

# **CHAPTER-1**

## **INTRODUCTION**

### **1.1 Introduction**

As we know that in the present time the English language is most widely spoken language of the world. If someone wants to be a successful person he or she must have the knowledge of English language. English has become the global language used in each and every field. And by use of English one can keep in touch with the world and because of this much importance is given to English language across the world. In modern times, every country which wants to achieve greatness has started using English in wider sense and for that they are giving importance to English throughout the education system.

There are many educational boards in India such as CBSE, GSEB, MPBSE, HPBSE, etc. In every board there is different type of curriculum and in this curriculum there is variation in relation to different variables. In Gujarat board there are two textbooks of English. One for learning English as a first language and one for learning English as a second language. And these two textbooks differ a lot from each other in different respects. The CBSE textbook prescribed for teaching English at standard VIII is quite different from the one used in GSEB board although they are used for children at same age and grade level.

The language used in CBSE textbook and language used Gujarat Board (GSEB) textbook is different in many ways. The pictures are used in both boards textbooks of both the boards are also different. The lessons are also introduced as per the different psychological needs of CBSE and GSEB students. The activities introduced in these two textbook are also different in many ways. And to know these differences in the two textbooks a comparative study was needed. And so the researcher keenly selected to carry out a comparative study of the textbooks of English for standard VIII of CBSE and GSEB schools.

## **1.2 Statement of the Problem**

Specifically, the problem of the present study can be stated as under-

“The Comparative Study of the Textbooks of English for Standard VIII of CBSE and GSEB Schools”

## **1.3 Explanation of Key Words and Operationalization of the Terms**

The following terms have been used in the statement of the problem which have been explained and operationalized as under with reference to the present study-

### **Comparative**

The study of the two textbooks in order to understand the differences between the two with regard to physical layout, content, language used and tasks given.

### **Textbook**

A book prescribed by CBSE and GSEB as a standard work for the study of English at standard VIII.

### **CBSE**

Central Board of Secondary Education

### **GSEB**

Gujarat Secondary Education Board

## **1.4 Objectives of the Study**

- To study the English language textbook of standard VIII of CBSE and GSEB schools.

- To compare the English language textbook of standard VIII of CBSE and GSEB schools in reference to physical layout, content variety, themes, length of the units, activities, language and task.
- To provide suggestions for the textbook of English of CBSE and GSEB schools.

## **1.5 Research Questions**

1. What is the difference between CBSE School and GSEB School textbook?
2. What are the differences in the physical layout of CBSE and GSEB textbook?
3. What are the differences in the content of CBSE and GSEB textbook?
4. What are the differences in the length of units in CBSE and GSEB textbook?
5. What are the differences in the themes of units in CBSE and GSEB textbook?
6. What is the difference between the language used in textbook of CBSE and GSEB schools?
7. What are the different activities prescribed in the CBSE and GSEB textbook?
8. Which types of tasks have been prescribed in the CBSE and GSEB textbook?
9. What different suggestions can be provided for the CBSE and GSEB textbook?

## **1.6 Rationale of the Study**

As the student of English background from GSEB the researcher wanted to identify differences between CBSE and GSEB textbook. The researcher was interested in knowing the difference between the CBSE and GSEB textbook because the textbook are very important in teaching learning process and wanted to find out the merit and demerits of CBSE and GSEB textbook.

Different methods are used to teach English effectively. The need for instruction in language has led to a variety of educational approaches and methods, which are aimed at fostering language learning process. Not all the methods have been adopted in Gujarat. From the 1960s to 1990s the structure language and the audio lingual method have been reflected in the type of textbook prepared but mostly teachers used the translation method in class.

Gradually the spoken language became popular. The structural approach and the audio lingual method of teaching involved a systematic presentation of the structure of the language, moving from the simple to the more complex, in the form of drills which the students had to repeat. All the textbook of Gujarat followed the structural approach where the structures were graded according to the principles of simple to complex, easy to difficult, known to unknown and concrete to abstract. In the late 1990s the minimum Level of Learning, (MML) was introduced and competency based syllabus was prepared. Now from 2004 onwards the functional approach was adopted and all the school textbooks have been focusing on the functions of language.

The textbook of the CBSE and GSEB now focus upon and written based on the communicative approach of language learning. Whether these textbooks provide students all the material as per the requirement of their age including theme, content as per the need of the psychology of the students, and whether LSRW skills are focused upon in the textbook? It was with this thought of comparing the textbooks in CBSE and GSEB schools that the researcher took up the present study.

## **1.7 Scheme of Chapterization**

A brief description of the content in the forthcoming chapters of the thesis has been given in the following paragraphs.

The first chapter being the present needs no description.

The Second chapter contains a Conceptual Frame work of the study.

The Third chapter contains a review of the previous researchers and literature conducted in the area of language teaching. It includes Book review, article review and studies both conducted in India and abroad.

The Fourth chapter describes design and procedure of this study. It presents details relating to data collection, the methodology adopted and tools used for investigation and techniques of analysis employed for studying the book. In the Fifth chapter, analysis carried out by the researcher as well as opinion of teachers towards the textbook has been presented.

The Sixth chapter gives the conclusions and suggestions for further research.