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List of Publications

PUBLISHED

Chauhan, S., Satsangi, A., Kumar, P., & Ghosh, S. (2023). Evaluation of Cognitive and Argumentation Skills in Secondary English Textbooks. *Int J Edu Sci*, 42, 1-3.

Chauhan, S., & Ghosh, S. (2024). Representation of Prepositions in ESL Textbooks of Lower Primary Classes: A Study of NCERT Textbooks in India. *International Journal of Linguistics, Literature and Translation*, 7(10).

ACCEPTED FOR PUBLICATION

Paper titled “Evaluation of Indian Primary Level English Language Textbook using the Checklist Method” is accepted for publication in July 2025) *Theory and Practice in Language Studies (TPLS*, 1799-2591). 15 (7) (indexed in Scopus Q2).

Paper titled “Distribution and Use of Phrasal Verbs in a Grade I ESL Textbook” accepted for publication at the *Malaysian Journal of ELT Research*” indexed in Web of Science (ESCI).

Paper titled *Integrating Corpus Insights in Representation of Phrasal Verbs for ESL Learners: A Case Study of NCERT English Textbooks*” accepted for publication at the *International Journal of Educational Sciences* indexed in Web of Science (ESCI)

Appendices

Appendix A: The Checklist used to elicit Teachers' Perception

This appendix presents the checklist developed by Ertas and Denir (2014). It was used to elicit responses from the teachers. It is based on a systematic review of 23 checklists.

Table 1: The Present Checklist developed by Denir & Ertas in 2014

I. SUBJECT AND CONTENT

Questions	Yes	No
1. Does the content serve as a window into learning about the target language culture (Indian, etc.)?		
2. Are the subject and content of the coursebook interesting?		
3. Is the content of the coursebook challenging enough to foster new learning?		
4. Are the subject and content of the coursebook motivating?		
5. Is the thematic content understandable for students?		
6. Is there sufficient variety in the subject and content of the coursebook?		
7. Is the thematic content culturally appropriate?		
8. Are the topics and texts free from any kind of discrimination (gender, race etc.)?		
9. Is there a relationship between the content of the coursebook and real-life		

situations(society)?		
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II.SKILLS & SUB-SKILLS

A. Reading

Questions	Yes	No
1. Are there adequate and appropriate exercises and tasks for improving reading comprehension?		
2. Is there a wide range of different reading texts with different subject content?		
3. Are the reading selections authentic pieces of language?		

B. Listening

Questions	Yes	No
1. Does the coursebook have appropriate listening tasks with well-defined goals?		
2. Is the listening material well recorded as authentic as possible?		
3. Is the listening material accompanied by background information, questions, and activities which help comprehension?		

C. Speaking

Questions	Yes	No

1. Does the coursebook include speech situations relevant to students' background?		
2. Are the activities developed to initiate meaningful communication?		
3. Does the coursebook include adequate individual and group speaking activities?		

D. Writing

Questions	Yes	No
1. Are models provided for different genres?		
2. Do the tasks have achievable goals and take into consideration learner capabilities?		
3. Is practice provided in controlled and guided composition in the early stages?		

E. Vocabulary

Questions	Yes	No
1. Is there a good distribution (simple to complex) of vocabulary load across chapters and the whole book?		
2. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?		

3. Do the vocabulary exercises promote internalization of previously and newly introduced items?		
4. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		
5. Is the new vocabulary integrated in varying contexts and situations?		

F. Grammar

Questions	Yes	No
1. Are the grammar points presented with brief and easy examples and explanations?		
2. Is the primary function of new structures for interaction and communication?		
3. Do the structures gradually increase in complexity to suit the growing reading ability of students?		
4. Are the new structures presented systematically and in a meaningful context?		
5. Are the grammar points recycled in the following units?		

G. Pronunciation

Questions	Yes	No

1. Is there sufficient work on recognition and production of stress patterns, intonation, and individual sounds?		
2. Are the pronunciation points repeated and reinforced in subsequent lessons?		

III. Layout and Physical Make-up

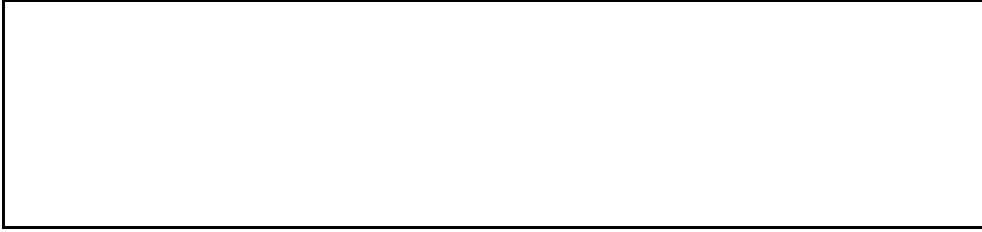
Questions	Yes	No
1. Is the printing quality high?		
2. Does the coursebook look interesting and fun?		
3. Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit?		
4. Does the coursebook reflect learners' preferences in terms of layout, design, and organization?		
5. Does the coursebook contain enough pictures, diagrams, tables, etc. helping students understand the printed text?		
6. Are the illustrations informative and functional?		
7. Do the size and weight of the coursebook seem convenient for students to handle?		

IV. Practical Considerations

Questions	Yes	No

1. Is the coursebook up-to-date (e.g., published within the past 10 years)?		
2. Is the coursebook easily accessible?		
3. Is the coursebook affordable?		
4. Does the coursebook have supplementary materials (tapes, visuals, etc.)?		
5. Does the coursebook have supporting online materials/tests and e-format?		
6. Does the book address different learning styles and strategies?		
7. Do the activities and exercises introduce the main principles of CLT?		
8. Does the coursebook include self-assessment parts? (5)		
9. Can the activities be exploited fully and embrace various methodologies in ELT?		
10. Is/are the type/s of syllabus design used in the book appropriate for learners?		
11. Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school?		
12. Does the coursebook fit the curriculum/goals?		
13. Are the objectives specified explicitly in the coursebook?		
14. Is the coursebook designed by taking into account the learners' socially and historically English-free status?		

EXTRA COMMENTS/CRITICISMS ON THE BOOK:



Appendix B: Representation of Preposition

This Appendix presents a chapter-wise frequency distribution of prepositions across the three grades in the NCERT English textbooks.

Appendix B1: List of Prepositions found in Grade 1

Table 1: Chapter-wise Distribution of Preposition in Grade 1 NCERT English textbook

Sl. No	PREPOSITION	CH 1	CH 2	CH 3	CH 4	CH 5	CH 6	CH 7	CH 8	CH 9	CH 10	TOTAL
1	IN	12	2	9	0	2	7	14	8	18	5	77
2	ON	2	5	2	3	10	7	4	1	2	3	39
3	TO	8	6	5	8	3	0	2	1	4	4	41
4	OF	12	3	3	4	1	0	4	2	11	3	43
5	FROM	4	4	2	2	0	0	2	2	1	0	17
6	WITH	2	6	3	3	3	4	3	4	9	6	43
7	NEAR	1	0	0	0	0	2	1	1	0	2	7
8	ALONG	1	0	0	0	1	0	0	0	1	0	3
9	OVER	1	1	0	2	0	0	1	0	1	2	8
10	ABOUT	2	0	1	1	1	0	0	0	0	1	6
11	FOR	1	1	3	0	1	0	1	1	1	3	12

12	AT	1	1	4	0	4	2	3	1	2	1	19
13	AFER	0	3	0	1	0	0	0	1	1	0	6
14	TILL	0	1	0	0	0	0	0	0	1	0	2
15	AROUND	0	1	0	1	0	0	0	0	0	1	3
16	INTO	0	4	0	0	1	1	1	2	0	0	9
17	UPON	0	1	0	0	0	0	1	0	0	0	2
18	UNDER	1	0	0	2	0	0	1	2	0	0	6
19	BEHIND	0	0	1	0	2	0	0	0	0	0	3
20	ACROSS	0	0	0	0	0	0	0	0	1	0	1
21	DURING	0	0	0	0	0	0	0	0	0	1	1
22	UNTILL	0	0	0	0	0	0	0	0	0	1	1
23	LIKE	0	0	0	0	1	1	0	0	0	0	2
24	INSIDE	0	0	0	0	0	0	0	0	0	1	1
25	OUTSIDE	0	0	0	0	0	0	0	0	0	1	1
26	BY	0	0	0	0	0	0	0	0	1	0	1
	TOTAL	48	39	32	28	28	26	38	26	54	35	354

Appendix B2: List of Prepositions found in Grade II

Table 2: Chapter-wise Distribution of Preposition in Grade II NCERT English

textbook

Sl. No	PREPOSITION	CH 1	CH 2	CH 3	CH 4	CH 5	CH 6	CH 7	CH 8	CH 9	CH 10	TOTAL
1	AT	8	1	7	4	5	3	1	2	2	5	38
2	OF	9	9	8	2	8	9	12	16	10	4	87
3	IN	15	13	16	27	12	23	10	12	16	14	158
4	TO	16	11	3	3	6	5	2	12	9	1	68
5	FOR	6	8	4	2	0	11	1	4	13	6	55
6	ABOUT	4	2	1	0	0	1	0	0	2	2	12
7	FROM	5	0	4	3	2	5	1	11	4	3	38
8	WITH	4	5	12	6	5	3	6	5	15	3	64
9	ON	9	0	2	16	14	6	12	7	5	2	73
10	BEFORE	3	0	0	0	0	1	0	1	2	0	7
11	BY	4	0	0	0	0	1	0	1	0	1	7
12	AFTER	1	0	0	1	0	0	0	0	1	0	3
13	THROUGH	0	1	0	1	0	0	0	1	0	0	3
14	AGAINST	0	1	0	0	1	0	1	0	0	0	3

15	INTO	0	6	0	0	0	5	1	3	1	0	16
16	OVER	0	2	1	2	0	0	0	0	0	0	5
17	TILL	0	0	1	0	0	0	0	1	0	0	2
18	BETWEEN	0	0	1	0	0	0	1	0	1	0	3
19	AROUND	0	0	0	1	1	0	0	0	0	0	2
20	UPON	0	0	0	1	0	0	0	1	0	0	2
21	UNDER	0	0	0	4	0	1	1	0	0	4	10
22	NEAR	0	0	0	1	0	1	2	0	0	0	4
23	BEHIND	0	0	0	1	0	0	0	0	0	0	1
24	LIKE	2	10	1	0	1	1	4	0	0	1	20
	TOTAL	86	69	61	74	55	76	55	78	81	46	682

Appendix B3: List of Prepositions found in Grade III

Table 3: Chapter wise Distribution of Preposition in Grade III NCERT English textbook

Sl. No	PREPOSITION	CH 1	CH 2	CH 3	CH 4	CH 5	CH 6	CH 7	CH 8	CH 9	CH 10	TOTAL
1	IN	25	10	8	16	20	7	26	13	19	17	161
2	ON	3	8	3	2	11	15	1	4	7	7	61

3	TO	4	5	0	0	6	2	12	5	12	5	51
4	AT	1	1	0	0	1	0	4	3	5	7	22
5	FOR	4	5	3	4	3	1	10	14	5	6	55
6	OF	9	11	4	13	12	8	7	5	17	18	104
7	WITH	3	1	1	3	3	4	9	13	7	4	48
8	FROM	2	5	4	4	6	0	2	3	6	3	35
9	ABOVE	0	0	1	0	0	0	0	0	1	0	2
10	BY	0	0	0	0	0	0	1	0	1	2	4
11	OVER	0	1	0	0	0	7	0	0	0	0	8
12	ABOUT	0	3	2	3	1	4	3	2	2	1	21
13	TILL	0	0	1	0	0	0	0	0	1	0	2
14	AROUND	1	1	1	1	2	1	0	00	0	0	7
15	DURING	1	0	0	0	0	0	0	0	0	0	1
16	AGAINST	1	0	0	0	0	0	0	0	0	0	1
17	BETWEEN	1	0	0	0	1	0	0	1	0	0	3
18	ALONGWITH	0	1	0	1	0	0	0	0	0	0	2
19	AFTER	0	1	0	0	1	0	1	1	1	0	5
20	NEAR	0	1	0	0	2	0	7	0	0	0	10

21	THROUGH	0	1	0	1	0	3	0	0	2	0	7
22	INTO	0	0	2	3	2	1	1	1	0	1	11
23	INSIDE	0	0	1	1	0	0	0	1	1	0	4
24	BEFORE	0	0	0	0	1	1	0	1	0	0	3
25	LIKE	1	0	0	0	2	0	0	0	0	0	3
26	ACROSS	0	0	0	0	0	1	0	0	0	2	3
27	ALONGSIDE	0	0	0	0	0	1	0	0	0	0	1
28	UNDER	0	0	0	0	0	0	1	0	0	0	1
29	ALONG	0	0	0	0	0	0	1	0	0	0	1
30	UPON	0	0	0	0	0	0	0	0	1	1	2
31	WITHOUT	0	0	0	0	0	0	0	0	0	2	2
	TOTAL	56	55	31	52	74	56	86	67	88	76	641

Appendix C: Representation of Phrasal Verbs

This Appendix presents the frequency distribution of phrasal verbs across the three grades in the NCERT English textbooks. It presents the Lexical Verb and particle combination found in these grades.

Appendix C1: List of Phrasal Verbs found in Grade 1

Table 1: Phrasal Verbs found in Grade 1

Sl. No	Lexical Verb	Particle	Frequency
1.	Look	At	12
		Out	1
2.	Come	Along	1
		Down	1
3.	Fly	Off	2
4.	Climb	Up	2
5.	Hold	Up	1
		On	1
6.	Put	In	2
7.	Get	Up	1
		Into	1
8.	Act	Out	1
9.	Walk	Away	2
10.	Go	Out	1
11.	Stay	In	1
12.	Wake	Up	1

13.	Rum	Away	1
14.	Take	Out	1
15.	Grow	Into	1

Appendix C2: List of Phrasal Verbs found in Grade 2

Table 2: Phrasal Verbs found in Grad 2

Sl. No	Lexical Verb	Particle	Frequency
1.	Look	At	22
		Up	1
		Down	1
		For	1
		Into	1
2.	Come	Back	4
		In	1
		Down	2
		Along	1
3.	Go	On	3
		Out	5
		Away	2
		Up	1
		Down	1
4.	Blow	Down	7
		Away	1
		Over	1

		Into	1
5.	Get	Off	6
6.	Give	Up	2
7.	Sweep	Away	3
8.	Cry	Out	2
9.	Call	Out	5
		Away	2
10.	Run	Out	2
11.	Eat	Up	2
12.	Wake	Up	2
13.	Pull	In	2
		Off	3
14.	Take	Out	1
15.	Act	Out	3
16.	Keep	On	1
17.	Frighten	Away	1
18.	Sort	Out	1
19.	Set	Off	1
20.	Grow	Up	1
21.	Rub	Out	1
22.	Roll	Out	1
23.	Move	Over	1
24.	Turn	Back	1
25.	Climb	Down	1

26.	Try	Out	1
27.	Cut	Out	1
28.	Cross	Out	1
29.	Dry	Up	1
30.	Put	Away	1
31.	Peep	In	1
32.	Make	Up	1
33.	Pick	Up	1
34.	Laugh	At	1
35.	Fall	Down	1

Appendix C3: List of Phrasal Verbs found in Grade 3

Table 3: Phrasal verbs found in Grade 3

Sl. No	Lexical Verb	Particle	Frequency
1.	Look	At	17
		After	2
		Down	1
		Up	1
2.	Wake	Up	6
3.	Come	Back	3
		Out	2

4.	Grow	Up	3
		Into	1
5.	Pull	Out	1
		Up	7
6.	Act	Out	1
7.	Get	On	1
		Into	1
8.	Go	Into	1
		Back	1
		By	3
		Up	1
		On	1
9.	Think	About	1
10.	Call	Out	1
11.	Pick	Up	3
12.	Slip	Back	1
		Away	1
13.	Watch	Out	1
14.	Move	On	1

15.	Take	Off	1
16.	Put	On	1
17.	Dress	Up	1
18.	Draw	Up	1
19.	Cut	Out	1