

**AN EVALUATIVE STUDY OF ENGLISH TEXTBOOKS
PRESCRIBED FOR CLASS X BY MIZORAM BOARD
OF SCHOOL EDUCATION**

By

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Department of Education

Submitted

In partial fulfilment of the requirement of the Degree of Master of Philosophy in
Education of Mizoram University, Aizawl.

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DECLARATION

I, Ms. Lalmawipuii Chawngthu, hereby declare that the subject matter of the thesis entitled ‘An Evaluative Study of English Textbooks Prescribed for Class X by Mizoram Board of School Education’ is the record of work done by me, that the contents of this thesis did not form basis of any previous degree to me or, to the best of my knowledge to anybody else; and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to Mizoram University, Aizawl for the Degree of Master of Philosophy in Education.

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Dated: Aizawl

The 28th July 2016

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CHAPTER - I
INTRODUCTION

CHAPTER I

INTRODUCTION

1.1.0 Importance of Textbooks

According to the Pocket Oxford English Dictionary, a textbook is a book used as “a standard work for the study of a subject.” Textbooks provide direction, support and specific language based activities aimed at offering classroom practice for students. Textbooks are considered as the sole and legitimate source of knowledge both for students and teachers. (Bano,2005). Hutchinson and Torres (1994) have discussed the importance of textbooks in the educational settings and have discussed that textbooks work as a supporter through disturbing threatening processes, introduce change gradually, demonstrate new methodologies, and create a platform on which the non-experienced teachers can build their own methodologies.

A textbook assists a teacher, giving him the knowledge of what is to be taught within a particular time period. It serves an important role in the evaluation of student’s progress which is necessary for promotion to higher classes. Textbooks are a major source of providing instructions to teachers and students and are often stated as the backbone of every educational system. They

help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning. (Mahmood,2011) . Chambliss and Calfee (1998) cited that, “Textbooks are the core of all the educational activities because they provide students a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience.”

Textbooks can be referred to as published books, specially designed to help language learners to improve their linguistic and communicative abilities. (Sheldon,1987). Thus, English language textbooks can be referred to as published textbooks which could be used to improve the linguistic and communicative abilities of learners in acquiring the objectives of learning the particular language. They play a very significant role in the teaching and learning especially in developing countries where teachers and students can utilize them according to their needs. Textbooks influence both the teachers and students, as they provide pattern to the teachers so that the teachers could teach in a better way and give guidelines to students for better learning.

There has never been a language so widely spread or spoken by so many people as English. In today’s world, English language provides the chief means of access to high-tech communication and information. Further, it continues to remain as the world’s language for international communication. It is the associate official language of India and became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1833 in the Indian sub-continent. (Thirumalai,2002). Such an

important language when taught in schools, need the presence of a good textbook which helps in acquiring the language skills through various genres of literature and exercises and activities to practise the correct pattern of the language.

To have a sound and effective programme of language teaching in schools, it is of great necessity that a good textbook is introduced to the teachers as well as the students. Language teaching and learning does not only aim at teaching stories and poems in the textbook. It means learning the concepts, understanding and utilising them as well. Language education in the secondary level aims at enabling students to comprehend English when spoken, to enable students to speak English correctly, to enable students to appreciate literary beauty, to enable them to express themselves logically using the correct grammatical patterns and so on. (Govil, 2006) Thus, teaching of English language requires a good textbook to achieve its various objectives of teaching the language.

1.2.0 English Language Teaching in the educational sphere of Mizoram:

Mizoram boasts of a high literacy rate of 91.58 % according to the 2011 census. Education was first popularized in this part of the nation by the British. The missionaries were in charge of the management and development of education in this north-eastern state of India. The Mizoram Board of School

education was established on 23rd December, 1976 to look after the education system of the state. As cited by the Statistical Cell, Directorate of School Education, Mizoram 2015, the total number of Primary Schools, Middle Schools , High Schools and Higher Secondary Schools in Mizoram was 4020 . English language plays a vital role in these schools especially in the private English medium schools which adopt English as a medium of communication and instruction in their daily teaching-learning processes. Mizoram schools are run by the state and central government or by private organisation. Instruction is mainly in English and Mizo. (Mizoram Travel Guide, 2016). The learning of English language is introduced at Class I even in the Mizo medium schools. It has been found that many pre-schools and day-care centres too have adopted English language as a means of communication and introduced the learning of simple English sentences to children attending these centres.

There are several educational establishments under the umbrella of the Ministry of Education, including universities, colleges and other institutions. Besides the Institute of Advanced Study in Education, Mizoram Hindi Training College, Mizoram Polytechnic, Lunglei and the Womens Polytechnic, Aizawl, the state has twenty-two other colleges, and the total college enrolment of students as cited by the Directorate of Higher and Technical Education, Mizoram was approximately 12809 in 2014.

Teaching of English language and using English language as a medium of communication became a common practice in many of these schools and colleges in Mizoram. Students and teachers are often expected to interact using the language in the school compounds. In the modern world, English language is learned everywhere because people have found that knowledge of English can offer a better career, better pay, and advances knowledge for communication with the entire world.

1.3.0 Rationale of the Study:

The choice of language teaching materials can determine the quality of teaching-learning procedure. As part of the materials used in the language classroom, a textbook can play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such materials based on valid and reliable instruments.

The National Curriculum Framework 2005 stated that improved textbooks that are carefully written and designed, professionally edited and tested, offering not merely factual information but also interactive spaces for children are important.

The content of English textbooks influences what the teachers teach and learners learn. If the textbook is too advanced or too simple for the students, the teacher will be faced with problems. Local cultural taboos could force the teacher to leave out certain parts. The content of the textbook might not be of the kind that students can relate to. In the selection of a textbook, it is especially important to conduct an evaluation to ensure that it is suitable.

Evaluation of a textbook is also an important area in determining the success and failure of the whole educational system. To have the ability to express ideas clearly, logically, briefly and precisely in English which is a link language in the country, one must have a knowledge of general English to be able to listen and understand English when someone speaks it at a normal conversational speed, to use it for communication and read it to understand the content, to write it for communication and to develop interest in reading and listening. Oral and written skills are very important in communication for all. Without proper communication of ideas and thoughts, it is impossible for students to perform well in their studies further creating problems for their future careers.

In Mizoram, where 10+2+3 pattern of education is being followed, the results of the High School Leaving Certificate i.e. Class X are of great importance in determining the future career and choice of subjects for students for their higher education. It is an obvious truth that if students at this stage master language, the language used to learn almost all other subjects, the

students' performances in these important examinations will surely be satisfactory. It is therefore, necessary to impart the right kind of knowledge at the secondary level which acts as a "launching pad" to higher education, opening the doors to higher and wider fields of studies.

English language textbooks are usually prepared and developed keeping in view the main objectives of teaching a language- Listening, Speaking, Reading and Writing skills. However, students, not only in the elementary stage but in the secondary stage are still found to be having problems in understanding the language, in expressing their ideas and opinions creating further problems in their academic performances as well. In spite of the fact that students are exposed to English language from primary stage, why are students still so weak in English even at secondary level? Could this be due to insufficiency of textbooks in developing the right skills for the students this particular stage? Could it be due to the inappropriate contents of the English language textbooks in Mizoram? Such and other questions arise in the minds of people concerned with the education of students. Other important questions relating to this are:

- i) Is the cover, paper quality, font size and binding good enough?
- ii) Is the price affordable for everyone to purchase?
- iii) Is the content of the text suitable to the students?
- iv) Can the textbooks help in developing the listening skills in students?

- v) Can the textbooks help in developing the speaking skills in students?
- vi) Can the textbooks help in developing the reading skills in students?
- vii) Can the textbooks help in developing the writing skills in students?
- viii) Are the textbooks providing enough reading materials and activities to develop reading and writing skills?
- ix) Are grammar rules presented in an increasing order of difficulty?
- x) Are there interactive exercises and activities that require students to use new vocabulary to communicate?
- xi) Are the marks carried by each lesson equally distributed?

These questions could only be answered by taking up an intensive research in the area of textbook evaluation. Evaluation of textbooks is of utmost importance to assure the contribution of the textbooks in the teaching learning process. Although some studies have been conducted on evaluation or analysis of textbooks in other parts of the world as well as in the country, no serious study in the area has been found in Mizoram. Moreover, the present textbooks are newly introduced and have been put to use only from April, 2016. It is therefore essential to evaluate these newly introduced textbooks to find out their suitability, and abilities to cater to the needs of the students. It is also a necessity to evaluate the abilities of the textbooks in assisting and guiding the teachers to teach efficiently in the classroom. The study is therefore, a pilot study. Findings of the study are expected to enlighten educational policy makers, planners,

curriculum developers and textbook writers and enable them to improve the existing textbooks particular of English subject. It might as well be helpful in suggesting remedial measures in order to bring improvement in the teaching-learning method of the particular language for a better future.

1.4.0 Statement of the Problem:

In Mizoram, English is the medium of education from high school onwards in government run institutions. A mushroom growth of English medium schools is also experienced in urban and many parts of rural areas also. In spite of this, it is observed that most of the students even after passing High School Leaving Certificate examination are still facing the problem in expressing themselves through speaking as well as writing. What are responsible for this? Are textbooks not good enough to promote language skills in students? To find answers to these questions, it is felt necessary to analyse the existing English textbooks and to suggest measures for improvement. Moreover, no study has been found to have been conducted in the area of textbook evaluation in Mizoram. With these things kept in view, an analysis of English textbooks for Class X is taken up. Thus, the problem of the study is stated as follows: “An Evaluative Study of English Textbooks Prescribed for Class X by Mizoram Board of School Education.”

1.5.0 Operational Definitions of Key Terms Used:

Evaluative study: The term “evaluative study” in the present study means an evaluation to establish the quality of textbooks.

English textbooks: “English textbooks” in the present study refers to the three English textbooks for Class X prescribed by the Mizoram Board of School Education namely Essential English Coursebook, Essential English Literature Reader and Essential English Workbook.

Mizoram Board of School Education: The Mizoram Board of School Education is a board set up by the Government of Mizoram whose functions include prescription of curricula for Secondary and Higher Secondary Schools and conduct of High School Leaving Certificate and Higher Secondary School Leaving certificate examinations.

1.6.0 Objectives of the Study:

The study was undertaken with the following objectives:

1 To evaluate the Physical aspects of English textbooks prescribed for Class X by Mizoram Board of School Education in terms of:

i) Textbook Cover Design

ii) Quality of Paper

iii) Printing and Layout

iv) Font Size

v) Binding and Durability

v) Price

2 To evaluate the Academic aspects of English textbooks prescribed for Class X by Mizoram Board of School Education in terms of:

i) Content

ii) Different literary genres

iii) Grammar

iv) Activities and exercises

v) Marks carried by each lesson with reference to the syllabus.

3 To evaluate English textbooks prescribed for Class X by Mizoram Board of School Education in terms of Objectives of Teaching English Language at Secondary Level:

i) To develop Listening Skills

ii) To develop Speaking Skills

iii) To develop Reading Skills

iv) To develop Writing Skills.

4. To analyse the Perception of High School English teachers in Aizawl city on English textbooks prescribed for Class X by Mizoram Board of School Education.

5. To suggest remedial measures for improvement of English textbooks prescribed for Class X by the Mizoram Board of school Education.

1.7.0 Organisation of the Report

The report of the study has been divided into five chapters to facilitate a systematic representation.

Chapter I is an introductory part which gives an introduction to the importance of textbooks and English Language Teaching in the educational sphere of Mizoram. Besides these, it also presents rationale of the study, statement of the problem, objectives of the study and operational definitions of the terms used.

Chapter II contains related literature which deals with evaluation of English textbooks and some theoretical studies that contribute to the field of textbook evaluation in different places.

Chapter III deals with the methodology and procedure adopted for the present study. The population and sample, construction of tools, collection of data, tabulation of data and analysis of data are described in this chapter.

Chapter IV deals with analysis and interpretation of data regarding the English textbooks prescribed for Class X by Mizoram Board of School Education under the following heads:

i) Physical Aspects of the three prescribed English textbooks for class X by Mizoram Board of School Education.

ii) Academic Aspects of the three prescribed English textbooks for class X by Mizoram Board of School Education.

iii) Fulfilment of Objectives of teaching English at Secondary level.

vi) Perception of teachers towards English textbooks prescribed for Class X by Mizoram Board of School Education.

CHAPTER - II
REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

This chapter contains related literature which deals with the evaluation of English textbooks and some theoretical studies that contribute to the field of textbook evaluation.

Bruder (1978) suggested the use of a checklist of eight criteria: level, objectives, style, language, age, time, convictions, and competency. He claimed that these criteria should be considered from the viewpoints of teachers and students.

Tharwani (1982) in the study, “A Critical Study of Prescribed textbooks in Hindi Lower Level from Standards V to X in Maharashtra State with a view to Their Improvement” found that there were some printing mistakes especially of short and long vowels in the textbooks of the higher classes. Some lessons included in the textbooks of Class V were lengthy and not according to the age and ability of the children. It was also found that more weightage was given to prose lessons only and that lessons on letters of the alphabet did not contain adequate illustrations.

Williams (1983) argued that textbooks should be evaluated on their inclusion of general linguistic instructions and rules, their simplified presentation of linguistic techniques, such as grammatical and syntactical rules, their embrace of practice material, as in reading passages, which both teach language, as in vocabulary and grammar, and can function to guide students' writing skills.

Cunningsworth (1984) discussed the principles and criteria for course analysis. The criteria he suggested are discussed under the following headings: language content, selection and gradation of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusions and overall evaluation. At the end of the book, he provided a checklist that should be used in course evaluation.

Geeta (1988) in her study on "A Study of English Syllabus Design for the School Stage" found that materials should be learner designed, encourage expression, diverse and appropriate.

According to Sheldon (1988), there were some other reasons for evaluating textbooks. It could help the teachers to have a good knowledge of the content of the textbooks and to identify the merits and demerits of the textbooks

that are already being used. For Sheldon, all the textbooks in English Language Teaching should have remarkable features and qualifications, effectiveness, and fitness for people who use them.

Yadav (1989) in his study, “An Evaluation of Prescribed English Textbooks for Degree Classes in Haryana” found that there was a lack of moral lesson for the students. It was also found that the style of presenting the material was not simple enough for the students to understand. Both the binding and the price of the book were unsatisfactory. It was found that the matter was neither interesting nor related to the physical and social environment of the students.

Jamkhindi (1990) in his study, “ To prepare a draft of Marathi (mother-tongue) textbook for standard V according to the revised syllabus of 1988” found that the lessons selected, edited and written were within the understanding capacity of the pupils of Standard V. It was also found that most of the lessons achieved the objectives of the new curriculum.

Maharashtra State Bureau of Textbooks. (1991) An independent study conducted under the Maharashtra State Bureau of Textbooks on, “ A critical study of types used in the textbooks produced by the textbook Bureau, Pune” stated that the size of the type used for the titles of the lessons, content matter of the lessons and also for exercises was appropriate except for some standards. It

was also found that the boldness of the letters in the title as well as in the content and exercises was quite right for all the lessons in all the standards.

Hutchinson and Waters (1993) indicated that materials evaluation should be performed to determine the suitability of the materials to our “particular purpose”. In different words, Hutchinson declared that materials evaluation help the teachers in the selection of the teaching materials and the development of their awareness regarding the nature of language and learning.

Miekley (2005) in the study, “Textbook Evaluation Checklist that could be used to evaluate students' book and teachers' book” suggested four categories; content, vocabulary and grammar, exercises and activities, and attractiveness of the text and physical make-up for the study of textbooks.

Nemati (2009) in “Evaluation of an ESL English Course Book: A Step towards Systematic Vocabulary Evaluation” stated that it would be better to change the sequence of presenting the text so that the easier ones come first and the more difficult ones at the end of the book.

According to Paul (2010) in his “Evaluating and adopting materials for younger learners”, the evaluation of the textbook revealed that the authors

provide relevant instruction to guide the learners through “Do and Learn, Think and Learn, Game Time and Homework”. In short, the overriding principle of presenting the contents of the four sections-speech, comprehension, language structure and composition- is hinged on audio-lingual method with structural and situational approaches backing the method up.

According to Yasemins study (2011) on “An Evaluation of English Textbooks in Turkish Primary Education:Students’ and Teachers’ Perceptions” it was found that fourth-grade students considered ‘Trip1’ as the most appropriate textbook, followed by ‘Texture English and Time for English.’ Interview findings with the students and the teachers confirmed that each grade-4 textbook is designed to meet the curriculum objectives and the students’ needs. Analysis of the fifth-grade textbook indicated that the students had a more favorable perception than the teachers on ‘layout,’ ‘language content,’ ‘subject content,’ and ‘overall’ subscales of the smiley questionnaire. Two shortcomings were identified in the fifth grade textbook: complexity and learning ability of the language items.

Deuri (2012) in a study conducted on , “An Evaluative Study of textbook in English at Higher Secondary level,” found some defects like large in size of the textbooks and inconvenience in size, weak binding and no proper illustrations.

According to a study conducted by Naseem and Tabbasum in “Evaluation of English Textbook in Pakistan: A Case study of Punjab textbook for 9th Class” (2015) the textbook prescribed for 9th class by Punjab Textbook Board, Lahore, Pakistan have some flaws in general appearance. The paper used for the textbook was found to be very rough. The outside cover is not informative and attractive. The textbook did not fulfil the general objectives of teaching English language at the specified educational institute. The objectives did not make any balance between four skills: listening, speaking, reading and writing. The book was very dull and drab. Visuals were also very poor. Audio-visual aids were altogether ignored. There was no workbook and CD accompanying the student’s book. There was no any teacher's guide to aid the teacher. The activities of book were not designed in a way to encourage students to bring real objects in class to illustrate some points of learning. Inductive approach is not used. Fun elements are missing. The textbook did not provide models for final achievement tests. Pronunciation was given least attention. Activities for Listening skill were not included. There were no any cassettes/CDs for pronunciation and listening practices. The activities did not promote confidence in language learners to speak fluently and to write critically in real life situation. So far as reading skill was concerned, the students were required to read the provided text and then respond factually to the given question. With the exception of a few questions, the activities did not utilize any

cognitive abilities (evaluation, prediction and analysis). Similarly least efforts were done in developing sense of self-worth among learners of English.

According to Hooi and Paul (2015), the textbooks under study were found to be moderately suitable to the students. Their most obvious shortcomings were the incompatibility to the current exam format and the lack of exercises in the linguistic features of grammar and vocabulary. The textbooks were found to be highly suitable in laying the groundwork for the two skills of speaking and writing although with some drawbacks. Speaking could use a wider range of task with more appealing topics in a meaningful context while the task instructions can be clearer.

Mehrdad (2015) in the study, “Textbook evaluation: ELT teachers’ perspectives on Learning to Read English for Pre-University Students” stated that the textbook mostly did not live up to the teachers’ standards, mainly because it ignored listening, and writing skills and does not follow a communicative approach in teaching different skills and components of language. The book was cheap and easily accessible. But, the book had been revised in 2002 which is rather a long time ago. Unfortunately, there were no supplementary materials like teacher’s guide, workbook, and audio-tapes accompanying the book. It was also found that there is not a balance among the four skills of reading, writing, listening and speaking.

Jahangard (2007) developed an Evaluative Checklist to evaluate four EFL textbooks which had been prescribed for use in Iranian high schools by the Ministry of Education. The merits and demerits of the textbooks were discussed in detail with reference to thirteen common features extracted from different material evaluation checklists. These criteria were explicit objectives , vocabulary explanation , educational approaches, review and test sections, visual materials, topics and tasks, clear instructions, layout, organized and graded content, authentic language, grammar presentation and practice, fluency practice in all four skills, and developing learning strategies.

The above reviews pointed out various findings which dealt with printing mistakes, the absence of moral lessons, the size and types used for the titles of lessons in English textbooks, language contents, audio-visual aids, developing checklists for evaluation of language textbooks etc. There were no records of research which separately evaluate English textbooks in relation to the physical aspects, academic aspects, fulfilment of objectives of teaching English at secondary and perception of high school teachers. Although some studies have been conducted in textbook evaluation or analysis, no serious study was found in Mizoram. Thus, it was felt that an intensive research in the area of textbook evaluation is a necessity in the present scenario of Mizoram.

CHAPTER - III
METHODOLOGY AND PROCEDURE

CHAPTER III

METHODOLOGY AND PROCEDURE

This section deals with the method adopted and the procedure followed in evaluating the prescribed textbooks of the present study. It is discussed under the following heads:

- i) Method of Study
- ii) Population and Sample
- iv) Construction of Tools
- v) Collection of Data
- vi) Tabulation of Data
- vii) Analysis of Data

3.1.0 Method of Study:

Descriptive and analytical methods of study were employed for the present study. The methods involved analysing the textbooks on the basis of general impressions followed by an in-depth study of the textbooks. The general impression was gained by reading the contents page and then skimming through the books. The investigator carried out an in-depth study by analysing the content matter of the three prescribed textbooks according to the objectives of

the study, followed by an interpretation through different criteria used in the questionnaire.

3.2.0 Population and Sample:

For evaluation of English textbooks prescribed for Class X by Mizoram Board of School Education, all three textbooks namely, Essential English Coursebook, Essential English Literature Reader and Essential English Workbook formed the population of the present study. All three textbooks were evaluated and thus, no sample was taken.

However, the present study included in its scope, an analysis of the perception of high school English teachers in Aizawl city on English textbooks prescribed for Class X by Mizoram Board of School Education. For this, population of the study comprised of all the high school English teachers in Aizawl city. For this, a sample of 40 English teachers of high schools in Aizawl city were taken by following simple random sampling method.

The following table shows names of high schools from where sample teachers were drawn:

Table 3.2.1. Name of Schools from which samples were drawn

Sl.No	Name of Schools	No. of Teachers
1.	Govt. Chaltlang High School	2
2.	Govt. Dinthar High School	2
3.	Govt. Gorkha High School	2
4.	Govt. Mizo High School, Zarkawt	2
5.	Govt. J.L. High School	2
6.	Govt. Kulikawn High School	3
7.	Govt. K.M. Higher Secondary School, Vaivakawn	2
8.	Govt. Mamawii Higher Secondary School	3
9.	Govt. Tuikual High School	1
10.	Govt. Maubawk High School	1
11.	Goodwill Foundation School	1
12.	Greenland higher Secondary School	2
13.	Hermon School, Dinthar	1
14.	Home Mission School, Zarkawt	2
15.	Living Water School, Mission Vengthlang	1
16.	Rosebud School, Ramhlun North	2
17.	Royal Standard School, Bungkawn	1
18.	Staines Memorial Higher Secondary School, Chanmari	1
19.	Penticostal Gateway High School	2
20.	St. Pauls higher Secondar School	2
21.	Synod Higher Secondary School	4
22.	Modern Higher Secondary School	1
	TOTAL	40

3.3.0 Construction of Tool:

A questionnaire for studying the perception of high school English teachers on English textbooks prescribed for Class X by Mizoram Board of School Education was constructed by the investigator. The questionnaire consisted of items framed on the basis of the objectives of the study. It asked questions on areas of the physical appearance of the textbooks, the academic aspects and the objectives of teaching English language in secondary education. The investigator collected these after being completed by the teachers.

3.4.0 Collection of Data:

Data were collected from secondary sources. The three English textbooks namely: Essential English Coursebook, Essential English Literature reader and Essential English Workbook, prescribed for Class X by Mizoram Board of School Education served as the main sources of study. Secondary data were also collected from journals, articles, books, dictionaries, reviews and essays on relevant topics. Data on perception of high school English teachers on English textbooks prescribed for Class X by Mizoram Board of School Education were collected by the investigator by distributing questionnaire to sample teachers from different schools in Aizawl.

3.5.0 Tabulation of Data:

Data on perception of high school English teachers on English textbooks for Class X were tabulated in the form of tables. Simple statistical techniques such as frequencies and percentages were worked out to facilitate analysis and interpretation of data.

3.6.0 Analysis of Data:

Data collected for realising the objectives of the study were analysed qualitatively and quantitatively. Interpretation was also done to make the analysis of the data more meaningful.

For analysis of the textbooks, the “ Guiding Principles for Printing of textbooks, ” developed by the Textbook Selection Criteria, Education Bureau, the Government of The Hong Kong Special Administrative Region and the “ESL Textbook Evaluation Checklist” by Joshua Miekley (2005) were used and adapted where appropriate.

Some guidelines stated by “Guiding principles for printing of textbooks, ” in relation to the present study are as follows:

1. Use of paper:

i) Use paper that is light, thin, durable and matt finished.

ii) Use paper of low cost given comparable quality.

2. Printing:

i) Print textbooks, workbooks and other supplementary materials separately so that consumers are able to choose and pay only for the learning resources that fit their needs.

ii) Reduce the blank space margin on each side of the page.

3. Font:

i) Adopt font types that are commonly used.

ii) The font size and type should be consistent throughout the textbooks as much as possible.

ii) Use a minimum font size equivalent to font size 12 in “Microsoft Word” for legibility.

4. Finishing of Covers:

i) Use gloss lamination to protect textbook covers and avoid using matt lamination.

ii) Avoid using costly methods to print textbook covers.

5. Binding:

i) Make good use of flexible binding methods to reduce the weight of textbooks.

ii) Adopt proper binding methods to make the textbooks easier to carry. For example, may bind textbooks in loose leaves, separate them into a few thin volumes or print them in separate modules.

6. Textbook layout:

i) It must be logical and consistent with appropriate use of space and margin for ease reading.

For the analysis of the content, vocabulary and grammar, exercises and activities, attractiveness of the textbooks, the following criteria have also been adapted from “ The textbook evaluation checklist ” by Joshua Miekley in 2005.

1.) The cover of the book must be appealing enough.

2.) Illustrations must be simple enough and close enough to the text.

3.) The text must be interesting enough that students will enjoy reading it.

- 4.) Subject matter must be presented either topically or functionally in an organised manner.
- 5.) There must be a variety of literary genres.
- 6.) Grammar rules must be presented in a logical manner and in an increasing order of difficulty.
- 7.) Vocabulary must be presented at an appropriate rate and must be reinforced in succeeding lessons.
- 8.) Activities must facilitate the use of grammatical rules by creating situations.

Using these guidelines, the investigator analyses the textbooks prescribed for Class X by Mizoram Board of School Education.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with an analysis and interpretation of the Prescribed English Textbooks namely: Essential English - Coursebook, Literature Reader and Workbook in terms of their physical aspects, academic aspects and in terms of the objectives of teaching English Language at Secondary level.

4.1.0 Physical Aspects of the three English Textbooks Prescribed for Class X by Mizoram Board of School Education:

The physical aspects of the three prescribed textbooks are evaluated in terms of the textbook cover design, quality of paper used, printing and layout, font size , binding and durability and the prices of the books.

4.1.1 Textbook Cover Design:

The cover of a book is the first thing that a reader sees which can either motivate or make one lose interest in the particular book. It has been found that the cover designs on the three books viz Essential English - Course Book, Literature Reader and Workbook are all having the same designs with respects

to fonts of the letters and images. The background colour of these covers i.e. red, with some designs on it differs a little. The cover of the Coursebook seems to be brightest in colour, which is followed by the Literature Reader and then by the Workbook which appears to be printed in a slightly lighter shade . It has also been found that prints on the covers are not attractive enough for an English textbook, looking more like a Mathematics book with the geometrical shapes that seemed to be rectangular, square and triangular in shape. No eye-catching images to attract the readers are seen though the words printed on the covers are of bright colours using white and blue. Thus, the design does not seem to be informative and attractive enough for a language textbook. The technical specification of the size of the book is “¼ Crown” which is also called Crown Quarto, an average magazine size in Mizoram used mostly in College magazines.

4.1.2 Quality of the Paper Used:

The cover paper quality of the three textbooks is said to be of medium quality and the technical name given to it is “250 gsm Chromo Card” which is a semi-laminated paper. Though the paper used for the cover is not of the best quality, it has been found that the quality is appropriate for students of Class X as it is expected to last the whole session. This is necessary to cut down the price of the books so that it could be affordable to the students. Moreover, it has

been found that the cover quality of these newly designed textbooks seemed to be better than the old course textbooks which could easily tear off. Though they are not hard back covers, the laminated front cover is found to be able to repel water which could protect the pages from tearing easily.

It has also been found that the quality of the papers used in the prescribed textbooks are not of the best quality. The technical name given to this kind of paper is “58gsm Cream Wove” and can tear easily if not carefully handled. However, as it has been said before, it is appropriate for students in their Tenth standard as they are now expected to be capable of looking after their books well enough. In terms of the quality of papers as a whole, the paper used is not of good quality. However, keeping in mind the price of the book and the users, it has been found that the paper quality is appropriate for Class X textbook.

4.1.3 Printing and Layout:

The printing and layout of the prescribed textbooks as a whole is found to be quite appropriate for Class X students. There is a clear structure and consistency in appearance throughout the textbooks with each unit following the same basic pattern of presenting the lesson followed by grammatical activities and exercises to improve the different language skills. This seems to be good for those who like uniformity while it might seem to be boring for those who like a variety in the manner of presenting the lesson and activities and exercises. It

was found that the printing quality of the three prescribed textbooks is clear and no spelling mistake is found in them.

The “Table of detailed contents” given at the introductory page vi and vii in the Coursebook is found to be inappropriate as one has to turn the book over to read the columns presented in the horizontal manner. On the other hand, the “Table of Detailed” contents given at page vi of the Workbook is presented in a vertical manner which could be read with ease. The workbook has no “Table of Detailed Contents” page but only highlights the contents of the Literature Reader in page vi.

It has been found that the headings of exercises and activities mainly in the Coursebook are not given a proper numbering system though the items under each heading are numbered properly.

The illustrations found in the lessons are also found to be appropriate for the readers as they convey the message and highlight the important incidents which the lessons meant to depict. They are found to be simple enough and close enough to the text, adding to its meaning rather than detracting from it. However, these pictures and illustrations appear dull as they are only printed in black and white.

It has been found that there is appropriate use of space and margin for ease reading which makes the text logical and consistent. The layout as a whole is found to be appropriate except for the use of the American style in not

making any indent at the start of the paragraphs at each unit. This can moreover make the child think that the lesson is not interesting enough as it looks fuller, which at the same time, can make his/her interest wander away, further creating the thought of the lesson being too lengthy for them to study. It has been found that the use of more than two different fonts makes the textbooks appear messy and unorganised. An example of this could be seen right from the first chapter of the English Coursebook.

4.1.4 Font Size:

It has been found that the size of the fonts used for the titles of the lessons, content matter of the lessons and exercises in all the three prescribed books is appropriate except for some standards. The font used to write the number of the lesson at the top left corner is found to be rather childish and not formal enough for a textbook. The chapter headings are printed in a larger font size and are bolded which makes them stand out. The introductory paragraphs in the Coursebook as well as in the Literature Reader are italicised which distinguishes it from the body of the main lesson to be learned. The fonts used for the glossary given in each lesson is smaller than the fonts of the main body of the lesson which also makes it easier for learners to distinguish and learn the important words given in the units.

It has also been found that though a variety of fonts may make the lesson look interesting and easier to highlight important aspects, the presence of a mixture of different size and types of fonts in a page makes it look a little messy and confusing for the readers. An example of such is found in page 1 of the Workbook.

Example:

Worksheet 1: David's Story

Grammar

SIMPLE TENSES

Simple present tense

Fill in the blanks with the simple present form of the verbs given in brackets.

Today I am going to tell you about Mario. I met him about a year ago and we have become good friends. Mario.....(come) from a half-Italian, half-Portuguese stock.....

4.1.5 Binding and Durability:

The prescribed textbooks are separated into three volumes - The Coursebook with 152 pages, the Literature Reader with 88 pages and the Workbook with 80 pages. It has been found that these books are thin and compact in size. Therefore, they are found to be quite suitable for students as

these textbooks are not heavy to carry around. Furthermore, it gives students the idea that such books could be completed easily without much burden right from the first impression they get after seeing the book. The binding of these three books is quite good and is expected to be suitable for students to use the whole year/session around. It has been found that the paper quality and the cover quality is expected to last throughout the semester. This however greatly depends on the way it is handled and the one using it.

4.1.6 Price:

The prices of the textbooks Essential English, a multi-skill language course - Coursebook, Literature Reader and Workbook are 80, 66 and 66 in Indian Rupees respectively. These prices are found to be affordable for students in the major cities and towns. Keeping in mind those students belonging to the BPL class or those of the remote villages, the price is found to be quite high as students not only have to purchase these English textbooks but also textbooks of various other subjects as well. A comparison of the price of the Old course textbooks and the new course textbooks shows that there is a rise in the prices which may create a burden for students belonging to the lower status in the society. Lets Enjoy English Coursebook i.e, the Old Course textbook cost Sixty-four in Indian Rupees while the prices of Lets Enjoy English Literature Reader and Lets Enjoy English Workbook were both thirty-three in Indian Rupees.

Those prices were found to be much affordable and appropriate for students across the state when the economic condition of the majority is taken into consideration.

4.2.0. Academic Aspects of the three English Textbooks Prescribed for Class X by Mizoram Board of School Education:

The investigator in this section, analyses and evaluates the three prescribed textbooks separately under the following categories; the content, the different literary genres present, the grammatical items and the various activities and exercises.

4.2.1 Content:

Essential English Coursebook: The Essential English Coursebook contains eight short stories and six short poems which are generally found to be realistic and likely to appeal to the learners. The content in the Coursebook is found to be avoiding the presentation of negative racial, cultural and sexual stereotypes.

Each lesson is having a warm up or an introductory paragraph at the beginning which is found to be serving the purpose of smoothly introducing the particular topic. Furthermore, these warm up paragraphs motivate the learners and give them a purpose to read thus, trying to promote meaningful tasks. It has

been found that these warm up paragraphs at the beginning of each topic do prove to be a great source in inspiring and motivating the students to learn their lessons.

The stories are followed by exercises and activities which aims at promoting and developing the four language skills of Reading, listening, speaking and writing. Activities and exercises to learn and improve the Vocabulary, Spelling, Grammatical items, Writing, Listening and Speaking are emphasised. However, the poems are not followed by such activities and exercise but by some questions which helps in appreciating the poems.

Accounts of brave and heroic children, the units dealing with the need to protect the natural environment, the remarkable story of sportsmen, and the beautiful poems all in a way, contribute to the learning of not only the English language but to the learning of morals and development of the personality of students as a whole. This helps them understand and appreciate others and the environment around them which in turn proves very useful in their everyday lives.

One defect which comes to mind is the absence of Mizo stories as well as Mizo Authors (except for the first unit David' Story) with which the students could have identified themselves and feel more at home with the topics. Thus, though the content matter mostly meet the students needs, it sometimes needs to be adapted and supplemented for the local context.

It has been found that the subject matter as a whole is presented in an organised manner and that the content contains real-life issues that motivates the learners in their everyday life

Essential English Literature Reader: The Literature Reader is a thin book which contains Seven short stories including an interesting science-based short play by Dilip M. Salwi and two poems. Interesting works of great writers like William Shakespeare, Hellen Keller, Saki, Arthur Conan Doyle etc are provided in this textbook. Unlike the Coursebook, the Literature Reader does not contain many exercises and activities intended to improve the different skills as seen in the Coursebook. However, the exercises and activities that follow the lessons and poems are mostly meant to develop an appreciation for literature and to help students comprehend the given stories and poems.

Essential English Workbook: The Essential English Workbook contains eight different worksheets focussing on grammar, vocabulary and writing practices. It has been found that there are no proper introductory paragraphs as in the Coursebook and the Literature reader which can create problems to the students. Grammatical units and exercises are introduced without proper definition and description. This shows a lack of exercising the previous knowledge that students have already acquired.

4.2.2 Different Literary Genres:

A literary genre is a category of literary composition which may be determined by literary technique, tone, content, or even length in the case of fiction. To understand and have an appreciation of the beauty of literature, students need to be acquainted with the different literary genres in literature.

Essential English Coursebook: It has been found that the Essential English Coursebook contains eight short stories including biographical, environmental and adventure stories such as:

- i) David's story
- ii) Don't Die Graham! Don't Die
- iii) Wangari Maathai
- iv) The Lap of Honour
- v) A Face on the Wall
- vi) Two Gentleman of Verona
- vii) The Day of an American Journalist in 2889
- viii) Adventures in Antartica

The Coursebook also contains Six poems which are all found to be age appropriate in terms of the interest levels of students of Class X. The poems included in the course are as follows:

- i) The Brook by Alfred Tennyson (English poet)
- ii) The Poplar field by William Cowper (American)
- iii) Be the Best by Douglas Malloch(American)
- iv) The Hero by Rabindranath Tagore(Indian)
- v) Money-madness by D.H. Lawrence(English)
- vi) Written in the Fields by John Keats.(English)

As seen in the brackets, these poems are written by a mixed nationality of poets which have the advantage of introducing students not only to English literature but to World Literature, thereby developing an appreciation of poetry.

Though there is presence of wonderful short stories and delightful poems, lack of drama or short plays which can further help in the development and an appreciation of literature is evident from the Coursebook.

Essential English Literature Reader: The Essential English Literature Reader contains two poems viz: The Louse and the Mosquito by Vikram Seth and The Land of Beyond by Robert Service respectively. Seven short stories to acquaint the students in developing their reading and comprehension skills are also included in the Literature Reader textbook. These are :

- i) The Merchant of Venice by William Shakespeare
- ii) The Story of My Life by Helen Keller
- iii) The Paper Plague by Ero Tolvanen

- iv) The Corener Shop by Lady Cynthia Mary Evelyn Asquith
- v) The Stalled Ox by H.H. Murro (Saki)
- vi) Science is My Best Friend by Dilip M. Salwi
- vii) The Adventure of the Three Students by Arthur Conan Doyle

Among these short stories, there are two adapted works of the famous William Shakespeare and Arthur Conan Doyle. To add to the variety of the literary genre, the Literature Reader introduces two plays for the students – Science is My best friend and The Adventure of the Three Students . Students are also introduced to the blank verse style of poetry composition in this textbook. The elements of satire, motivating biographical accounts and attractive plots are found to be quite appropriate for class X students. On the other hand, as it was in the case of the Coursebook, no Mizo story or Mizo writer make a contribution in the writing of this Literature Reader which is found to be a drawback of the Literature Reader.

Essential English Workbook: The Essential English Workbook, from the name itself does not put much emphasis in the learning and introduction of different forms of genres in literature. It acts as a supplement to continue the exercise and activities in the coursebook, thereby providing opportunities to learn the grammatical items as well as the vocabulary and writing skills. It is

filled with a number of worksheet in which students are expected to exercise the different grammatical structures, vocabulary and writing activities.

4.2.3 Grammar:

Grammar, according to the Pocket Oxford English Dictionary is , “The whole structure of a language, including the rules for the ways words are formed and their relationship to each other in a sentence.” According to Dr. Sweet as cited in Govil (2006), grammar is “the practical analysis of a language.” It deals with the various laws and framework of a particular language and helps one to be aware of the nature of the language. It has been found that the grammatical items introduced are found to be interesting along with the examples given. The grammatical items introduced in the prescribed books are as under:

Essential English Coursebook: The Essential English Coursebook provides ample room and opportunity for the learning of Grammar after every story in the lesson.

The following table shows the grammatical items introduced in every lesson in the Coursebook.

Table 4.2.3.01

Grammatical items present in the Coursebook

UNIT	GRAMMAR
1. David's Story	<ul style="list-style-type: none"> • Simple tenses • Continuous tenses
2. Don't Die, Graham! Don't Die!	<ul style="list-style-type: none"> • Perfect tenses • Perfect Continuous tenses
3. Wangari Maathai	<ul style="list-style-type: none"> • Active and Passive Voice • Subject-verb concord • Non-finite verb forms
4. The Lap of Honour	<ul style="list-style-type: none"> • Types of sentences • Connectors
5. A Face on the Wall	<ul style="list-style-type: none"> • Types of phrases and clauses
6. Two gentlemen of Verona	<ul style="list-style-type: none"> • Reported Speech • Comparisons • Prepositions
7. The Day of an American Journalist in 2889	<ul style="list-style-type: none"> • Nominalisation • Determiners • Pronouns
8. Adventures in Antarctica	<ul style="list-style-type: none"> • Modals • Punctuation • Word order in sentence

These grammatical items in the Coursebook are reworked and further studied in the Workbook.

The grammatical skill that the first lesson in the Course book tries to impart is the Tense- Simple Present, Simple Past and Simple Future. This is found to be suitable and appropriate because when learning tense, one has to start from the basic form of the tense in order to fully understand the other tenses. The Simple Present Tense is the base form of a verb and that is introduced in the first lesson. This follows the maxim of learning ie from simple to complex as the grammar instruction starts with an easier item starting from the basic. This item is followed in the first unit of the workbook in which more examples and exercises are given. It has been found that students are here introduced to a rather indepth study of the different forms of tenses with simple illustrations that helps the students in a better understanding of the meaning of the different forms of tenses.

It was found that the deductive method is used in presenting and introducing these grammatical items. After defining what a tense means, example sentences to guide students are given which is then followed by the exercises.

On the other hand, it was found that though the teaching of the Simple tense is found to be appropriate in teaching the Tense. However, there is absence of the introduction of the parts of speech, especially the verb which carries the main tense of a sentence. Students must have learned the parts of speech in the

previous classes in Class VIII or Class IX, but there is no mentioning of such in the coursebook. Thus, it was found that the Coursebook neglected the previous knowledge of the students that it first introduced the learning of the tense in a straightforward manner. One example which can create a problem can be cited from Unit 1 in page 8. The question asks students to fill in the blanks with present tense. The second question poses a problem.

“The police pilot vehicle.....(be) in front.”

The clue given inside the bracket in the above mentioned exercise suggests that an appropriate answer from the different forms of the verb-to-be must be used to fill up the blank. Though students might have already learned the different kinds of verbs in their 8th or 9th standards, there is no repetition or revision exercise of the different kinds of verbs in their class X textbooks. So, students could face problems as there seemed to be no room for revision of the previous knowledge .

The second lesson as seen in the table introduces students to the :

i) Perfect tense in its three forms-

present perfect, past perfect and future perfect tenses

ii) Perfect Continuous tense in its three forms-

present perfect continuous, past perfect continuous and future perfect continuous tenses.

It has been found that the presentation and introduction of each grammatical item is appropriate and easy to comprehend for the students as these items are described and defined with simple example sentences for the students.

Example of how these grammatical items are described with examples from the text.

Table 4.2.3.02

Example of grammatical items from textbook

<p>PRESENT CONTINUOUS TENSES: PRESENT PERFECT CONTINUOUS , PAST CONTINUOUS AND FUTURE CONTINUOUS</p> <p>Present perfect continuous tense</p> <p>Present Perfect Continuous tense is used for an action that began at some time in the past and is still continuing.</p> <p>Example: They have been going to the same school for the past eight years.</p> <p>The form of the present perfect continuous tense is: has/have+been+verb+-ing</p>

As shown in the table, students are provided with the formula of the particular tense that is introduced. This is of great importance as students can now apply the formula in their attempts to solve other exercises regarding the present perfect continuous tense.

On the other hand, another defect which is not in line with the maxim of simple to complex is that the studying of the “Agreement of the verb with its subject” is not introduced before the studying of the tense of any kind. Though students are given these useful formula, they have to be acquainted with the knowledge of when to use has/have in a sentence depending on the subject of the sentence. Keeping in mind the majority of students in Mizoram, a large number of students who have been studying in the Mizo medium schools face problems in this regard.

The units as seen in the table proceeds to the learning of the Voice- Active and Passive, which is followed by the Subject-verb concord and the non-finite verbs in the third unit. Then unit four introduces the different Types of sentences into four main categories- assertive or declarative, interrogative, imperative and exclamatory with a description followed by examples. To follow the maxim of learning from simple to complex, it was also felt that the types of sentences be introduced before the learning of the Voice as the knowledge of types of sentences is needed in order to master the Voice and the Narration- Direct and Indirect Speech which is introduced in Unit six.

It was also found that the introduction of Connectors in Unit four could have been introduced in Unit one or two as these have already been studied by students in previous Classes and could have been useful as reminders of students previous knowledges.

Unit five introduces students to phrases and clause again with examples. The definitions of the newly introduced items seemed to be insufficient for students to completely understand the difference between phrases and clauses.

As shown in the table, some parts of speech like, prepositions and pronouns are introduced towards the end of the units in Unit six and Unit seven. Word order in a sentence, which is thought to be of great importance in the learning of a language is given at the end of the units in Unit eight. The introduction of all these and Nominalisation and determiners in unit seven and the introduction of modals, punctuation etc. towards the end of the book clearly highlight that the grammatical rules are not presented in a logical manner and in the increasing order of difficulty.

Essential English Workbook: The following figure is a representation of the grammatical items found in the Workbook.

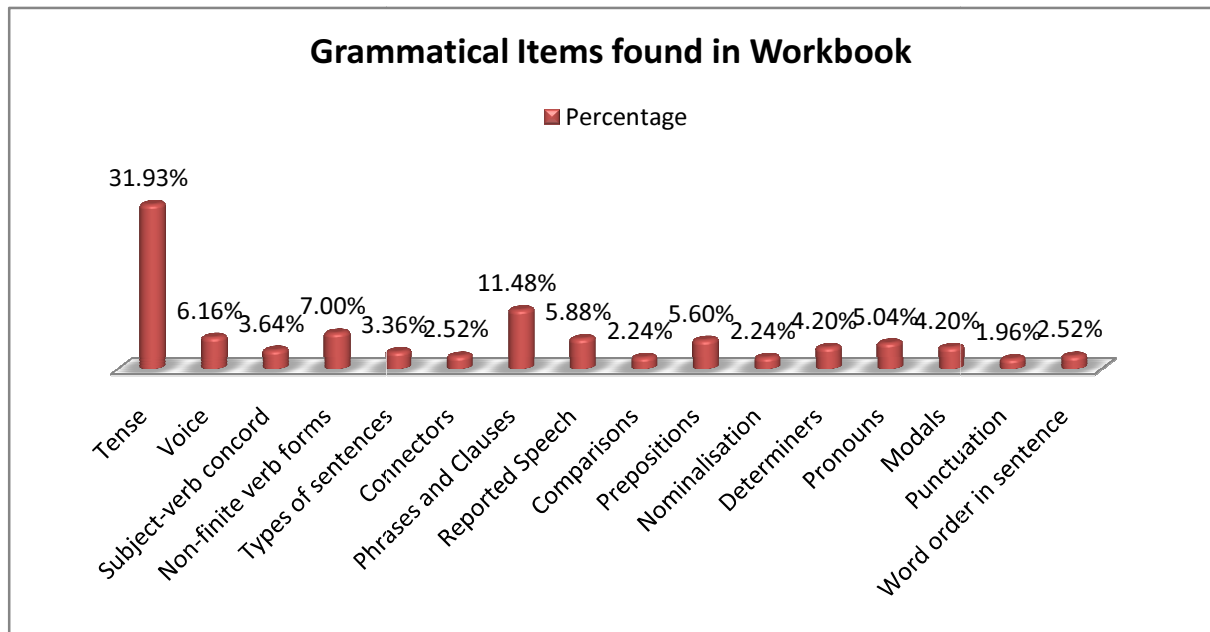


Figure 4.2.3.03: Grammatical items found in Workbook

The Workbook covers all the grammatical items covered in the Coursebook and acts as an indepth study into those rules and exercises given in the Coursebook. A drawback found in the workbook is that it does not have any description or definitions to the grammatical items introduced. Though students are expected to be already acquainted with the rules in the coursebook, it was felt that a short introduction or at least a definition of the exercises must be given. Example sentences to guide the students are only given in some exercises. Majority of the exercise have no description and examples to remind students of their previous knowledges.

Another defect found here is that no numbering is given at the start of the exercises which makes it a little confusing for the teachers as well as the learners. Appropriate illustrations in black and white, to match the exercises and activities are given in some exercises though these are not sufficient enough in assisting and guiding students to solve all the exercises..

The Worksheets are found to be more like a continuation of the exercises and activities given in the Units of the Coursebook. It provides room for students to revise and be more familiar with the differences in the tense in this various forms. However, due to limitation of time, these grammatical items presented are found to be not sufficient for students to gain adequate knowledge about the correct pattern and structure of the English language. Moreover, as have been said before, the maxims of teaching should be taken into consideration when introducing grammatical items in a textbook.

Essential English Literature Reader: The Literature reader does not provide special room for the practice of grammatical rules and exercises in it. It acts mainly as a material to help students appreciate literature and assists them more in the development of listening and reading skills than the grammatical knowledge.

4.2.4. Activities and Exercises:

This section deals with the kinds of activities and exercises present in all the three prescribed textbooks.

Essential English Coursebook: The following table shows the number of activities and exercises present in the Coursebook.

Table 4.2.4.01

Number of activities and exercises present in the Coursebook

Sl.No	NAME OF ACTIVITIES AND EXERCISES IN COURSEBOOK	NO.OF ACTIVITY	PERCENTAGE
1.	Vocabulary	9	9.68
2.	Study skills	6	6.45
3.	Grammar	48	51.61
4.	Reading	8	8.60
5.	Listening and Speaking	12	12.90
6.	Writing	10	10.75
	TOTAL NO.OF ACTIVITIES	93	100

Analysis of data vide Table 4.3.1.01 shows that grammatical activities occupy an important place in the coursebook in a percentage of 51.61. The least

number of activity found in the Coursebook is the study skills that consists of teaching of spellings, phonetics and word stress.

The following table represents the name and number of activities and exercises relating to grammar in the coursebook.

Table 4.2.4.02

Name, number and percentage of activities and exercises relating to grammar in the Coursebook.

Sl. No	Name of activity relating to grammar	No. of activity	Percentage
1.	Tense	46	22.00
2.	Voice	10	4.78
3.	Subject-verb concord	10	4.78
4.	Non-finite forms	13	6.22
5	Types of sentences	11	5.26
6.	Connectors	8	3.82
7.	Phrases and clauses	31	14.82
8.	Speech	11	5.26
9.	Comparisons	10	4.78
10.	Prepositions	19	9.09
11.	Nominalisations	9	4.30
12.	Determiners	8	3.82
13.	Pronouns	13	6.22
14.	Modals	11	5.26
15.	Punctuation	1(Paragraph)	0.47
16.	Word order in sentence	8	3.82
	TOTAL	209	

The following figure is a representation of the number of activities relating to grammar present in the Coursebook in percentage.

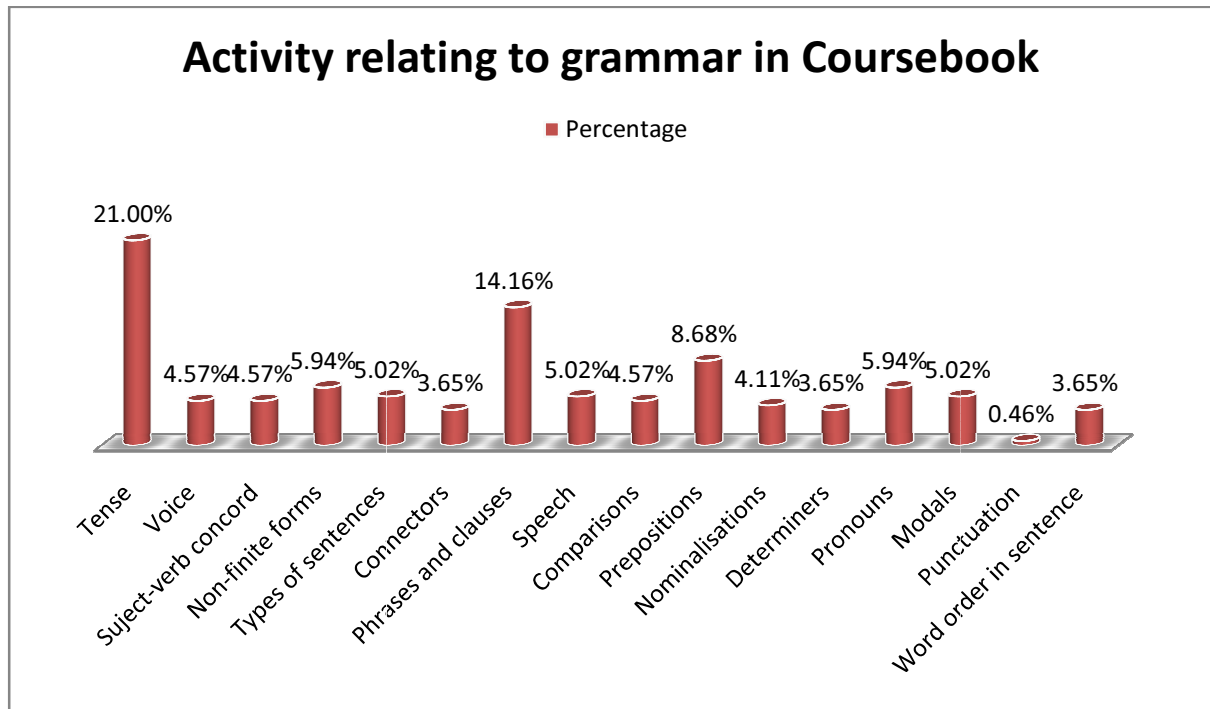


Figure 4.2.4.03: Activity relating to grammar in the Coursebook

An analysis of the above figure indicates that activities relating to ‘tense’ occupies 21% of all the activities and exercises present in the Coursebook, followed by the activities and exercises relating to ‘phrases and clauses’ which consists of 14.16%. It has been found that ‘punctuation’ is given the least importance with a percentage of 0.46%. The activities and exercises relating to ‘voice, subject-verb concord and comparisons’ occupy 4.57% while only 3.65% is given for the learning of ‘connectors, determiners and word order in sentences.’ The introduction of activities and exercises relating to the learning

of some parts of speech is given importance. Activities and exercise relating to ‘preposition’ occupies 8.68% while ‘pronouns’ occupies 5.94%.

The following table represents the name, number and percentage of activities relating to study skills in the Coursebook.

Table 4.2.4.04

Name, number and percentage of study skills in the Coursebook

Sl.No	Name of study skills	No. of skills	Percentage
1.	Spelling: unscrambling	10	18.52%
2.	Spelling: Syllables	15	27.78%
3.	Pronunciation: The letter ‘u’	6	11.11%
4.	Pronunciation: Stress	14	25.93%
5.	Spelling: Plurals of foreign words	9	16.67%
	TOTAL	54	100.00%

An analysis of data vide Table 4.3.1.03 shows that the learning of spellings and syllables occupies the largest percent in the introduction of learning skills with a percentage of 27.78, followed by the learning of pronunciation with a percentage of 25.93. It has been found that pronunciation using the letter ‘u’ occupies only 11.11%.

The following table is a representation of the name and number of activities and exercises relating to the four skills of teaching English Language in the Coursebook.

Table 4.2.4.05

Number of Activities and Exercises relating to the four skills of teaching English Language

Sl.No	Name of Skills	No.of Skills	Percentage
1.	Listening Skills	17	10.55
2.	Speaking Skills	37	22.99
3.	Reading Skills	97	60.25
4.	Writing Skills	10	6.21
	TOTAL	161	

An analysis of vide data Table 4.2.4.05 shows that majority of the activities and exercises in the Coursebook are in relation to the development of Reading Skills with a percentage of 60.25 while the least number of activities and exercises to develop a particular skill is found to be the Writing Skills with a percentage of 6.21 only.

Essential English Literature Reader: The Essential English Literature Reader focuses mainly on the Reading and Speaking activities. Activities under

“Let’s infer” which are meant to be developing the reading skills and comprehension skills of the students can be used to develop the writing skills and utilised if needed. The number of reading and speaking skills in the Literature reader is shown in the following table:

Table 4.2.4.06

Number of Reading and Speaking Activities in the Literature reader.

Sl. No	Name of activities	Number of activities
1.	Let’s infer (Reading Skills)	45
2.	Let’s discuss (Speaking Skills)	18

It has been found that these Reading skills are found in the form of texts like short stories and poetry which are to be read in the classroom while the speaking skills are found in the activities to be carried out. With the help of teachers, students can learn to read and comprehend the learning topics while at the same time learn to speak the language. However, due to limitation of time, these Reading and Speaking skills could not often be mastered by students.

The two poems- ‘The Louse and the Mosquito’ by Vikram Seth and ‘The land of Beyond’ by Robert Service do not contain any activity or exercises and are mainly intended to inculcate reading pleasure in students.

Essential English Workbook: The following figure shows the percentage of the different kinds of activities and exercises in the workbook.

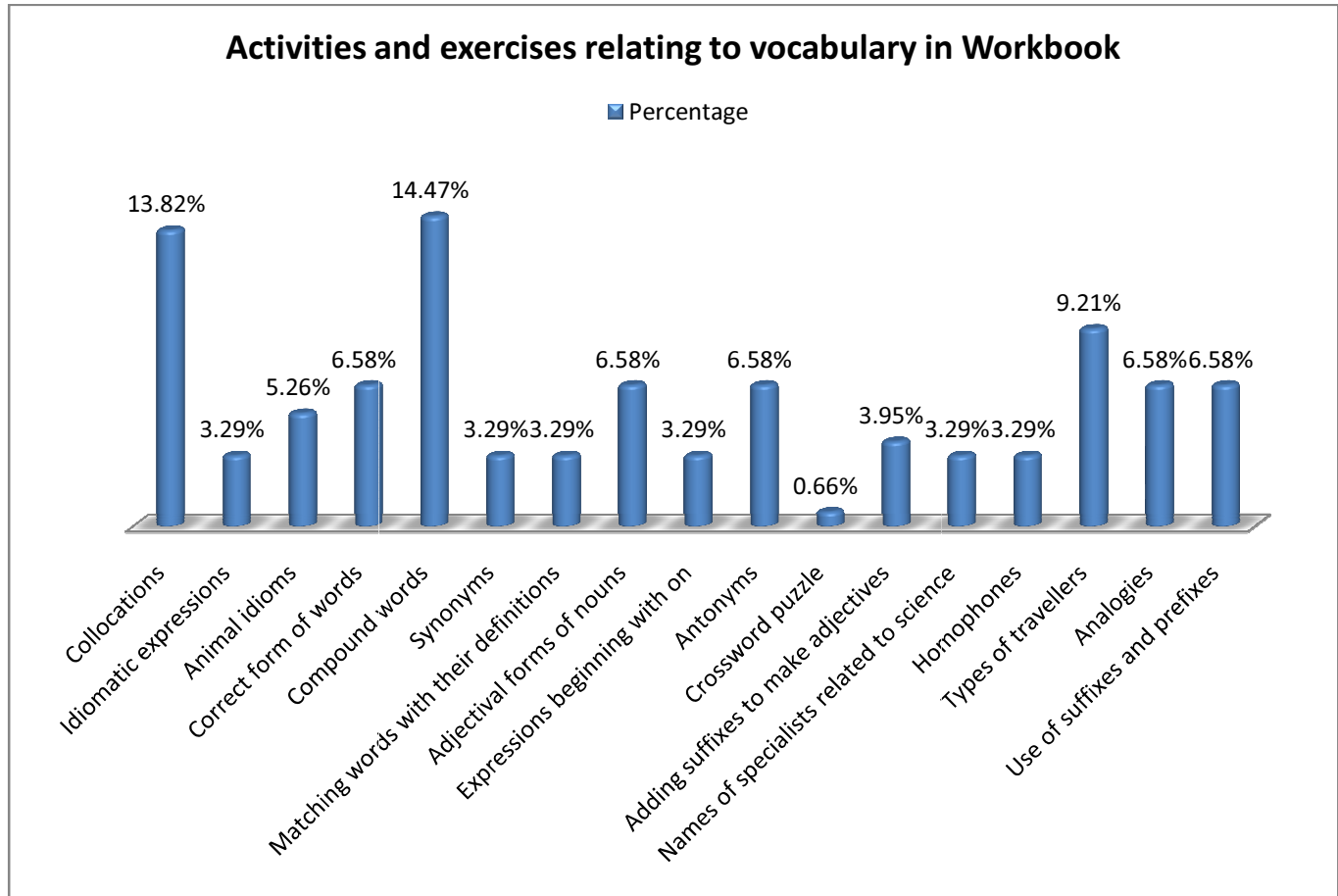


Figure 4.2.4.07: Activities and Exercises relating to Vocabulary in the Workbook.

Analysis of the above figure shows that ‘compound words’ occupies 14.47%, followed by the introduction of ‘collocations’ with 13.82% and ‘types of travellers’ with 9.21%. Activities and exercises relating to –idiomatic expressions, synonyms, matching words with their definitions, expressions beginning with ‘on’, names of specialists related to Science and homophones occupy 3.29% each.

The table below is a representation of the type and number of activities and exercises relating to writing in the Workbook.

Table 4.2.4.08

Type of activities and exercises relating to Writing

Sl.No	Type of activities and exercises relating to Writing	No.of activities/exercise	Percentage
1.	Newspaper article	2	14.29
2.	Message	1	7.14
3.	Narrative essay	1	7.14
4.	Note-making	1	7.14
5.	Informal and formal invitations	2	14.29
6.	Informal and formal letters	2	14.29
7.	Writing an article from notes	1	7.14
8.	Postcards	1	7.14
9.	Summary	1	7.14
10.	Describing a place	1	7.14
11.	Letter to the editor	1	7.14
	TOTAL	14	100

Analysis of vide data table shows that activities and exercises relating to newspaper articles, informal and formal writing of invitations and letters

comprise of 14.29% each while message, narrative essay, note-making, writing an article from notes, postcards, summary writing, describing a place and writing a letter to the editor occupy 7.14% each in the Workbook.

The following figure is a representation of the number of activities and exercises relating to writing in the Workbook

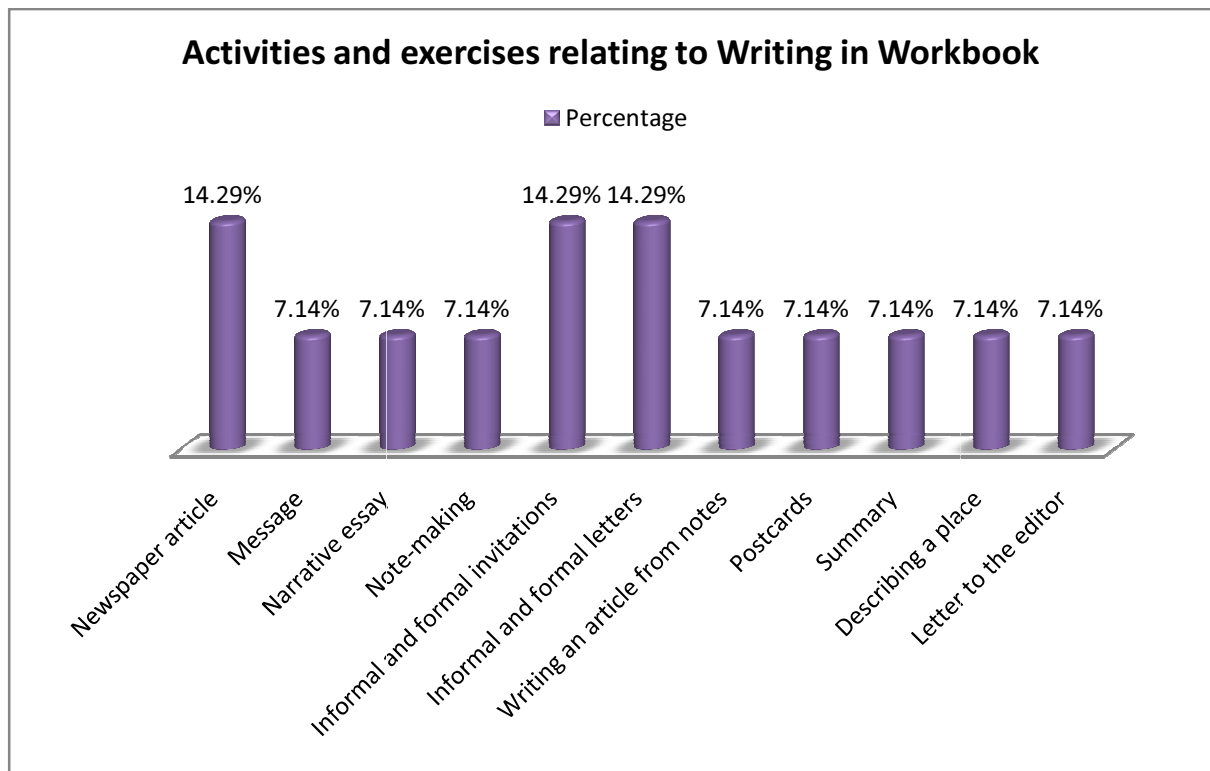


Fig. 4.2.4.09: Activities and Exercises relating to Writing in workbook.

It has been found that majority of the teachers, i.e. 62% thought that the activities and exercises in the prescribed textbooks give opportunities for students to make use of the new words they have learned in class. The figure below is a represents the percentage of teachers who are in line with this statement.

4.2.5 Marks carried by each lesson with reference to the syllabus.

Class X questions are separated into five sections into which the weightage of objectives of learning are divided as under:

Knowledge: 30%

Comprehension: 50%

Expression: 20%

It has been noted that Section A 'Reading' carries 10 marks in which two unseen passages with a view of comprehension questions including 2 marks for word-attack skills such as word formation and inferring meaning which must be written in 250-350 words in length.

Section B 'Writing' carries 15 marks in which students are expected to attempt one short composition (post-card, notice, message, note-making, poster, reports, invitation, summarization, précis writing etc.) carrying 3 marks and two long compositions (article, letter writing, essay, diary entry, recoding information etc.) carrying 6 marks each.

Section C 'Grammar' carries 15 marks covering all the grammatical items introduced in the Workbook as well as the Coursebook.

Section D 'Textbooks' carry 40 marks in which the Coursebook is found to carry 26 marks and the Literature reader 14 marks.

It was found that the weightage to difficulty level is divided as follows:

Easy: 30%

Average: 50%

Difficult: 20%

Thus, the marks carried by the textbooks are found to be appropriate with reference to the syllabus for Class X students.

4.3.0. Fulfilment of Objectives of Teaching English Language at Secondary Level:

To improve the language proficiency and literary competences of students, it is of great importance that the content of an English language textbook is selected to achieve the objectives of teaching the particular language. According to B.W.Somatkar, the aims of teaching English in India are as follows:

- 1) To enable to listen English with proper understanding
- 2) To enable to speak English correctly. It means that producing sounds with the proper stress and intonation.
- 3) To enable the students to read English and comprehend and interpret the text.

- 4) To enable the students to write English correctly and meaningfully, i.e. for example writing letters, applications, description and accounts of day to day events.
- 5) To enable to acquire knowledge of the elements of English.
- 6) To enable to develop interest in English.
- 7) To increase students ability to use planning, drafting and editing to improve their work.
- 8) To enable students to express themselves creatively and imaginatively.
- 9) To enable students to speak clearly and audibly in ways which take account of their listeners.
- 10) To enable students to become enthusiastic and reflective readers through contact with challenging and text level knowledge.

4.3.2. To Develop Listening Skills:

One of the main objectives in developing the listening skills in students is to enable them to understand the daily conversations in English at a normal speed of time. i.e. five syllables a second according to Thompson and Wyatt.

Essential English Coursebook: The Coursebook, besides the main text of the lessons, offers opportunities for students to develop their listening skills

through discussions, debates, role-play, asking questions etc. Each unit has a reading exercise “ Learn to read” that is in the form of a reading composition. Students are here expected to read the text and answer the given questions based on their reading.

Unit 1 “ David’s story” is about how a wrong decision can change and cut short a promising life. This theme is inter-related to the activity given in order to develop the listening skills of the students. The activity in Page 13 of the Coursebook provides a short paragraph in which students are expected to listen to the teacher who talks about enjoyment of their freedom and the necessity of discipline. Students are then supposed to form groups of four. in which a discussion session is to be carried out. The main activity that the teacher is supposed to be narrating to the students is as follows:

Example from Page 13 of Coursebook: Think about your own situation in school and at home. Don’t you enjoy a lot of freedom? Do you, however, feel that there are some areas where you don’t have freedom? Have you thought of the reasons why your freedom has to be restricted? Is there a need for discipline in some aspects of your life? Is this why your parents or teachers sometimes insists on being disciplined?

The above example from the text is a portion from the Listening and Speaking paragraph which is found to be appropriate as it too conveys the

message and the main theme of the text, thus stimulating the need to make the right decision and the need for restrictions for students.

Unit 2 also provide opportunities in which a teacher would talk about an account of the lives of crocodiles and the threat these creatures impose on human beings in different countries. Students are then again expected to listen to the teacher and through their understanding , they are supposed to answer the question given to them.

This particular activity was also found to be appropriate and interesting for the students as they have just learned a true account of Peta-Lynn Mann, who at the age of twelve, saved her friend from a crocodile attack when they were on a boating trip. This link in the story and the activity given for developing the listening skills of students is found to be motivating and interesting for the students.

Unit 3 introduces students to ways of making complaints in which the teacher tells students about the expressions normally used when making complaints. An illustration in black and white is also shown in through which students could learn the ways of complaining. However, this is not found to be of great help in developing the listening skills of students as it has to be read and seen by the students.

In Unit 4, the teacher is expected to guide students and role-play situations as given in the activity. Students could develop their listening skills by listening to their fellow students through these role-plays.

Example: Study the way people ask for information on the telephone.

Receptionist: Good morning, Bharat Airlines. May I help you?

Caller: Good Morning. Could you please tell me about the flights to Kolkatta?

Receptionist: There are two flights daily. One leaves at 8:30 a.m. and the other is in the evening at 7 o'clock.

Caller: Thank you very much.

After introducing students to these conversations, the teacher is expected to tell students other alternative ways of finding information through others. Some ways given in the textbook are as follows:

I'm calling to find out.....

I'd like to ask about.....

I'm calling about....

Could you tell me...please?

I'd like to know, please, if.....

Unit 5 comes up with the introduction of the idea of debates in the classroom. It has been found that through an activity like debate, students could learn how to listen and comprehend what others are saying and thus try to respond to their fellow classmates in the debate.

Unit 6, in its Listening and Speaking column, mentions the education of children and the Act according to which children of the age group of 6-14 years has the right to elementary education in India. Then students are asked to form groups to discuss the possible remedies for children dropping out from schools. Thus, in this way students could easily find out the solutions through the discussions. This is found to be appropriate too as the question could easily be understood by the students since the incident brought up in this activity is based on their every day life in schools. Some might have witnessed drop outs from their schools too.

Unit 7 deals with a futuristic story, a world of technological advancements where newspapers are not printed but spoken. The listening activity included in this unit is too about science and its importance to our lives. Students are asked to discuss the topic in groups by giving them hints and points to discuss.

Unit 8 is an adventure story. Thus the Listening activity is also supposed to be carried out through role-play between the teacher and three students. This

is not found to be very appropriate as not all students are involved in this activity.

Essential English Literature Reader: The Literature Reader book do not provide a separate column for the development of Listening skills. The main given text seemed to be the only thing that if read aloud by the teacher, students could learn to listen and comprehend the meaning. No separate activity or exercise is provided to develop this skill. However, the “ Let’s discuss” activity at the end of each lesson except for the two poems, could be utilised as an activity to develop the listening skills of students. While discussing the given points which are related to the text itself, students could develop their listening skills by listening to the discussion from the teacher and their classmates.

Essential English Workbook: The Workbook too, like the Literature Reader makes no room for the development of Listening skills. It is mainly focussed only on grammar, vocabulary and writing developments. No room is made to fulfil the objectives of Listening skills in particular.

Apart from all these various exercises and activities, no audio-visual materials are provided along with the textbooks.

4.3.2. To Develop Speaking Skills:

The skill of speaking follows the skill of listening. Once students are able to listen and understand daily simple conversation, they are ready to learn the skill of speaking accurately at a normal speed. The activities meant for developing the Speaking skills of students are combined with the listening activities in the Coursebook. As seen in the previous analysis of the Listening skills, students in Unit 1 are supposed to listen to the teacher and their classmates, discussing the given activities in groups of four in which each student has an opportunity to speak up. An example from the textbook to encourage the students to speak up is given in the following table:

Activity example from Page 13

The list given below may help you in your discussion.

Table 4.3.2.01

Example activity to develop Speaking skill from textbook

In the context of home	In the context of your school
food	dress code/uniform
dress	rules of conduct in the classroom
bedtime	tests and exams
Watching TV	interactions with teachers and seniors
Going out with friends	Choice of subjects

It has been found that these exercises and activities seem quite appropriate for students as they are all easy and simple topics to be discussed for those who are not yet fluent with the English language. Students could easily connect themselves with these activities which helps in the development of their speaking skills in the classroom too.

Unit 2 and Unit 5 provide activities in which students have to organise debates using given topics in the textbook. This is also found to be appropriate and helpful for students as they could use develop both their listening skills as well as their speaking skills through these activities. However, not all students could participate in these debates, so it might not be that effective for the students as a whole.

The activity given in unit 3 is found to be suitable for students as all students could participate in the activity given. Students are introduced to the ways of making complaints and are then asked to sit in pairs and receive complaints about certain situations like:

- i) Someone's dog is biting everyone
- ii) The neighbour's parties are noisy
- iii) The painter's work is very shabby
- iv) The fan in your room is not working
- v) The team is not playing well

vi) A fellow passenger's suitcase is coming in the way in a train compartment.

In unit 4, students are expected to have a conversation with a partner and play roles asking for information through a phone. The conversation topics given are of interesting topics for students which makes it easier for them to speak up. Certain topics like calling a local bookstore to find out the price of the new Harry Potter book, a trip to Goa with family, calling a movie theatre to find out tickets availability and calling a school to find out whether school is closed due to a bandh.

The activity meant to develop the Listening and sSpeaking skills in Unit 6 is found to be a little unfamiliar to students especially in Aizawl city. Child labour is not common in Mizoram as it is in other states. So, though the activity seems quite appropriate in developing the skills in students, students might not be able to relate to such an incident. Besides, students are asked to discuss the possible reasons and remedies for children dropping out of school and are asked to present their views before the class. This might take a lot of time and each student might not even have the opportunity to present their view within the class period.

Unit 7 is a lesson on science and technology which is quite interesting and familiar to students of class X. Thus the activity given in this unit seems appropriate in developing the speaking skills.

Role-playing in groups of four is again given in the last unit in Unit 8. This too is appropriate and motivating for the students as the topic of discussion given could be related to the students. The activity is as under:

Your school is organising a five day excursion to Memphi Hills, about 200 km from your town or city. In groups of four, role-play a briefing session between the teacher and three students. The teacher should give instructions about reporting time, what and how much to carry, type of clothing suitable for the trip and other dos and don'ts. The students should seek clarifications about these instructions and also ask questions about carrying music players, cameras, cell phones and snacks.

Apart from these activities there is a "Learn to infer" column in which students are asked to explain and sometimes discuss topics relating to the given texts. These could also be used in developing the speaking skills of students while at the same time can also serve as reading comprehension for the students.

Essential English Literature Reader: When speaking skill is concerned, the Literature reader, as have mentioned before, do not include a separate space for the development of speaking skills. However, the "Let's discuss" activity at

the end of each lesson could be utilised by the teacher and the students to develop speaking skills. This might create problems if the teacher could not motivate students to speak up using the topics of discussion given which might not seem to be interesting enough for students.

Workbook: The Workbook do not make room for the developmet of the speaking skills of students. No separate activity or exercise is provided in the workbook to develop and inspire students to speak in English. It only contains a number of worksheets in wich students are expected to revise and master the grammatical items.

4.2.3 To Develop Reading skills:

The Essential English Coursebook: The Coursebook as a whole can be used as a reading skill development material. However, there is a “ Learn to Read” column in which students are asked to answer questions based on the reading of their text. This text could serve as an important tool to practice silent reading and loud reading . The teacher could select the portion to be read and can ask students to repeat after him/her. In this way, students could learn the pronunciation, stress and intonation at the same time under the teacher’s guide.

Essential English Literature reader: The Literature Reader too could be of great assistance in the development of reading skill among students. The text in

each unit and the poems could serve as materials to practice reading. Silent reading and loud reading could both be practice through these texts and poems.

Essential English Workbook: The workbook again provides no separate task or activity to develop the reading skills of students. However, it was found that the activities and exercises could be used to practise Reading skills as and when necessary.

4.3.4. To Develop Writing Skills: The skill of writing aims at enabling students to express themselves clearly and logically.

Essential English Coursebook: To develop the writing skills of students, the Coursebook includes a number of writing activities after each unit in the book.

Unit 1 David's story introduces students to the writing practice of a Poster. The exercise begins with a short introduction and necessary information of the given topic which is found to be a good guideline for the students. It was found that the topic given to undertake is also appropriate as it is in line with the theme of the lesson. Students are asked to give the poster an appropriate title, and to mention the venue, date and time of the event. Then a list of useful tips to guide the students is given as follows:

- Create awareness to inform and educate the public about this issue
- Provide clear dos and don'ts

- Have slogans which are catchy and easily draw attention
- Indicate the name of the organization/ individual that is issuing the notice
- Have attractively laid-out-text- you may use colour and drawings to embellish it.

Unit 2 includes writing of an article in about 150-200 words with the title “Ways to prevent animal attack” for a school magazine. This is found to be interesting and appropriate for students to help in developing their writing skills. Unit 3 includes writing of a formal letter of complaint giving guidelines and providing a format of a formal letter. Unit 4 includes recoding information in which an account of playing hockey and a famous player Dhyan Chand is given with an illustration. Unit 5 introduces the writing of a personal letter and the writing of a report. Unit 6 includes writing a diary entry which makes use of the text and the story behind it.. Unit 7 includes preparing a notice. Unit 8 includes the writing of a descriptive essay and making notes.

Essential English Literature reader: The Literature Reader does not provide room for developing writing skills in particular. However, some questions from the “ Let’s infer” section may be used to develop writing skills. For example Question number 5 of Unit 1 gives some hints and asks to write a character sketch of one of the characters in the story i.e. Portia. The main objectives of teaching writing skills is almost completely ignored in the Literature Reader as

there is no room for students to express themselves in writing and there is lack of sufficient writing exercises.

Essential English Workbook: The Workbook contains worksheets which included the practice of writing:

- Newspaper article
- Message
- Narrative essay
- Note-making
- Informal and formal invitations
- Informal and formal letters
- Writing an article from notes
- Postcard writing
- Summary writing
- Describing a place and
- Writing a letter to an editor.

The writing exercises provided in the Workbook seemed to be appropriate and suitable for Class X students. A good guideline with simple illustrations and important formats of writing particular topics are given in each worksheet.

It was found that these writing activities facilitate the use of grammatical items which have already been studied by students in previous classes. Students

could also make use of the new vocabularies learned from the glossary sections, the idioms and phrases etc. Students could also make use of the tenses in performing these writing activities.

However, due to limitation of time, all the exercises and activities meant to develop the four skills of language- listening, speaking, reading and writing might not be thoroughly learned within the four walls of the school under the short scheduled everyday routine.

4.4.0. Perception of High School teachers on English textbooks prescribed for Class X by Mizoram Board of School Education:

Perception of High School teachers on English textbooks prescribed for Class X by Mizoram Board of School Education was evaluated in terms of the perception of these teachers in relation to Physical and Academic Aspects and the Objectives of teaching English at Secondary level.

4.4.1 Perception of teachers on Physical aspects of English textbooks prescribed for Class X by Mizoram board of School Education:

Table No. 4.4.1.01

Perception of teachers on Physical aspects of English textbooks prescribed for Class X by

Mizoram Board of School Education

Sl.No	Physical Aspects	High School Teachers N=40					
		Govt. H/S Teachers N= 20		Private H/S Teachers N= 11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Designs of the textbook covers are appealing enough	16 (80)	4 (20)	8 (72.73)	3 (27.27)	7 (77.78)	2 (22.22)
2.	Paper quality is appropriate	20 (100)		11 (100)		9 (100)	
3.	Printing quality is good enough	20 (100)		10 (90.90)	1 (9.10)	9 (100)	
4.	Fonts are appropriate	20 (100)		11 (100)		9 (100)	
5.	Bindings of textbooks are good enough for students	18 (90)	2 (10)	10 (90.90)	1 (9.10)	9 (100)	
6.	Prices of the textbooks are affordable	16 (80)	4 (20)	9 (81.81)	2 (18.19)	6 (66.67)	3 (33.33)

(Figures in parenthesis denotes percentages.)

It is found vide Table 4.4.1.01 that 80% of teachers from Government schools are of the opinion that the designs of the textbook covers are appealing enough while 20% says that the textbook covers are not appealing enough. 72.73% of teachers belonging to private High Schools and 77.78% of teachers belonging to Deficit High Schools are in line with the majority of the Government High school teachers opinions. On the other hand, 27.27% of Private High Schools teachers and 22.22% of Deficit High school teachers are of the opinion that the textbook cover designs are not appealing enough for Class X students.

All teachers are of the opinion that the quality of the paper used in the textbooks is appropriate and of a good quality.

All teachers from the Government run high schools and Deficit High Schools are of the opinion that the printing quality of the textbooks is good enough. Another 90.90% of Private school teachers are in line with this view while 9.10% of teachers from private schools do not agree to this view point.

All teachers are of the opinion that the fonts used in typing the textbooks are appropriate for Class X students.

It has also been found that majority of all the school teachers i.e. 90%, 90.90% and 100% of Government, Private and Deficit high school teachers

respectively are of the opinion that the bindings of the textbooks are good enough for students.

As many as 80%, 81.81% and 66.67% of teachers from the Government high schools, private high schools and deficit high schools are of the opinion that the prices of the textbooks are affordable for students in Mizoram.

4.4.2. Perception of High School teachers towards the Academic Aspects of English Textbooks prescribed for Class X by Mizoram Board of School Education: This section highlighted the perception of High school teachers towards certain Academic aspects of English textbooks like subject matter, contents, illustrations in the textbooks etc.

Table 4.4.2.01

Perception of High School Teachers on the Academic Aspects of English
Textbooks prescribed for Class X by Mizoram Board of School Education

Sl.No	Academic Aspects	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Subject matter is presented in an organised manner	12 (60)	8 (40)	5 (45.45)	6 (54.55)	5 (55.56)	4 (44.44)
2.	Content contains real-life issues that motivates learners	18 (90)	2 (10)	10 (90.90)	1 (9.10)	8 (88.89)	1 (11.11)
3.	Content meets students' needs and can be adapted for the purpose	15 (75)	5 (25)	8 (72.73)	3 (27.27)	8 (88.89)	1 (11.11)
4.	Content matter represents a variety of literary genres	14 (70)	6 (30)	9 (81.81)	2 (18.19)	6 (66.67)	3 (33.33)
5.	Lessons are interesting	12 (60)	8 (40)	6 (54.55)	5 (45.45)	7 (77.78)	2 (22.22)
6.	Illustrations are varied and attractive	9 (45)	11 (55)	3 (27.27)	8 (72.73)	4 (44.44)	5 (55.56)

(Figures in parenthesis denote percentage)

It is found data vide Table 4.4.2.01 that

a) 60% of Government high school teachers and 55.56% of Deficit school teachers are of the opinion that the subject matters are presented in an organised manner while majority of the Private school teachers i.e 54.55% are of the opinion that the subject matters are not presented in an organised manner.

b) As many as 90% of Government high school and private high school teachers and 88.89% of deficit high school teachers are of the opinion that the contents contain real life issues that motivates learners in their learning.

c) 75%, 72.73% and 88.89% of teachers from the Government, Private and deficit high schools are of the opinion that the contents of the textbooks meets students' needs in the teaching learning process.

d) 70% of Government high school teachers are of the opinion that the content matters represent a variety of literary genres while 81.81% and 66.67% of Private and Deficit high school teachers respectively are in line with this view. Another 30%, 18.19% and 33.33% of teachers from the Government, Private and Deficit schools respectively do not agree to this view point.

e) 60%, 54.55% and 77.78% of teachers from Government, Private and Deficit schools respectively are of the opinion that the lessons in the textbooks are interesting and suitable for Class X students.

f) 55%, 72.73% and 55.56% of teachers from Government, Private and Deficit schools respectively are of the opinion that the illustrations are not varied and attractive enough for students.

Table 4.4.2.02

Perception of High School teachers on Grammar in English Textbooks prescribed for Class X by
Mizoram Board of School Education

Sl.No	Grammar	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Students face difficulties in Grammar	15 (75)	5 (25)	9 (81.81)	2 (18.19)	7 (77.78)	2 (22.22)
	(If “yes” choose from the following)						
i.	Grammar rules are not presented in an increasing order of difficulty	8 (53.33)		5 (55.56)		7 (100)	
ii.	Exercises and activities do not facilitate the use of grammar rules	7 (46.67)		4 (44.44)		5 (71.46)	
iii.	Exercises are not appropriate for Class X	5 (33.33)		3 (33.33)		3 (42.86)	
iv.	Limitation of time	7 (46.67)		5 (55.56)		6 (85.71)	

(Figures in parenthesis denote percentage)

The above table shows that -

a) 75% of Government school teachers, 81.81% of private teachers and 77.78% of Deficit school teachers are of the opinion that students face problems in learning grammar in the classrooms. 8 out of 20 teachers from Government high schools believed that the grammar rules are not presented in an increasing order of difficulty while 5 out of 11 teachers from Private schools and 7 out of 9 teachers from Deficit schools are in line with this.

b) 7 out of 20 Government teachers, 4 out of 11 Private teachers and 5 out of 9 Deficit teachers are of the opinion that exercises and activities do not facilitate the use of grammar rules.

c) 5 Government teachers and 3 each from Private and Deficit teachers are of the opinion that the exercise are not appropriate to learn grammar.

d) 7 Government teachers, 5 Private teachers and 6 deficit teachers are of the opinion that there is limitation of time to learn all the grammatical items presented in the textbooks.

Table 4.4.2.03

Perception of High School teachers on Activities and exercises in English Textbooks prescribed for Class X by Mizoram Board of School Education

Sl.No	Activities and exercises	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	There is limitation of time to complete activities and exercises	12 (60)	8 (40)	10 (90.90)	1 (9.10)	7 (77.78)	2 (22.22)
2.	There are opportunities to make use of new words learned by students in activities and exercises	15 (75)	5 (25)	6 (54.55)	5 (45.45)	5 (55.56)	4 (44.44)
3.	There are rooms to make use of grammatical rules learned in class	19 (95)	1 (5)	6 (54.55)	5 (45.45)	7 (77.78)	2 (22.22)
4.	Students face problems in solving activities and exercises.	12 (60)	8 (40)	7 (63.64)	4 (36.36)	4 (44.44)	5 (55.56)
5.	Example sentences are useful for students in working out the exercises	17 (85)	3 (15)	5 (45.45)	6 (54.55)	6 (66.67)	3 (33.33)

(Figures in parenthesis denote percentage)

Analysis of vide data table 4.4.2.03 shows that:

60%, 90.90% and 77.78% of teachers from government, private and deficit schools respectively have the opinion that there is limitation of time to complete activities and exercises within school hours.

75%, 54% and 55% of teachers from government, private and deficit schools respectively have the opinion that there are opportunities to make use of new words learned by students in activities and exercises

95%, 54.55% and 77.78% of teachers from government, private and deficit schools respectively have the opinion that there are rooms to make use of grammatical rules learned in class.

60% of Government teachers and 63.64% of Private teachers have the opinion that students face problems in solving activities and exercises. However, majority of the deficit teachers ie, 55.56% have the opinion that students do not face problems.

85% of Government teachers are of the opinion that example sentences are useful for students in working out the exercises while only 44.45% of private teachers agree to this. The other 54.55% of private teachers are of the opinion that the example sentences are not useful. On the other hand, it was found that 66.67% of deficit school teachers are of the opinion that these example sentences are quite useful in working out the exercises.

4.4.3. Perception of High School teachers on Objectives of Teaching English at Secondary level:

Table 4.4.3.01

Perception of High School teachers on Listening Skills in English Textbooks prescribed for Class X by Mizoram Board of school Education.

Sl.No	Listening Skills	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Textbooks provide ample room for development of Listening Skills	8 (40)	12 (60)	5 (45.45)	6 (54.55)	3 (33.33)	6 (66.67)
Reasons of teachers for opting "No" are shown below							
i	There is lack of listening activity		8 (66.67)		1 (16.67)		3 (50)
ii	Lack of clear instructions		4 (33.33)		2 (33.33)		4 (66.67)
iii	Listening activities and exercises are not good enough		5 (41.67)		1 (16.67)		4 (66.67)
iv	Lack of time		6 (50)		5		6
v	Lack of appropriate audio-visual aids		6 (50)		4 (66.67)		4 (66.67)
vi	Short dialogues and daily life situations are not included		5 (41.67)		3 (50)		3 (50)

(Figures in parenthesis denote percentage)

An analysis of the above table, Table 4.4.3.01 shows that 60% Government teachers, 54.55% Private teachers and 66.67% of deficit teachers are of the opinion that the textbooks do not provide ample room for the development of Listening skills. Some common problems according to the teachers are lack of listening activity, lack of clear instructions , listening activities and exercises are not good enough , lack of time, lack of appropriate audio-visual aids, and short dialogues and daily life situations are not included in the texts.

Table 4.4.3.02

Perception of High School teachers on Speaking skills in English Textbooks prescribed for
Class X by Mizoram Board of School Education

Sl.No	Speaking skills	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Textbooks help in developing speaking skills	5 (25)	15 (75)	2 (18.18)	9 (81.82)	2 (22.22)	7 (77.78)
	Reasons for opting “No”						
i	Lack of speaking activities		9 (60)		4 (44.44)		7 (100)
ii	Lack of time		8 (53.33)		6 (66.67)		7 (100)
iii	Lack of opportunity to speak up		7 (46.67)		6 (66.67)		5 (71.49)
iv	Exercise and activities are not good enough to develop speaking skills		6 (40)		3 (33.33)		5 (71.49)

(Figures in parenthesis denote percentage)

Analysis of vide data table 4.4.3.02 shows that:

75% of Government teachers, 81.82% of Private teachers and 77.78% of Deficit teachers agree to the point that textbooks do not help in developing speaking skills. Out of the 15 Government teachers who opted “No” 9 of them are further opting for the first point given in the questionnaire which is that there is lack of speaking activities in the textbooks. 4 Private teachers and 7 Deficit teachers are too opting for this point.

Government teachers, 6 Private teachers and 7 Deficit teachers are of the opinion that there is lack of time to practise Speaking Skills in the classrooms.

7 Government teachers, 6 Private teachers and 5 deficit teachers are of the opinion that there is lack of opportunity for students to speak up in the classrooms.

6 Government teachers, 3 Private teachers and 5 Deficit teachers are of the opinion that exercises and activities are not good enough to develop speaking skills.

Table 4.4.3.03

Perception of High School Teachers on Reading skills in English
Textbooks prescribed for Class X by Mizoram Board of School Education

Sl.No	Reading skills	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Textbooks help in developing the reading skills	6 (54.55)	5 (45.45)	6 (54.55)	5 (45.45)	7 (77.78)	2 (22.22)

(Figures in parenthesis denote percentage)

An analysis of the table shows that 54.55% of both the Government and private teachers are of the opinion that textbooks help in developing the reading skills while 45.45% of the Government and private teachers are not in line with this. 77.78% of deficit teachers are of the opinion that the textbooks help in developing the reading skills while 22.22% are not again in line with the statement. Some of the major problems opted are lack of reading activities, lack of time, uninteresting stories and activities and the difficulties of understanding the words given in the textbooks.

Table 4.4.3.04

Perception of High School teachers on Writing Skills in English Textbooks prescribed for Class X by Mizoram Board of School Education

Sl.No	Physical Aspects	High School Teachers N=40					
		Govt. H/S Teachers N=20		Private H/S Teachers N=11		Deficit H/S Teachers N=9	
		Yes	No	Yes	No	Yes	No
1.	Textbooks help in developing writing skills	12 (60)	8 (40)	4 (36.37)	7 (63.63)	6 (66.67)	3 (33.33)

(Figures in parenthesis denote percentage)

Analysis of the above table shows that 60% of Government teachers and 66.67% of deficit teachers are in line with the statement that textbooks help in developing the writing skills while 63.63% of Private teachers are of the opinion that textbooks are not sufficient enough in developing the writing skills of students. Among those 8 government teachers, 7 private teachers and 3 deficit

teachers who do not think that the textbooks are sufficient enough in developing the writing skills, problems like lack of activities to develop writing skills, lack of time, lack of interesting and motivational topics are common problems.

CHAPTER V
FINDINGS AND CONCLUSION, RECOMMENDATIONS AND
SUGGESTIONS

CHAPTER V

FINDINGS AND CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

5.1.0. Findings and conclusions in relation to the Physical aspects of English textbooks prescribed for Class X by Mizoram Board of School Education.

- The textbook cover designs were not attractive enough for an English textbook, looking more like a Mathematics book with the geometrical shapes, the designs were not informative and attractive enough.
- Though the paper used for the cover was not of the best quality, it was found that the quality of paper used is appropriate for students of Class X. Though they are not hard back covers, the laminated front cover was found to be able to repel water which could protect the pages from tearing easily and damage by water.
- The printing quality of the three prescribed textbooks was clear and no spelling mistake was found in them.

- The presence of different fonts sizes and types in one page made the textbooks appear messy and unorganised.
- The font used to write the number of the lesson at the top left corner is found to be rather childish and not formal enough for a textbook. However, the fonts used in writing the majority of the texts was found to be appropriate and are commonly used which is in line with the “ Guiding principles for printing textbooks.”
- The “Table of detailed contents” given at the introductory pages vi and vii in the Coursebook was found to be inappropriate as one had to turn the book over to read the columns presented in the vertical manner.
- The headings of exercises and activities were not given a proper numbering system mainly in the Essential English Coursebook.
- The pictures and illustrations appeared dull as they were only printed in black and white.

- The layout as a whole was found to be appropriate except for the use of the American style in not making any indent at the start of the paragraphs at each unit.
- The bindings of the three textbooks were found to be quite good and were expected to last the whole session. It was also found that the textbooks could be carried around with ease as they were not heavy.
- The prices of the textbooks were found to be affordable for students in the major cities and towns. However, keeping in mind those students belonging to the BPL class or those of the remote villages, it was feared that the price might create problem as students not only have to purchase the English textbooks but also textbooks of other subjects as well.
- The marks carried by each lesson is appropriate when referring to the syllabus.

5.2.0 Findings on the Academic aspects of English textbooks prescribed for Class X by Mizoram Board of School Education.

- The content of the Coursebook was found to avoid presentation of negative racial, cultural and sexual stereotypes.
- The warm up paragraphs at the beginning of each topic in the Essential English Coursebook and Essential English Literature Reader do prove to be a great source in inspiring and motivating the students to learn their lessons.
- There was lack of Mizo stories as well as Mizo Authors (except for the first unit David' Story) with which the students could have identified themselves and feel more at home with the topics.
- It was found that the subject matter as a whole was presented in an organised manner and that the content contained real-life issues that motivate the learners in their everyday life.
- There were no proper introductory paragraphs as it was in the Coursebook and the Literature reader which can create problems to the

students. Grammatical units and exercises were introduced without proper definition and description showing a lack of exercising the previous knowledge that students have already acquired.

- Though there were presence of wonderful short stories and delightful poems , lack of drama or short play which can further help in the development and an appreciation of literature is evident from the Coursebook.
- The grammatical items introduced were found to be interesting along with the examples given.
- The Essential English Coursebook provided ample room and opportunity for the learning of Grammar after every story in the lesson. The grammatical items in the Coursebook were reworked and further studied in the Workbook.
- The deductive method was used in presenting and introducing these grammatical items.

- The presentation and introduction of each grammatical item was appropriate and easy to comprehend for the students as the items were described and defined with simple example sentences for the students.
- Grammar rules were not presented in an increasing order of difficulty.
- The workbook covered all the grammatical items covered in the Coursebook and acted as an indepth study into those rules and exercises given in the Coursebook.
- A drawback found in the workbook was that it did not have proper description or definitions to the grammatical items introduced.
- Majority of the exercise have no description and examples to remind students of their previous knowledges.
- Illustrations were not sufficient enough in assisting and guiding students to solve all the exercises..

- Grammatical items presented were not sufficient for students to gain adequate knowledge about the correct pattern and structure of the English language.
- Essential English Literature Reader did not provide special room for the practice of grammatical rules and exercises in it.
- Grammatical activities occupied an important place in the Coursebook with a percentage of 51.61.
- The least number of activity found in the Essential English Coursebook was the study skills that consisted of teaching of spellings, phonetics , word stress and plurals of foreign words.
- Among the grammatical activities and exercises, it was found that exercises on the “Tense” have the largest number of exercise in the Essential English Coursebook that counts to 46 in number while there is only a paragraph to learn punctuation.

- Regarding the number of activities and exercise, there was no uniformity in the way the items were presented.

5.3.0 Findings on Fulfilment of Objectives of Teaching English Language at Secondary Level:

- Essential English Literature Reader and the Essential English Workbook did not provide a separate column for the development of listening skills.
- Listening and speaking skills were combined in the Essential English Coursebook
- Reading skill development occupied an important place and have a percentage of 60.24 in activities and exercises in the Essential English Coursebook.
- Essential English Coursebook and Essential English Literature Reader were good enough to develop reading skills.
- The prescribed textbooks for Class X by the Mizoram Board of school Education were useful in developing the writing skills.

5.4.0. Findings on Perception of Teachers towards English textbooks prescribed for Class X by Mizoram Board of School Education: This heading is sub-divided into the following points:

5.4.1 Perception of English teachers on the Physical aspects of English textbooks prescribed for Class X by Mizoram Board of School Education.

- Majority of the teachers (77.50%) were of the opinion that the textbook cover designs were appealing for Class X students while 23% of the teachers thought that they were not appealing enough for an English textbook.
- All the teachers i.e 100% of the teachers were also with the view point that the paper quality used in the prescribed textbooks is good enough for the students.
- Majority of the teachers (97%) were of the opinion that the printing quality of the textbooks was good enough.

- All teachers were of the opinion that the fonts used in the textbooks were appropriate.
- As many as 92.50% of the teachers found that the bindings of the books were good enough.
- Among the teachers, 75.00% were of the opinion that the prices of the textbooks were affordable for students.

5.4.2 Perception of English teachers on the Academic aspects of English textbooks prescribed for Class X by Mizoram Board of School Education.

- As many as 60% and 55.56% of teachers from Government High Schools and Deficit High Schools respectively were of the opinion that the subject matter was presented in an organised manner while in the case of Private teachers it was 45.45%.
- As many as 90.00% of the teachers found that the content matters contain real-life situations that motivates the learners to have critical thinking about their environments.

- Majority of the teachers 77.50% thought that the content matter met the student's felt needs for learning English.
- Only 27.50% of the teachers were of the opinion that the content matters did not represent a variety of literary genre.
- Majority of the teachers found that the lessons were interesting enough for Class X students.
- As many as 55%, 72.73% and 55.56% of teachers from Government High Schools, Private High Schools and Deficit High Schools respectively were of the opinion that the illustrations in the textbooks were not varied and attractive enough.
- Majority of the teachers (95.00%) were of the opinion that new vocabulary words were presented and introduced at an appropriate rate.
- Among the teachers, 47.50% were of the opinion that grammar rules were not presented in an increasing order of difficulty.

- Majority of the teachers were of the opinion that students faced difficulties in learning and mastering the grammatical items in classrooms. Among these, out of the 20 Government High school English teachers, 75% were in line with this view point while 81.81% of Private High School teachers and 77.78% of deficit High school teachers also agreed to the statement.
- As many as 72.50% of the teachers were of the opinion that there is limitation of time to complete the activities and exercises.
- Majority of the Government High school teachers i.e, 75% thought that there were opportunities for students to make use of the new words they learned in the activities and exercises.
- As many as 60% of all the teachers thought that students face problems in solving the given exercises and activities.
- Majority of the teachers (70%) were of the opinion that the example sentences given for explanation was useful in helping the students to work out the exercises.

- As many as 82.50% of the teachers were of the opinion that the marks carried by each lesson was appropriate with reference to the syllabus.

5.4.3 Perception of High School English teachers on Fulfilment of Objectives of Teaching English Language at Secondary Level:

- As many as 62.50% of teachers were of the opinion that the textbooks do not provide ample room for the development of Listening Skills. Among these 62.50% , majority of the teachers agreed to the statement that there is lack of time within the session to stress much on listening skill alone. 48.00% thought that there was lack of listening activity for students to enjoy and develop interest while 44% of the teachers were of the opinion that the instructions were not clear enough and that the activities and exercises are not appropriate enough to develop listening skills to Class X students. 60% of the teachers were of the opinion that there is lack of appropriate audio-visual aids and 48% believed that everyday conversational situations are not present in the textbooks.
- The responses towards the Speaking skills shows that 72.50% of the teachers are not in favour of the book when it comes to the development of Speaking Skills. Majority of these teachers believed that there is lack of opportunity for students to participate and speak up in the classroom.

- Majority of teachers (70.00%) were of the opinion that the textbooks are good enough to develop the reading Skills of Class X students. Among those who were not in line with this opinion, 33.33% said that there is lack of activities and 41.67% believed that there is lack of time and 41.67% thought that the stories and poems are not interesting to develop the reading skills in the classroom.
- As many as 55% of the teachers were of the opinion that the textbooks help in developing the writing skills of students.
- On the other hand, 45% of the teachers do not believe the textbooks to be good enough to learn writing skills. Among these 45% of teachers, 61.11% said that there is lack of interesting and motivational Writing topics in the given activities while 33.33% are of the opinion that there is lack of time to complete and learn the activities.
- Majority of teachers (72.50%) were of the opinion that the textbooks did not help in developing the speaking skills of students.

- As many as 70% of the teachers were of the opinion that the textbooks help in developing the reading skills of students.
- As many as 55.00% of the teachers were of the opinion that the textbooks help in developing the writing skills of students.

5.5.0. Remedial measures for Improvement of English textbooks for Class X prescribed by the Mizoram Board of School Education:

- English language textbook cover designs should be appealing to the readers and interesting to capture readers attentions.
- The quality of the cover paper must be good enough to last the whole session and if possible, both inside and outside cover paper must be laminated.
- The prices of the books should not be too high and must be affordable to all students.

- The subject matters must be presented in an organised manner following the maxims of teaching and learning.
- The contents must reflect the learner's culture so that the learner could easily understand and identify himself/herself with the topic.
- The previous knowledges of students must be made use of in the textbooks.
- The content matter must include a variety of literary genres for learners to develop a favourable attitude toward literature.
- The content matters must always keep in mind the the general aims as well as the specific aims of teaching a language.
- More vivid and interesting illustrations must be given.
- New words and grammatical rules introduced must be utilised and reinforce in the following chapters.
- Grammar rules must be presented in an increasing order of difficulty.

- Exercises must facilitate the use of these rules.
- Guidelines to develop the Listening skills must be provided.
- Audio-visual aids to learn the skills of listening and speaking must be added.
- More room for students to participate in the interaction and conversation must be made in the classroom.
- Interesting and motivational topics of writing must be suggested in the activities.

5.6.0. Suggestions for further study:

The present study evaluates the English textbooks prescribed for Class x by Mizoram Board of School Education. It may be assumed that researchers would later take up research work in this area. Therefore, the following suggestions have been made by the investigator for further research in this particular field:

1. A study of the relevance of English textbooks with particular reference to the four skills of learning language.
2. A study of different literary genres present in the English language textbooks.
3. An assessment of the Speaking and Listening Skills in English textbooks.
4. A critical analysis of Class X English textbooks in Mizoram.
5. A comparative study of Class X English textbooks prescribed by MBSE and CBSE.

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APPENDICES

Appendix (i)

List of Sample High Schools in Aizawl

1. Govt. Chaltlang High School
2. Govt. Dinthar High School
3. Govt. Gorkha High School
4. Govt. Mizo High School, Zarkawt
5. Govt. J.L. High School
6. Govt. Kulikawn High School
7. Govt. K.M. Higher Secondary School, Vaivakawn
8. Govt. Mamawii Higher Secondary School
9. Govt. Tuikual High School
10. Govt. Maubawk High School
11. Goodwill Foundation School
12. Greenland higher Secondary School
13. Hermon School, Dinthar
14. Home Mission School, Zarkawt
15. Living Water School, Mission Vengthlang
16. Rosebud School, Ramhlun North
17. Royal Standard School, Bungkawn
18. Staines Memorial Higher Secondary School, Chanmari
19. Penticostal Gateway High School
20. St. Pauls higher Secondar School
21. Synod Higher Secondary School
22. Modern Higher Secondary School

Appendix (ii)

A QUESTIONNAIRE ON EVALUATION OF CLASS X ENGLISH TEXTBOOKS

Dear Sir/Madam

I request you kindly to answer these questions as I am greatly in need of your valuable response and opinion in fulfilling my M.Phil Dissertation under Mizoram University in which I am now undertaking a research on “An Evaluation of Class X English Textbooks Prescribed by the Mizoram Board of School Education. ”

All data will be treated as confidential by the investigator.

Name: _____

Age:

Sex: Male___ Female___

Name of School:

1. Do you think the design of the textbook covers are appealing enough for Class X English textbook?

Yes___ No___

2. Do you think the paper quality used in the textbooks are appropriate for Class X level?

Yes___No___

3. Do you think the printing quality of the textbooks is good enough?

Yes___ No___

4. Do you think the fonts used for printing are appropriate for Class X students?

Yes___ No___

5. Do you think the bindings of the three textbooks are good enough for students of Class X to handle?

Yes___ No___

6. Do you think the prices of the books are affordable for students in Mizoram?

Yes___ No___

7. Do you think the subject matter is presented in an organised manner?

Yes___ No___

8. Do you think there is proper introductory guidance for teachers?

Yes___ No___

9. Do you think the content contain real-life issues that motivates the learner to have critical thinking about his/her environment?

Yes___ No___

10. Do you think the content matter meet the students' felt needs for learning English or can it be adapted for this purpose?

Yes___ No___

11. Do you think the content matter represent a variety of literary genres?

Yes___ No___

12. Do you think the lessons are interesting enough for Class X students?

Yes___ No___

13. Do you think the illustrations are varied and attractive?

Yes___ No___

14. Do you think new vocabulary words are presented and introduced at an appropriate rate?

Yes___ No___

15. Do you think the new vocabulary words are repeated in subsequent lessons to reinforce their meaning?

Yes___ No___

16. Do you think the grammar rules are presented in an increasing order of difficulty?

Yes___ No___

17. Do you think students have difficulties in learning and mastering the grammatical items in the classroom?

Yes___ No___

i) Grammar rules are not presented in an increasing order of difficulty___

ii) Exercises and activities do not facilitate the use of grammar rules by creating situations in which these rules are needed___

iii) Exercises are not appropriate for Class X level___

iv) Limitation of time___

18. Do you think there is limitation of time to complete the activities and exercises?

Yes___ No___

19. Do you think there are opportunities for the students to make use of the new words they learned in the exercises and activities?

Yes___ No___

20. Do you think there are activities and exercises in which students have to use the grammatical rules they have learned?

Yes___ No___

21. Do you think students face problems in solving the exercises and activities?

Yes___ No___ If “ Yes” please put a tick mark on the choices below.

i) Unsuitability of questions___

ii) Assignments are often neglected due to lack of resources___

iii) Interactions and examples given on the exercises and activities are not brief and clear___

22. Do you think the example sentences given for explanation help the students in working out the exercises?

Yes___ No___

23. Do you think the marks carried by each lesson is appropriate with reference to the syllabus?

Yes___ No___ If “No” Please indicate your reasons below.

i)

ii)

iii)

24. Do you think the textbooks provide ample room for developing the Listening Skills of students?

Yes___ No___ If “No” Please put a tick mark on the choices below.

i) There is lack of listening activity for students to enjoy and develop interest___

- ii) Lack of clear instructions for students to understand the activities____
- iii) Activities and exercises are not good enough for students to develop listening skills____
- iv) Lack of time within the session to stress much on listening skill alone____
- v) Lack of appropriate audio-visual aids to develop listening skills____
- vi) Short dialogues and daily life situations are not included____

25. Do you think the textbooks help in developing the Speaking Skills of students?

Yes____ No____ If “No” please put a tick mark on the given choices below.

- i) Lack of drills/activities to develop speaking skills____
- ii) Lack of time____
- iii) Lack of opportunity for the students to participate and speak up____
- iv) The activities and exercises are not good enough in developing Speaking skills____

26. Do you think the textbooks help in developing the Reading Skills of students?

Yes____ No____ If “No” Please put a tick mark on the choices below.

- i) Lack of drills/activities to develop Reading skills____
- ii) Lack of time____
- iii) The activities and exercises do not cater to assist students in developing their Reading Skills____
- iv) Stories and poems are not interesting and motivating enough____
- v) Words used in the texts are too difficult for students to understand____

27. Do you think the textbooks help in developing the Writing Skills of students?

Yes____ No____ If “No” please put a tick mark on the choices below.

- i) Lack of drills/activities to develop Writing skills____
- ii) Lack of time____
- iii) Lack of sufficient writing exercises____
- iv) Lack of interesting and motivating writing topics in the given activities____

Suggestions if any:

- i)_____

ii) _____

iii) _____

Thank you