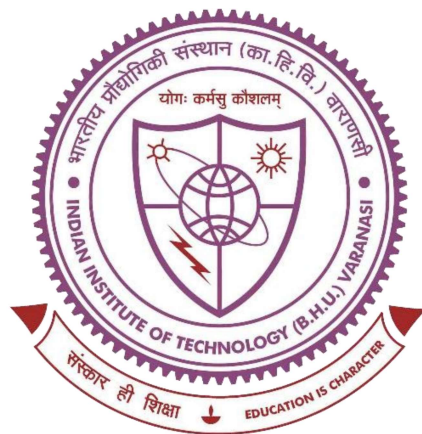

EVALUATION OF THE PRIMARY LEVEL TEXTBOOKS OF ENGLISH AS A SECOND LANGUAGE



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By

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Chapter 6

Conclusion

6.1. Introduction

The present chapter has five sections: summary of major findings, limitation of the study, implication of the study, scope for future works and conclusion. summary of major findings deals with the entire findings of the research, shedding light upon the strengths and weaknesses of the textbooks. Limitations of the study seeks to discuss and acknowledge the constraints and shortcomings of the current research. Implication of the study points out the different stakeholders involved in the textbook evaluation who would benefit from the present study. In the scope for future works, we address other avenues that can be studied. Finally, in the Conclusion, we sum up the entire work and its significance.

6.2. Summary of Major Findings

The study sheds substantial light upon the strengths and weaknesses of the NCERT English textbooks that are followed in grades 1, II, & III. Below we would delve into some of these findings.

1. A little more than half, i.e. 57% teachers seemed to be satisfied with the textbook under use as they gave a score of 80% or above signalling the fact that the textbook is well designed and is therefore suitable for the context they are used in.

2. As was evidenced from the study three out of the four sections, i.e. Subject and Content, Layout and Physical Design, & Practical Consideration secured a score of 80% and above indicating that the textbooks do not need any alteration.

3. However, the overall score secured by the textbooks is 78%, which implies that although the textbooks are well-designed, there is some scope for alteration.

4. The section of Skills & Sub-Skills requires attention especially reading, listening, grammar, and pronunciation. as they received an affirmation of 71%, 57%, 67% and 61% respectively.

5. There is a total of 1677 tokens of prepositions across the three grades in the NCERT English textbooks with 354 prepositions in Grade 1, 682 prepositions in Grade 2 and 641 prepositions in Grade III. There is a 60% match in the 10 most frequent prepositions in the NCERT English textbooks and the British National Corpus. These prepositions namely, *in*, *of*, *on*, *to*, *at* and *from* at the 2nd, 1st, 4th, 3rd, 6th and 7th positions respectively.

6. The prototypical image schemas *CONTAINMENT* and *SUPPORT* are the most frequent for the preposition *in* and *on* respectively. This validates that the proto-typical image schemas associated with these prepositions are represented in the textbooks.

7. The spatial sense is pre-dominant for both the prepositions (83% for the preposition *in* and 90% for the preposition *on*) which is ideal for the textbooks as other senses which includes temporal and metaphorical senses are extensions of the spatial sense.

8. The preposition *in* has 16% metaphorical uses while *on* has 14% metaphorical uses which is much more than the temporal usage (*in* has 4% while *on* has 1% representation respectively). This is concerning as metaphorical senses are

9. Grade II has the maximum number of phrasal verbs (112) which is much higher than Grade I (34) and almost double to Grade III (68).

10. It is also noteworthy that the most frequent phrasal verb in the textbook *look at* does not appear in the list of 100 most frequent phrasal verbs in the BNC. Only three phrasal verbs in the textbooks, i.e. *go on*, *come back*, and *go out* are in the top 10 list of most frequent phrasal verbs in the BNC. The other two phrasal verbs, i.e. *take off* and *get off* occupy the 42nd and 66th positions respectively. This brings us to conclude that only five of the phrasal verbs in the textbooks match with the list of 100 most frequent phrasal verbs in the British National Corpus.

11. Syntactically speaking, phrasal verbs are mostly found in transitive construction (72%) and that too in joint configuration (86%). From a semantic standpoint, phrasal verbs are mostly literal in meaning (91%). These data point towards the fact that the cognitive maturity of the learners have been considered.

6.3. Limitations of the Study

The present study has four limitations.

1. The study may not be generalized for private schools as they have the flexibility to teach different textbooks and not necessarily the NCERT textbooks.
2. The study was restricted to evaluating the textbooks for grades I to III primary school, *Marigold*, and did not cover the next two grades, i.e. grades IV and V.
3. While eliciting responses from the teachers, the sample was restricted to fourteen teachers only and confined in the state of West Bengal. However, the result might have altered had the geographical setting was changed from urban to rural.
4. The cognitive and the corpus-based analysis examines only the prepositions and phrasal verbs found in the textbooks. Other grammatical features such as uses

of different tenses, sentential complexity etc. can be studied in future research for a comprehensive analysis of the cognitive appropriateness of the textbooks.

6.4. Implications of the Study

The findings of the study will provide valuable insights for textbook developers, instructors, and specialists at educational institutes to provide suggestions for enhancing the quality of NCERT English language textbooks for students in grades one to three. This research can provide valuable insights to curriculum and textbook developers regarding the specific requirements and preferences of students. Future researchers can delve into evaluating textbooks using parameters similar to the ones used in this study or devise parameters on their own. Teachers using these textbooks will be acquainted beforehand about the strengths and weaknesses and would therefore, seek to compensate for its weaknesses in the classroom by developing specific exercises and activities to improve certain skills or specially teach certain linguistic items.

6.5. Scope for Future Works

Although the present study attempts to evaluate textbooks from different aspects yet there is ample scope for future works. These avenues for future research have been enlisted below.

1. The checklist study is confined only to the state of West Bengal. Future research can elicit perceptions from teachers on a larger scale incorporating the viewpoints of teachers from rural areas. This may guide us about the efficacy of the NCERT textbooks across all geographical and social settings.
2. The study only takes into consideration teachers' perception and not the parents' perception. However, they too are a stakeholders and end-user of the textbooks

- along with their children. Hence their perception must be accounted for to improve the quality of the textbooks.
3. Our study incorporated only two prepositions for the study of image schema study across the three grades. Other prepositions can also be analysed for the image schema representation and sense identification. The cognitive semantic analysis of the prepositions can be incorporated in the teaching methodology by the teachers.
 4. For the sake of the present study, we have compared both the prepositions and phrasal verbs with the British National Corpus. Studies can be carried out in the future using other corpora as well for example the Corpus of Contemporary American English (COCA) which is a standard representation of the American variety of English.

6.6. Conclusion

Textbook evaluation is the methodical examination of the value of a persistent or ongoing activity. It has a crucial impact on the effectiveness of any teaching and learning process. Its implementation is especially crucial at the school level due to its early development and the ongoing pioneering efforts within society. Textbooks are the first exposure to the language along with the for children. The significance of evaluation resides in its ability to aid teachers in contemplating their objectives and aspirations while doing diverse actions. The current study aims to evaluate the NCERT English textbooks from Grades I to III to propose suggestions for revision, considering the significant role that materials play in accomplishing course objectives. After carefully examining the materials and considering the input from textbook users, although the textbooks have some great aspects, they also have a few deficiencies and weaknesses that should be corrected in future revisions.

