure of something, typically basis for discussion or interpretation. It aims at systematic examination of data or information. In the context of the present study evaluation refers to the examination of textbook designs.

Gujarat State Education Board

GSEB is a board who is governing education department in the state. It aims at the progress of primary, secondary and higher secondary education in Gujarat. It also publishes various textbooks according to syllabus-curriculum approved by Gujarat Government.

Tomlinson's Principles of Materials Development

In the context of the present study 'Tomlinson's Principles of Materials development' refers to all the processes made use of by practitioners who produce and/or use

materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research.

1.5 Objectives of the Study

- To evaluate textbook designs in relation to Tomlinson's principles of material development for language learning
- To identify rich, meaningful and comprehensible input in each lesson in terms of age level of the students, interest level of the lessons and exposure to real life situations
- To identify affective and cognitive factors in each lesson
- To identify the positive emotions in terms of interesting, relevant and enjoyable activities
- To notice the salient features of input in terms of language features or items

1.6 Research Questions

- How can criteria be developed for evaluating textbook designs?
- Is the language used in different representative samples of different design batches rich and comprehensible?
- Are the activities used in the samples good enough to achieve affective and cognitive achievement?
- Are the representative samples interesting, relevant and enjoyable?
- Do the activities used in representative samples help the learners to reflect their mental activity?
- Is the sample prepared in such a way that learners can benefit from noticing salient features of input?
- Does the design help learners to produce language?

1.7 Delimitation of the Study

The present study is supposed to evaluate English textbook designs at secondary level. The researcher decided to select 9th Std English Textbook (First Language) and evaluated it according to Tomlinson's six principles of material development. These principles are given below:

1. A prerequisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use.
2. In order for the learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience.
3. Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.
4. L2 language learners can benefit from using those mental resources which they typically utilize when acquiring and using their L1.
5. Language learners can benefit from noticing salient features of the input and from discovering how they are used.
6. Learners need opportunities to use language to try to achieve communicative purposes.

1.8 Rationale of the study

In some of the schools especially in Gujarati medium schools of the state it is seen that teachers strongly believe that they must teach textbook in the classroom. And even after teaching textbook in the class, students are not able to acquire second language. Teachers translate the whole lesson in their mother tongue only then students can understand. What makes teachers to translate the lesson in the first language? It may be textbook designs. So the researcher has decided to take up this study in order to evaluate textbook designs. Researcher has selected this topic because the main subject of the researcher is English and researcher has been a part of English textbook (GSBST) by contributing to the preparation of textbooks. So the researcher has selected in order to evaluate English textbook designs by following Tomlinson's principles of materials development.

1.9 Research procedure

Researcher identified the English textbook designs in order to evaluate it. The researcher explained the six principle of materials development given by Dr. Brian Tomlinson. The 9th Standard English textbook (First Language) was evaluated in relation to these six principles.

1.10 Scheme of Chapterization

The presentation of the dissertation follows the following scheme of chapterization.

Chapter 1 Introduction

This chapter presents an overview of the study. It focuses on the background of the study, statement of problem, delimitation of area, research questions, objectives of the study, explanation of terms, research procedure, and rationale of the study. This chapter concludes with the scheme of chapterization.

Chapter 2 Conceptual Framework and Review of Related Literature

This chapter deals with conceptual framework and the importance of literature review. It provides review of articles and research studies that are relevant for the present study.

Chapter 3 Research Methodology

This chapter describes design and procedure of the study.

Chapter 4 Data Analysis and Interpretation

In the fourth chapter the analysis of data is presented. The detailed analysis of the text is presented in this chapter.

Chapter 5 Conclusion, Implications and Findings

This chapter gives information on findings of the research. It also includes suggestions for further research. It is an overview of the research.

1.11 Conclusion

In this chapter the researcher discussed the background of the study, statement of problem, delimitation of the study, research questions, and objectives of the study, explanation of terms, research procedure, and rationale of the study. At the end of the chapter scheme of chapterization was mentioned. The next chapter is followed by conceptual frame work and review of related literature.