

CHAPTER-2

CONCEPTUAL FRAMEWORK

2.1 Introduction

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. If there were no language, it would have been difficult for man to communicate his views to fellow human beings. There would have come no educational activity into existence, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing and exchanging views and there would have been no book. That is why it is very essential for every man to learn and use a language.

Language enables people to express their feelings, ideas and wishes. It is a tool of knowledge through which the worldly knowledge is acquired and preserved, and language is one of the indicators of cultural identity of a linguistic community as well as individual personality. Each language contains its own people's culture and customs. The degree of cultural similarities varies from language to language. Thus, the cultural gap may not be much wider between the languages of a family, but may be much wider between the languages of different families. There exists not only the cultural gap but also variation of linguistic system. Therefore, the process of acquiring / learning a language belonging to another linguistic family includes internalization of culture in addition to the linguistic features of that language

However, it is not easy to learn a language. Every language is a complex phenomenon, and one has to devote a number of years to learn a language. Even some of them are able to learn more than one language.

According to Sapir (1921), "Language is primarily human and non - human instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols."

Jespersion (1919) said, "Language is a set of human habits, the purpose of which is to give expressions to thoughts and feelings;" Every language has its own special way of making words. The ways in which words behave in a particular language is called 'grammar.' While we are speaking or writing in a foreign language or in our own language, our use of words must obey grammatical rules of the language concerned. If it breaks down; the sense conveyed through that language also breaks down. The term 'grammar 'in its broadest sense refers to the statements about the regularities and the irregularities of language.

2.2 Language Learning Process

Language Learning Process in an elaborate process. It includes first language acquisition as well as second language acquisition.

2.2.1 First Language Acquisition

First language is the language, which the child acquires first when the child learns to communicate with the people around. The language that is taught or used for the communication by ones mother is the first language to him/her. The child feels most comfortable in using the language. This language is called the child's mother tongue from the time of nurturing. The child has an innate language acquiring device. The child first learns the language that is his native language without being taught in formal situation. This language is learnt spontaneously without much strain, since the urge for language in the infant stage is very strong.

2.2.2 Secondary Language Acquisition

Second language learning is defined by Lado (1964) as acquiring the ability to use its structures within a general vocabulary under essentially the condition of normal communication among native speakers at normal conversational speed. More specifically, it means the acquisitions of the ability to use in speaking the units and the patterns of the content when listening to the second languages. It means the learning of expression, the content and the association of expression and system of the content in rapid use in the proper position within the target languages.

In recent years, English language teaching in a developing country like India has taken a new character. A need has arisen to specify the aims of English learning more precisely than in terms of the learning of formal grammar as English has been required to play important role in our society. Through out the world, students at different levels of education find it as a struggle to learn English. In most of the countries English has taken a unique position such that all the students or scholars are pushed to the situation where they cannot have better career or higher education without the knowledge of English. The students remain in a compulsory situation to learn English in order to stand up to one's own expectations. In India, English was given an important place before independence. In most of the institutions English had been the medium of instruction. The students were happy to learn the language because native speakers of English taught it. The study of English was considered to be a superior quality not only status wise but also for career that the child is expected to interact through English with its family members, neighbors in various types of interaction.

The second language learning takes place in different manner. Generally, second language learner always has the tendency to view the second language through the grammatical rules of his/her first language. Then, it is needless to say that the influence of the mother tongue will be on the second language at every level starting from phonology to syntax. This is the reason the researchers often distinguish between the language learning and acquisition. While learning the second language, the phenomenon of interference from the mother tongue is the one, which is inevitable for most of the learners. It is the main reason to develop the second language, methodology in such a way that the above-mentioned interference should be avoided to great extent.

The common and accepted approach to language teaching is through contrastive method. In other words, the language specific features of both mother tongue of the learner and the second language are studied thoroughly before and an attempt is made to teach the second language and also to prepare instructional materials for second language teaching.

2.3 Difference between First Language Acquisition and Second Language Acquisition

Language learner should be in a position to speak effectively according to the situation and should have the ability to have full comprehension whenever he is exposed to that language. Target of language teaching is to have mastery over all the language skills. Language learning is an approach in which learners are taught rules and given specific information about a language. The more a learner is exposed to a particular language, the more a learner imbibes and acquires it. The first language or the mother tongue of the learner is a language which is spoken by one and all around the learner, at home and also outside home including classrooms. The learner can get above opportunity to interact with the teachers and friends through first language and this situation motivates the students to learn first language better. In the case of learning second language, the learner is not that much familiar with the target language. According to second language, learning is a difficult process for the learner because getting opportunity to manifest the second language both inside and outside the class room is lesser. So, the students are not able to develop the skill in second language as they develop these in the first language.

2.4 Influence of First Languages over Second Languages

While discussing the influence of first language over the second language, it is appropriate to mention what Lado (1971) said that 'those elements that are similar to his native language will be simple for him and those elements that are different will be difficult.' In this context, it is evident that the language teacher and language learners should know the structures of both the mother tongue and the second languages. Because such knowledge can help the language teacher to identify the areas of influence of mother tongue on the second language and also to develop some methods to rectify the interferences.

2.5 English as an International Language

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language.

English is spoken habitually in the United States, the British Isles, Ireland, Canada, Australia, New Zealand, the Republic of South Africa, Liberia, and many territories under the United Kingdom and the United States of America. It is estimated that 300 million people speak English as a second language, and an additional 100 million people use it fluently as a foreign language. As a rough estimate, 1000 million or one billion people around the world have some knowledge of English, either as a native language, as a second language, or as a foreign language.

English is the associate official language of India which has over 1000 million (over billion) people. Pakistan, Bangladesh, and many other nations which were ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages. The islands of the Philippines continue to use English as an important tool for education, administration, and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America, Asia and Africa.

Even though some nations which were ruled by the French continue to teach French as their most preferred second language, English is gaining ground even in these countries. In the former Soviet Union, Russian was the dominant language. Since the break of the Soviet Union, the Central Asian Republics have been rapidly introducing English in their school system as a second or foreign language. In Russia itself, English is gaining ground as the most popular second language. In Japan too, English is the most favored second or foreign language.

Outside Europe, English is the predominant language of international commerce. Although the United Nations and its various agencies have more than one language for transaction, more often than not, English comes to be chosen as

the preferred language of communication between the participating member-nations.

All this has happened within the last one hundred years. The ascendancy of English as the most preferred language began two hundred years ago with the colonization of North America, Asia, and Africa by Britain. The Industrial Revolution in Britain, its ever-expanding maritime power, development of material wealth, progress in scientific research and consequent power, all helped the spread of English, even as Britain marched as a great empire. In the Sixteenth Century, English was spoken mostly in England, southern Scotland, and small areas of Wales and Ireland. There were only about two to three million people speaking it as their native language. At present one in seven in this world speaks English either as a native language or as a second language.

English was well established as the dominant language in North America in the 17th Century. But its rapid growth was in the 19th Century.

Latin was the main medium of education in Western Europe throughout the Middle Ages. French was the language of diplomacy for four centuries, from the 17th to 20th. And yet, at present there is not a single language which can be compared to the position occupied by English as the international language. This is so, even though more people in the world speak Chinese than English as their native language. Spanish may claim a large number of native speakers, but neither Spanish, nor French, nor Russian, nor Chinese can even come close to the level and variety of uses to which English is put in the world.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

In the Indian subcontinent, English became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1833.

2.6 English in India

English is used in India as the international and link language. For various historical reasons, English has been growing in our socio-cultural setting for more than two hundred years as it is also a second language, official language and a way of expounding Indian culture and philosophy. Vast populations of India who are educated use it. They are urban bilinguals and it is also used by institutions for inter institutional communication in a wide range of contexts. Indian English has proved as an effective system of communication. At the individual level, English is considered to be as a language which provides opportunity of upward social mobility for people seeking advancement in the socio-economic field. In short, considering the present advantages of English, it becomes a necessity for all the Indians to acquire the knowledge of English.

Students in schools are forced to learn English as the second language right from the beginning of their education. They have to acquire all the basic skills to their best. The society of India is a multi lingual, multicultural and pluralistic in nature. English is the most widely spoken language in India. It is used in different environments for different purposes for understanding the environments and to maintain the social activities; one has to make use of this language.

The history of English in India is with us right from the day the English men stepped on our soil. The English has influenced in the various spheres of Indian life. First, as trade men and then as rulers of an empire till India got freedom in 1947. Such an association has made English more than a foreign language not less than second language in India. After the independence, Indians developed a peculiar relationship with English. Some of us loved English like anything but some of us hate it. Many states in India have ignored English as a medium of instruction in schools and take the mother tongue almost in all domains. At the college level, many states have switched over from English as the medium of instruction to the regional languages. In certain states like Tamil Nadu, the medium of instruction in colleges is both in English and the regional language.

Some states have made the study of English compulsory up to graduate level. English is optional in schools and college in certain other states. There are

states where the student has to study English but a pass in the language is not necessary to complete the course. Indian students of English language at the particular level possess a very wide range of abilities and the situation becomes still more serious and confusing when we take fact into account that English is the language for trade, commerce and higher learning. For learning English language, most of them use library language in all over the world and the largest numbers of books are written and they are translated from other language to English. A developing country like India can not ignore an international language like English. India has to carry its affairs with various countries of the world in so many fields and here lies the importance of English as language of national and international communication.

According to Nehru who realized the gravity of the situation and said ‘obviously without going into the merits of various foreign languages English is more convenient for us than other languages like French, German, Russian, Italian etc and apart from the fact that English is a very important and very great language spoken by a great many people all over the world. It is clear that if we want a foreign language, English is the most convenient and best language for us.’

2.7 English in Gujarat

English is compulsory in college education. The students those who take professional course, they have English as medium of instruction. So, it becomes imperative for learners to learn English language from the initial years of schooling so that they can enter the arena of higher and professional education with ease. In Gujarat, the present scenario is different. Although at one end the importance of English language is understood and proclaimed by everyone it is not explicitly seen in the society. Still there are differences of opinion between people for adopting English Language as a medium of instruction. But gradually English is making grounds as a second language in the schools of Gujarat. Now the government should take adequate steps for introducing English uniformly from primary to college education so that learners in Gujarat can be at par with learners across the nation. The Universities are autonomous and they can modify their curricula but schools cannot do anything on their own. The Department of Education has set up different bodies for monitoring and implementing educational

system. The board for secondary and Higher Secondary Education and Commissioner of Primary Education look after the plan and policies in respective level of education. The coordination is needed and every policy-making institution should work together for common programme in teaching English for better and prospective future of learners.

Another issue in Gujarat in teaching English language is methodology; teacher have their own plans and methods of teaching language without having clear understanding of second language learning acquisition. Having no consensus on teaching English, the schools don't insist and emphasize learning of English as they emphasize on Mathematics and Science. The parents also insist learning of Mathematics and Science because in common belief these subjects are important for the career particularly in getting admission into medicine and technology. There is a need of awareness among parents and teachers that language learning is not like studying a subject; it enables learners to open an opportunity to the world of knowledge. The language learning should not be in the form of learning other subjects; it should enable learners to use English without fear. It is to be understood by all educationists, policy-makers, teachers, parents and above all learner.

India is a multi-lingual country; it has 18 officially recognized languages – Assamese, Bengali, Gujarati, Hindi (with various dialects), Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Nepali, Konkani and Manipuri. Critical entry level point English is used as a link language. In India, correspondence is carried out in English and it needs to be fostered as a means of education, communication and a practical tool. India and other non-English speaking countries throughout the world are realizing that if English language teaching is neglected, there will be decline in the field of science, technology and commerce. Keeping in view the importance of English in India, the achievement of the students of Gujarat in the subject is not up to mark. Mr. Narendra Modi (C.M. Gujarat) has understood the situation and started SCOPE to develop the proficiency in English among the Gujarati people but the result is not so good. Gujarati student has difficulty in the proper use of English syntax. Lack of knowledge mainly about the construction of sentences, appropriate use of prepositions and the correct use of verbs and tenses is the main deficiency of

students. Majority of them find themselves incapable of expressing their thoughts in English and that is why essay writing becomes the most difficult and challenging task for them.

This situation in Gujarat requires a change in attitude and practices as far as the teaching English is concerned.

There may be the reasons for that but the discussion with the experts in English and the senior teachers of English reveals that the main reason of it is that English can be best taught through communicative approach but the communicative approach is not been given due importance in the classroom teaching. Even giving importance to translate text in mother tongue, grammar rules are taught in isolation and sufficient practice is not given in the use of different aspects of grammar in reading, writing, speaking etc. Functional grammar is not taught and practiced in the classroom. More importance is given to the teaching of English text which is taught by translation and grammar by the deductive method. In this method text is simplified in mother tongue and the definitions and rules of grammar are dictated to the students and then particular examples are given. Sufficient practice is not provided in the use of language function and different aspect of grammar. This situation calls for a change in our teaching methods and the use of different techniques of teaching English. To bring about this change, textbooks can play a major role. Educationist are revising syllabi and rewriting the text book to shift teaching paradigms from the teaching of literature and formal grammar to the teaching of communicative language teaching.

2.8 Definition of the Textbook

Francis Bacon (1960) An English philosopher defines the textbook as A book designed by experts in the field and equipped with the usual teaching devices.

Encyclopedia of Educational Research (1960) defines textbook as “in the modern sense as commonly understood ,the textbook is a learning instrument usually employed in schools and colleges to support a programme of instruction , In ordinary usage the textbook is printed and it is non–consumable. It is hard bound it serves an avowed instructional purpose as it is placed in the hands of learner.

The International Encyclopedia of Educational Technology (1989) explains the term text book in these words; “A book used as a standard work for the study of a particular subject now usually one written specifically for this purpose, a manual of instructional in any science or branch of study, especially a work recognize as authority”.

According to Agrawal and Biswas (1971) “Textbook is a book used as a principal source of study material for a given grade in a specific subject. It determines enriches and supplements the curriculum.”

According to Buckingham (1960), the textbook in the modern sense is a learner instruments usually employed in schools and colleges to support a programme of instruction.

Dave (1968) suggested a textbook is usually designed for producing variety of instruction inside and outside the classroom which ultimately results into learning. Thus, textbook is a powerful instrument for generating a variety of education interactions.

2.9 Importance of the Textbook

There is some debate over what constitutes a school textbook. Questions have been raised about whether textual material held in school and local libraries are text book or reference books.

Similarly it can be asked whether novels studies in class rooms are textbooks. Warren’s (1981) answer to such questions was provides in following definition. “A textbook is printed instructional material in bound form, the content of which are properly organized in elementary or high school curricula.” Apple (1991) claims that in the United States out of 75 per cent of instructional time in secondary classroom 90 per cent of time assigned to home work involves the text materials.

Teachers find it important for :

Numerous teachers perceived textbook as being concerned with content.

Home work and revision.

Text books are portable, relatively inexpensive and reasonably durable.

Text books are often used to provide the structure for the course of study and sequence of instruction.

A well constructed text content provides an orientation to an area of study encompass basic information.

Text book have been integral part of education since long.

It is important for children to learn the basic of our written and spoken language. Noun, verbs, adverbs, adjectives, sentence structures and grammar.

Textbook are standardized collection of the sub-matter that has to be taught to the students. They facilitate the first of new concept and skills and maintain knowledge already acquired and keep the correlation of the theoretical knowledge with practical aspects of life or it may be described as being an aid to teaching and learning which is specially prepared by experts for the use of pupils and teachers presenting a course of study usually in a single subject. There are three categories of textbook such as reference book, main textbook and supplementary book.

Gain (1958) has pointed out that textbooks have become an inseparable and integral part of most of the educational system in the developing countries like India. Textbook is the only instructional material which is easily available to the majority of the students. Textbook are helpful in developing expected aptitudes and concepts. Textbook is one of the important curriculum material which helps in generating educative interaction in the classroom between the teacher and learners and co-learners as a result instruction objectives can be achieved in some instance. Textbook are used as source securing information for the students.

2.10 Views of Different Commissions on Textbooks

The following are the views of different commissions on the quality of the textbook.

The Secondary Education Commission (1964-65) for quality of textbook mentioned as under. “We are greatly dissatisfied with the presented standard of production of school textbooks and consider it essential that this should be

radically improved. Most of the books submitted and prescribed are poor and there are numerous printing mistakes. If such books are placed in the hands of students it is idle to expect that they would acquire any love for books or feel interest in them of experience joy that comes from handling an attractively produced publicly.” Education Commission (1964-66) noted “A good textbook, written by a qualified and competent specialist in the subject and produced with due regard to quality of printing, illustration and general get up simulates the pupils interest and helps the teacher considerably in his work. The need to emphasis it is all the greater because it requires only a relativity small investment of resources moreover a quality book need not cost appreciably more than the one that is indifferently produced.”

Education Commissions (1964-66) reflections are as under:

There are malpractices in the selection and prescription of the textbook. The unscrupulous faculties are adopted by several publishers. The observation of the above views reveals that it is the textbook which arouse interest among the students towards teaching – learning process and helps teacher in teaching task. It is therefore imperative to maintain the quality of textbook.

2.11 Textbook as an Important Source of Curriculum Implementation

Curriculum is the heart of the education institute around which all different kind of education activities are organized and designed by taking into account the knowledge of society, human development and nature of learning. The word curriculum is derived from the latin word “curerre” which means to run. In other words curriculum means a course to be run for reaching for the certain goal. The comprehensive and acceptable definition of curriculum is the list of planned learning experience offered students under the direction of the school in and outside the classroom. The curriculum is always pre-planned. It is not a set of activities developed on the spot or spontaneously. Therefore it is clear that to achieve pre-decided educational aims, it is needed to other specific kind of material to teachers.

According to the Bhatt and Sharma (1992) such materials involved: Textbook, standard reference-book, pamphlet, current magazines and newspaper,

Audio visual materials like radio, television etc. community curriculum resource professional discussion.

Among all those above stated material textbook plays a pivotal role even today, in the 21st century. One of the reason could be textbook is still presented by the developing countries. Textbook is the inevitable teaching tool through which curriculum is percolated because curriculum framework is drawn out according to the suggestion of the committee and the commission on education.

In short the present system of education is such that one cannot imagine the schools without the textbook though more advanced innovations are going on in the field of technology but it remains sure as well that textbook will be important source of curriculum implementation in the nearer future.

Textbook of higher quality attempts to presents the materials in consonance with the syllabus of a particular manner and language which can be easily understood by the children for whom the book is written. Moreover it is built upon what the children have learnt previously and is a preparation for what they will be expected to learn at the next level ideally. Textbook serves as the true on the thread continuity and the central focus for learning that is expected to take place. It provides basis for learning, knowledge attitudes and skills in a specific subjects for which it is written and it may have to be supplemented by numerous other resources. A textbook cannot be preserved single handed. It needs the involvement of a group consisting of subject specialist educationist and classroom teacher and so on.

2.12 Nationalization of the Textbook

According to Krishnamurthy (1966) the government wanted to promote university is standards, improve quality of textbook and lower the prices. Pal (1973) describing the situation remarks that various states have nationalized the textbook because of the defects in Textbook. Nationalization of textbooks contemplates complete control of all aspects of textbook. Nationalization of textbook in different states took place in 1969. But it was only after 1979-80 all the schools started using nationalized textbook as the quality of books has improved in several instances of books but still remain poor. Shortcoming like failure is

inadequate organization of the agencies which have taken over the responsibility of textbook production. There for Utter Pradesh state was the first to nationalize the texts (1942) and Himachal Pradesh was the last state to nationalize it (1979). The state of Nagaland and Manipur has not yet nationalized their textbooks. Various reports of NCRET also indicate the different types of agencies are set up in different states textbook production.

Hence, textbook evaluation becomes imperative. Evaluation is a process of determining the value of an attribute or a thing in relation to pre-determined objectives. Textbook evaluation means finding out the worth whiteness of a book as a teaching to the objective of the course assigned the age group. And to study this, a critical analysis of the textbook of CBSE and GSEB schools was undertaken by the researcher.