

CHAPTER III

Textbooks Analysis and Assessment

Chapter III

Textbooks Analysis and Assessment

3.0 Introduction :

The *English for Communication* Textbooks prescribed for B.A.I, B.A.II and B.A.III students of compulsory English, published in 2003, 2004, 2005, respectively, by Shivaji University, are analyzed and assessed, here, in the context of the categories mentioned in Chapter II (2.6).

The prose passages in the textbooks are analyzed in the context of the following categories.

- i. Genre : Story, Essay, Autobiography, Biography, One-act play, etc..
- ii. Types of prose passage: Critical, Narrative, Reflective, Descriptive, Discursive etc.

The poems in the textbooks are analyzed in the context of the way the poet communicates his/her ideas. And the units in Communication Skill are analyzed in respect of the points covered in every unit.

The complexity level has been taken into consideration while assessing the gradation of the reading material. Lexical and structural complexity of the prose passages and only lexical complexity of poems have been studied. The method used to study the complexity level is stated below.

i. Lexical Complexity :

Only content words including idioms, phrases, words with figurative or extended meanings are counted. Regular inflections of verbs are counted as one word and irregular inflections as different words. Structure words are left out. *The General Service List* by Michael West (1953), has been referred to as one of the lists of words known to the students. In addition to this, the glossary given at the end of every unit in *Yuvakbharati* (1995), a course book in English for standard XII has been also referred to. The formula used to get the ratio of lexical complexity is as follows:

Formula 1

$$\text{Ratio of complexity} = \frac{\text{Number of total words}}{\text{Number of difficult words}}$$

ii. Structural Complexity :

It is generally true that a complex sentence is more difficult to comprehend than a compound sentence. A sentence which contains one independent clause and one or more dependent clause(s) is treated as a **Complex Sentence**. A sentence which contains two or more independent clauses and one or more dependent clause(s) is treated as a **Compound-Complex Sentence**. To exemplify the complex structure, some sentences are analyzed.

The gradation of units in **Communication Skills** is assessed in terms of the **Priority of Needs** and the **Introduction of New Communicative activities** in each successive unit. To investigate the introduction of **New Communicative Activities**, the following parameters are used:

- i. Language : Formal / Informal**
- ii. Interaction : The role of the students and their interlocutors.**
- iii. Instrumentality :**
 - a) Medium : Written / Spoken**
 - b) Mode : Dialogue written to be read, e.g. correspondence**
 - Dialogue written to be spoken, as if written, e.g. written reporting of a conversation to be read aloud as documentary evidence in court.
 - Monologue written to be read, e.g. texts.
 - Monologue written to be spoken as if written, e.g. news bulletin.
 - c) Channel : face to face, public address system, telephone,**

- Print (bilateral-participants can respond)
- Print [unilateral the recipient is not expected to respond]

iv. Communicative Activity :

3.1 Analysis of the Textbooks :

The textbooks are analyzed in the contexts of the following categories.

i. The Objectives of the textbooks:

The aim of teaching English at the compulsory level is to introduce the basic skills in English to the college learners and to ensure certain competence in using the English language. The common objectives of these textbooks are as follows:

- a) to develop skill of Reading Comprehension.
- b) To develop skill of Writing Composition.
- c) To widen the horizon of the learner's knowledge.
- d) To make the students familiar with modern English being written in the English speaking as well as Afro-Asian countries.

Along with these, the objective of the units in Communication Skills in B.A.II and B.A.III textbooks is to train the students in the use of English for practical purposes. One of the objectives of B.A.I and B.A. II textbooks is to develop the use of correct English. B.A.III textbook emphasizes advanced grammar.

ii. The design of the textbooks :

B.A.I textbook has been divided into three sections:

Section I : Prose

Section II : Poetry

Section III : Communication Skills

Section I consists of ten prose passages, Section II consists of five poems and Section III consists of two units. Units in Section I and Section II are followed by grammar points. Unseen poems for comprehension are included after every poem.

B.A.II textbook has been designed in two sections:

Section I : Prose and Poetry.

Section II : Communication Skills.

Section I contains eight prose passages and four poems. Poems are included in between the prose passages. Section II comprises of six units which are selected to practice writing skill.

B.A.III textbook has been made up of two sections:

Section I : Reading Comprehension

Section II : Communication Skills.

Section I embodies eight prose passages and four poems. Poems are included after all prose passages. Section II consists seven units which are based on the Writing Skill

Prose passages and poems in the textbooks have been selected bearing in mind the necessity of value education. They represent different texttypes. They have been written by writers from different parts of the world like India, America, Africa, Canada, England, Russia etc.. The introduction of the writer, his/her major work, the award given to him/her if any, and the subject matter have been presented at the beginning of prose passages and poems. Notes and Glossary, Comprehension questions, Vocabulary exercises etc. are given after every prose passage and poem. In addition to this, 'writing activity' is included in Section I of B.A. II and B.A. III textbook. Units in Communication Skills refer to writing composition, the use of English for practical purpose etc.. They are followed by Tasks and Exercises.

The pattern of question paper and division of marks have been provided at the end of textbooks.

iii. The content of the textbooks:

The content of the textbooks is analyzed sequentially as follows:

I. Prose Passages:

Prose passages in the textbooks are analyzed in the context of genre and types of prose. The analysis is presented in the following table.

B.A.I textbook:

Table 1

Unit No.	Genre	Types of Prose
1	Essay	Critical
2	Story	Narrative
3	Story	Narrative
4	Autobiography	Narrative
5	Story	Narrative
6	Essay	Reflective
7	Essay	Descriptive
8	Autobiography	Narrative
9	Essay	Reflective
10	Essay	Reflective

B.A.II textbook:

Table 2

Unit No.	Genre	Types of Prose
1	Story	Narrative
3	Essay	Descriptive
4	Story	Narrative
6	Essay	Descriptive
7	One-Act Play	Narrative
8	Story	Narrative
10	Story	Narrative
11	Essay	Descriptive

B.A.III Textbook:

Table 3

Unit No.	Genre	Types of Prose
1	Biography	Narrative
2	Story	Narrative
3	Essay	Descriptive
4	Story	Narrative
5	Biography	Narrative
6	Biography	Narrative
7	Story	Narrative
8	Essay	Discursive

It became quite obvious from the above tables that these textbooks contain a variety of text type.

II. Poems :

Poems in the textbooks represent a variety of modes of expressions e.g. B.A.I textbook consists of rebellious, nostalgic, pictorial, descriptive, poems. B.A.II textbook embodies reflective satirical, confessional, descriptive poems. B.A.III textbook covers nostalgic, satirical, argumentative, descriptive poems. Poems represent socio-cultural issues, hypocrisy and loneliness in modern society, sense of loss and loneliness etc..

III. Units in Communication Skills :

Units in Communication Skills aim at practicing the Writing Skill. B.A.I textbook comprises of two units viz. 'Organizing a Paragraph' and 'Summarizing'. The logical and neat organization of paragraph is demonstrated with examples in 'Organizing a Paragraph'. The techniques of composing thematic, descriptive, narrative paragraph with proper use of linkers and cohesion are also illustrated. The skills and techniques of summarizing are exemplified in 'Summarizing'.

B.A.II textbook contains six units in Communication Skills. Unit 1 illustrates the language and the form of official letters, such as,

- a letter of application for job, for leave etc.
- a letter to the Post-master for informing a change of address.
- a letter to the Chief Officer of municipality regarding some complaint etc.
- a letter calling a candidate for an interview, for written test etc.
- a letter from the candidate accepting the job.
- Interdepartmental official correspondence, etc.

Along with these, writing of Curriculum Vitae (C.V.) is also demonstrated. Unit 2 illustrates the techniques of writing a news story, reporting seminars, public meetings, cultural activities etc.. Other units practiced writing Notice-Agenda and Minutes, writing composition, copyediting i.e. correcting the manuscript, expressions used in various formal and informal situation while communicating on telephone etc.

B.A. III textbook consists of seven units in Communication Skills. Unit 1 aims at enriching vocabulary. The techniques illustrated in the unit are as follows:

- Forming words with the help of prefixes and suffixes.
- Synonyms and their use in different context,
- Adjectives which appear to be related and to have nearly the same meaning but used differently.
- Antonyms
- Problem words i.e. the words which look alike or sound alike.
- Phrasal verbs with an object (separable)
- Phrasal verbs with two particles etc.

Unit 2 exemplifies the strategies used for joining sentences and phrases, and shows how writing can be made compact by connecting sentences in larger pieces of composition, to make writing more effective. Unit 3 offers practice in presenting information in tabular form, flow chart, tree diagram, bar diagram, pie diagram etc. and in descriptive form. Other units illustrate the techniques of writing a script for presentation, reviewing

movie, fiction etc. and composing the text of an advertisement for a particular product or service etc. and organizing an essay.

It can be seen from the analysis that these units represent different types of Writing in the target language.

IV. Grammar :

Basic concepts of grammar are revised in B.A.I textbook. The grammar points covered in the textbook are as follows:

- Basic sentence patterns, use of tenses like simple present tense, present progressive, present perfect tense, simple past tense, past progressive, past perfect tense etc., tenses for narration, imperative and exclamatory sentences, active and passive voice, negative sentences, use of modal auxiliaries, use of articles, use of prepositions, sentence connectors in paragraph, reporting different types of sentences, adverbial clauses, punctuations adjectives, adverbials etc.. The purpose of these grammar points is to enable students to write grammatically correct sentences.
- These grammar points are introduced as far as possible through the context of situations which are related to everyday use of English. There are no separate grammar points in B.A.II and B.A.III textbooks like B.A.I textbook. Thus, the content of the textbooks promotes the skills of reading comprehension and of composition.

iv. Tasks and Exercises in the Textbooks:

Tasks and Exercises are effective means to ensure how much the students have learnt. A variety of exercise is set on Reading Comprehension and Writing Activities. They are discussed in detail below.

I. Exercises on prose passages and poems:

The commonly used exercises in the textbooks are as follows:

Comprehension questions like skimming, scanning, multiple choice/objective types, true-false, short answer questions, questions for detailed comprehension etc. are set to practice the skills of reading.

Vocabulary exercises are arranged in order to develop vocabulary with such instructions as find word /phrase from prose passages or poems which state the given meaning, fill in the blanks with suitable words/phrases, match the pair, complete the table given, multiple choice etc.. Along with these exercises, B.A.II and B.A.III textbooks consist of exercises with instructions like strike odd one, rewrite the sentences as directed etc.. B.A.I textbook comprises of exercises like underline the word spelt correctly, classify the verbs etc.. B.A.III textbook contains exercises like tick the misspell word, supply the missing letter in the words etc.. It is instructed to use the phrases and words in one's own sentences in B.A.I and B.A.II textbook.

Writing Activities are organized in B.A. and B.A.III textbook. Topics are provided to write an essay.

The Unseen poems for Reading Comprehension are included in the B.A.I textbook.

Exercises on grammar units are set in B.A.I textbook. These are as follows:

- Identify the forms of the given sentences and state their function.
- Make your own sentences using the given verbs.
- Supply correct present tense of the verbs given.
- Use appropriate connectors.
- Write the sentences in imperative form.
- Turn the sentences into negative.
- What questions would you ask in the given situation?
- Make use of appropriate articles, preposition etc.
- Report the conversation with appropriate reporting verb.
- Use proper punctuation marks.

II. Exercises on Communication Skills:

Tasks and exercises are set on Writing Composition. These are illustrated below.

B.A.I textbook : Unit 1 in the textbook deals with developing the skills of organizing paragraph and tasks are supportive to it. Exercises like write a

paragraph, give proper order to jumbled sentences etc. are set on this unit. Tasks in Unit 2 provide practice to the skills of summarizing, e.g. rewrite the given pieces of text in a simple language, underline the main ideas and make notes of them to write summary, answer the questions below the passage to write the summary, consider concepts of grammar and punctuation in writing summary, etc. In short, tasks and exercises in the textbook are of different types.

B.A.II textbook : Tasks in Unit 1 are based on the types of formal letters exemplified in the unit. In Unit 2, aspects of writing news story are practiced e.g. expand the headlines into full sentences, give suitable headlines to the news stories, write news stories by using facts given, report cultural activities, seminar etc.. Unit 3 embodies tasks like imagine the functions of meeting, draft Notice Agenda and Minutes. Unit 4 contains tasks like write a paragraph, identify the main idea in the given passages, etc. Unit 5 consists of tasks like edit the given passage, etc. Tasks in Unit 6 are set on telephonic communication, e.g. complete the conversation filling in the blanks, prepare a message for the answer phone, use appropriate expressions, write telephonic conversation on given topics and such other.

B.A.III textbook: Exercise in Unit 1 are formed on vocabulary, e.g. use appropriate prefixes, form words with suffixes, use verbs in own sentences, use synonyms, adjectives, antonyms etc., use problem words in own sentences, use phrasal verbs. Some additional exercises are given at the end of the unit. Unit 2 consists of exercises like join sentences by using Noun Clause, WH word, Adverb Clause, Relative Pronoun, etc., reduce Adverb Clauses, Relative Clauses etc., use indirect speech, focus the objects, make passive sentences, use conjunctions to combine the sentences, fill in the gaps. Unit 3 contains exercises like present information in tree diagram, flow chart, bar diagram, present information in descriptive form, etc.. Unit 4 consists of exercises like write a script for presentation, write the beginnings. In Unit 5 tasks practice writing review of novel, textbook movie, play. Unit 6 contains tasks based on writing advertisement copy. Task in Unit 7 contains two paragraphs and it is asked to say why the revised paragraph is better.

It can be seen from the above discussion that tasks and exercise aim at encouraging individual efforts based on practice to learn a variety of writing formats. In short, tasks and exercises covered in the textbooks provide students with ample practice to be competent enough in the Reading and the Writing Skills.

3.2 Assessment of the Textbooks:

The textbooks are assessed in the context of the following categories:

i. The co-relation between the objectives and the selection of the content:

The textbooks emphasize the skills of Reading Comprehension and Writing Composition. Generally, readability, suitability of content and exploitability are considered while selecting the reading material to train the students in getting meaning out of a text for some purpose and in linguistic encoding of the message. There are several reasons for the inclusion of Writing Skill in the second language syllabus. These are as follows:

- People frequently communicate with each other in writing.
- Writing helps students to learn the grammatical structures, idioms and vocabulary etc., to be adventurous with language, to be familiar with the conventions of written English discourse, etc..

In the light of this, the content of the textbooks is assessed here.

Tables 1,2,3 show that the reading material used for the textbooks is of literary kind-story, essay, biography, autobiography, one-act play. It means through a variety of texttypes Reading Skill is practiced. Prose passages and poems represent the problems of women, modern society and such other. As the writers belong to different parts of the world, they present their socio-cultural problems. It requires background knowledge on the part of the students. The students however have scope to compare these problems with the problems they themselves face or observe others facing in their society, for example, the superstitious belief as described in 'The Village Priest' which has the background of African Culture, or the psychological suffering of women as presented in 'The Summer Before the Dark' (B.A. II textbook). Considering the issues handled in the textbooks, it may be observed that they are suitable to the

level of the students. In the context of exploitability, it may be observed that the material supports the facilitation of learning. The objective of making the students familiar with modern English being written in the English speaking as well as Afro-Asian countries is achieved to some extent through these textbooks, as the writer belong to different parts of the world and to the modern period. The textbooks promote comparison and through comparison succeed imparting the message more emphatically.

The purpose of the units in Communication Skills is to develop the Composition Skill. The skills of organizing paragraph systematically, identifying the core of the passage, analyzing and systematizing ideas and reproducing them in clear, concise and coherent manner are practiced in B.A.I textbook. English used in various formal situation is introduced in B.A.II textbook. These units provide the format of such formal writing and language used in such writings e.g. writing official letters, news stories, reports, notice-agenda and minutes, etc. are exemplified. Expressions used in formal and informal telephonic conversation, strategies used in composition writing, the skills of copy-editing, etc. are illustrated. These units represent English used for practical purposes. Units in B.A.III textbook cover the following aspects of writing: enriching vocabulary, strategies used to write effectively, presenting information in a precise, catchy, novel and attractive way, making a presentation on a particular topic, writing an advertisement copy, writing an essay. It shows that, the units represent English being used for various purposes in written manner. These units exemplified the mechanics of writing through which the students may learn to communicate ideas clear, fluent and effective manner. The units are selected keeping in mind the areas where practice is necessarily required to train the students to grapple with the real life situations. To some extent this purpose is achieved.

One of the purposes of the B.A.I textbook is to remove the backlog of grammar, in relation to this, basic concepts of grammar are presented in the textbook. The remedial teaching of grammar functions like a bridge, because it bridges the gap between what the learners know, understand and what is required or desired of them. It enables them to grapple successfully with the

tasks. Almost all basic grammar points are covered in the textbook with proper explanation.

To sum up, the efforts are taken to match the objectives of the textbooks with the content. The textbook writers succeed to certain extent, in establishing the correlation between the objectives and the selection of the content.

ii. **Gradation of the material:**

The material used in the textbooks is assessed in terms of gradation. Prose passages are assessed in the context of lexical and structural complexity and poems are assessed in the context of lexical complexity. Units in Communication Skills are assessed in the context of priority of need and the parameters like language, interaction, instrumentality, communicative activities are used to study the variety in writing activities. The details are given below.

a. **Lexical Complexity:**

Formula used to get the ratio of difficulty is as follows:

Formula 1

$$\text{Ratio of complexity} = \frac{\text{Number of total words}}{\text{Number of difficult words}}$$

The information is presented first in tabular form and then in graph.

Words in prose passages:

Table 4 B.A. I Textbook

Unit No.	Total Number of Running words	Number of Difficult words	Ratio of Difficulty *
1	364	19	19:1
2	221	37	6:1
3	177	26	7:1
4	212	14	15:1
5	269	14	19:1
6	426	39	11:1
7	369	52	7:1
8	313	19	16:1
9	152	09	17:1
10	283	31	9:1
	2786	260	

*It may read as for every 19 running words there is one difficult word in unit 1.

Table 5 :B.A.II Textbook

Unit No.	Total Number of Running words	Number of Difficult words	Ratio of Difficulty *
1	235	9	26:1
3	240	12	20:1
4	199	10	20:1
6	355	13	27:1
7	240	07	34:1
8	193	10	19:1
10	258	10	26:1
11	261	19	14:1
	1981	100	

Table 6 : B.A.III Textbook

Unit No.	Total Number of Running words	Number of Difficult words	Ratio of Difficulty *
1	229	12	19:1
2	293	15	20:1
3	304	12	25:1
4	306	11	28:1
5	171	08	21:1
6	357	16	22:1
7	214	14	15:1
8	194	14	14:1
	2068	102	

Words in Poems:

Table 7 : B.A. Textbook

Unit No.	Total Number of Running words	Number of Difficult words	Ratio of Difficulty *
1	79	06	13:1
2	39	02	20:1
3	50	06	8:1
4	66	06	9:1
5	92	03	31:1
	326	23	

Table 8 : B.A. II Textbook

Unit No.	Total Number of Running words	Number of Difficult words	Ratio of Difficulty *
2	43	11	4:1
5	126	08	16:1
9	52	05	10:1
12	43	10	4:1
	264	34	

Table 9 : B.A. III Textbook

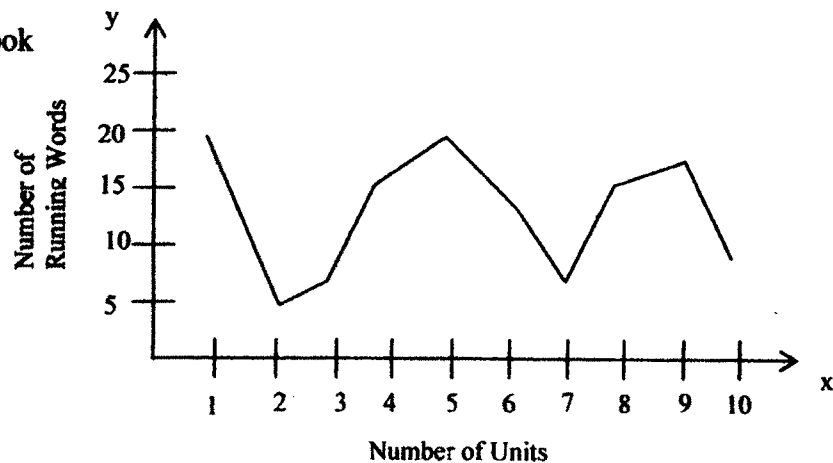
Unit No.	Total Number of Running words	Number of Difficult words	Ratio of Difficulty *
9	47	07	7:1
10	54	09	6:1
11	63	03	21:1
12	31	01	31:1
	195	20	

Ratio of lexical difficulty is also presented in Graphs below.

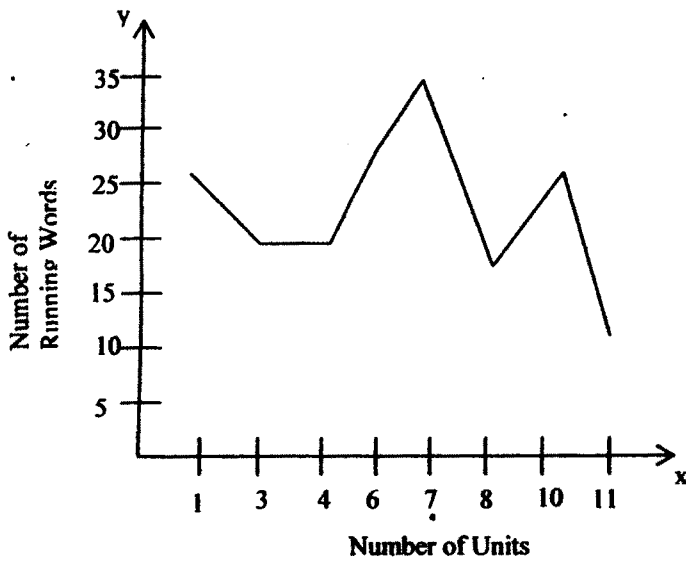
Words in prose passages:

The following graphs show the number of running words against the number of units. They also show the number of running words after which one difficult words comes.

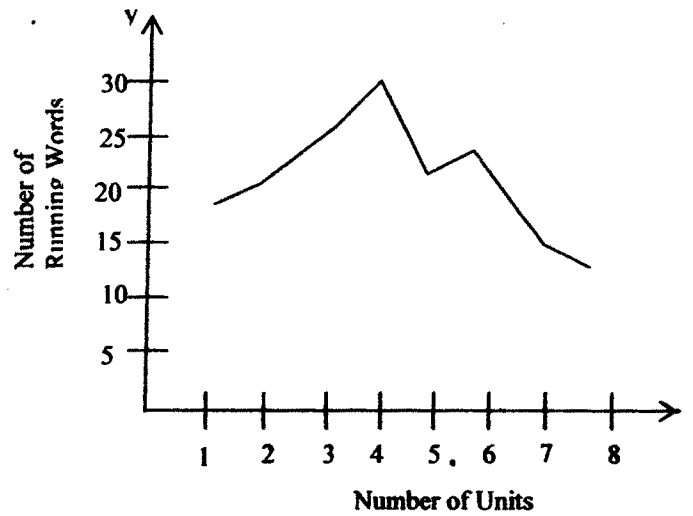
A) B.A. I Textbook



B) B.A. II Textbook



C) B.A. III Textbook

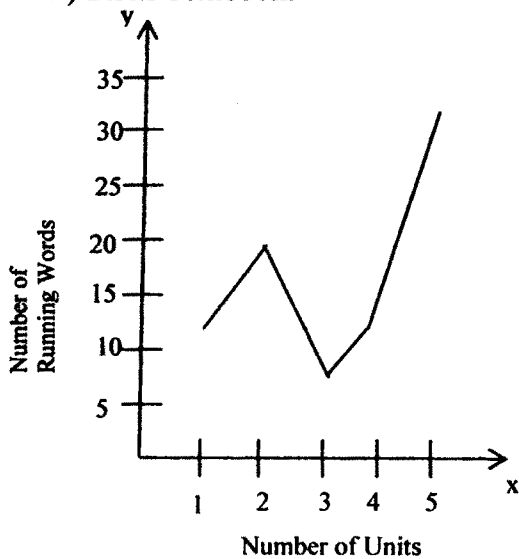


If the number of running words are more, less complexity may be assumed and if the number of running words are less, more complexity may be assumed. In this context, it may be seen from Graph A, B, C, graph that A has more fluctuations, difficulty level increases from Unit 1 to Unit 2 and it decreases from Unit 2 to Unit 5 and again increases from Unit 5 to Unit 7 and decreases from Unit 7 to Unit 9 to Unit 10. Such fluctuations may be observed in Graph 'B'. It may appear from Graph 'C' that the difficulty level increases from Unit 1 to Unit 4 and decreases from Unit 4 to Unit 8.

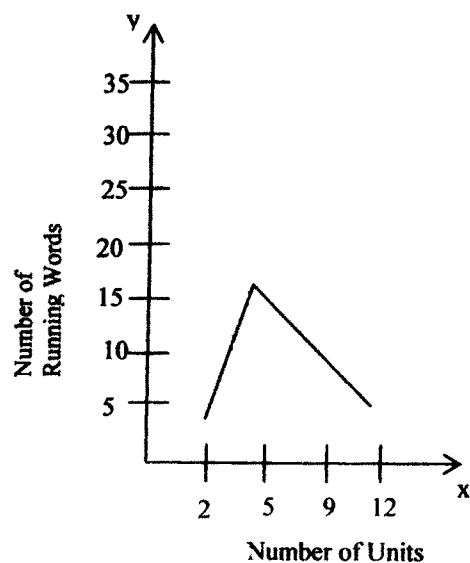
It may also be observed that the difficulty level decreases from B.A. I textbook to B.A. II textbook. It also decreases further to B.A. III textbook.

Words in Poems:

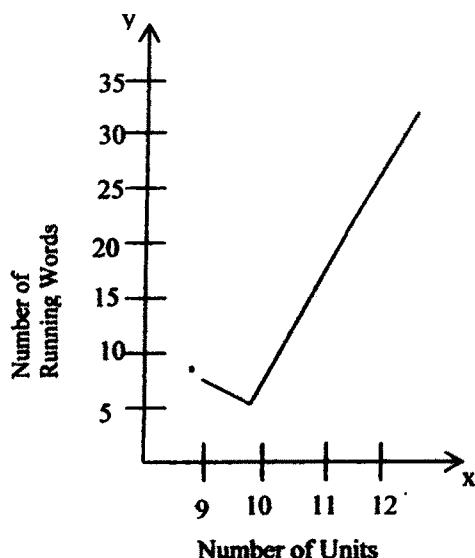
D) B.A. I Textbook:



E) B.A. III Textbook:



F) B.A. III Textbook:



More the number of running words after which one difficult word occurs, less complexity may be assumed and less the number of running words more complexity may be assumed. In this context it can be seen from Graph 'D' that level of complexity decreases first, then increases and again decreases. It may appear from Graph 'E' that complexity decreases from the first poem to the second poem and again increases. Graph 'F' shows first increases and then continuous decrease in complexity. It may be observed from Graph 'D', 'E', 'F' that complexity is increased in poems in B.A. II textbook but to some extent it is decreased in B.A.III textbook.

Considering the level of the students, the difficulty level needs to be increased.

I. Structural Complexity :

To assess the structural complexity, complex and compound complex sentences in the prose passages are counted and their percentage has been studied. The information is presented first in tabular form and then in graphs.

Table 10 : B.A.I Textbook

Unit No.	Total Number of Sentences	Number of Complex Sentences	Number of Compound Complex Sentences	% of Complex Sentences	% of Compound Complex Sentences
1	95	41	16	43%	17%
2	52	35	06	67%	12%
3	39	31	05	79%	13%
4	52	17	10	33%	19%
5	69	32	13	46%	19%
6	99	49	19	49%	19%
7	64	33	07	52%	11%
8	62	26	09	42%	15%
9	42	23	03	55%	7%
10	43	15	01	35%	2%
	617	302	89	-	-

Table 11 : B.A. II Textbook

Unit No.	Total Number of Sentences	Number of Complex Sentences	Number of Compound Complex Sentences	% of Complex Sentences	% of compound Complex Sentences
1	62	14	08	23%	13%
3	68	20	04	29%	6%
4	47	20	02	43%	4%
6	48	19	12	40%	25%
7	178	25	04	14%	2%
8	48	28	05	58%	10%
10	104	34	17	33%	16%
11	3827	27	03	71%	8%
	593	187	55	-	-

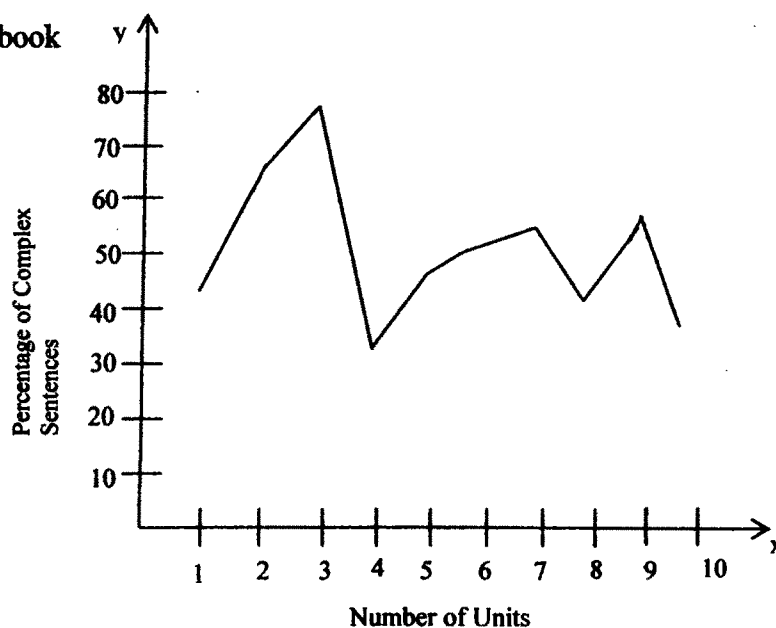
Table 12 : B.A. III Textbook

Unit No.	Total Number of Sentences	Number of Complex Sentences	Number of Compound Complex Sentences	% of Complex Sentences	% of compound Complex Sentences
1	71	32	03	45%	4%
2	88	51	09	58%	10%
3	96	59	12	61%	13%
4	71	31	13	44%	18%
5	47	20	06	43%	13%
6	107	38	05	36%	5%
7	67	24	17	36%	25%
8	29	13	08	45%	28%
	576	268	73	-	-

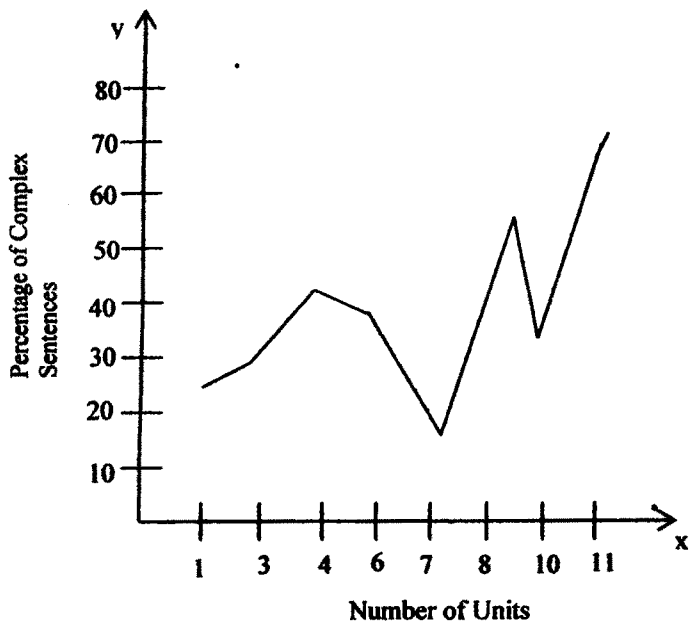
The following graphs show the percentages first of Complex Sentences and then of Compound – Complex Sentences.

Complex Sentences :

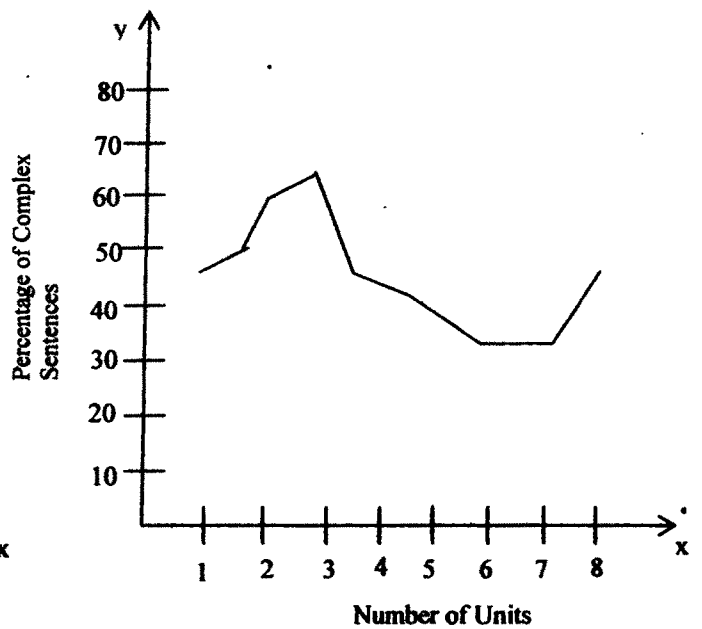
G) B.A.I Textbook



H) B.A.II Textbook



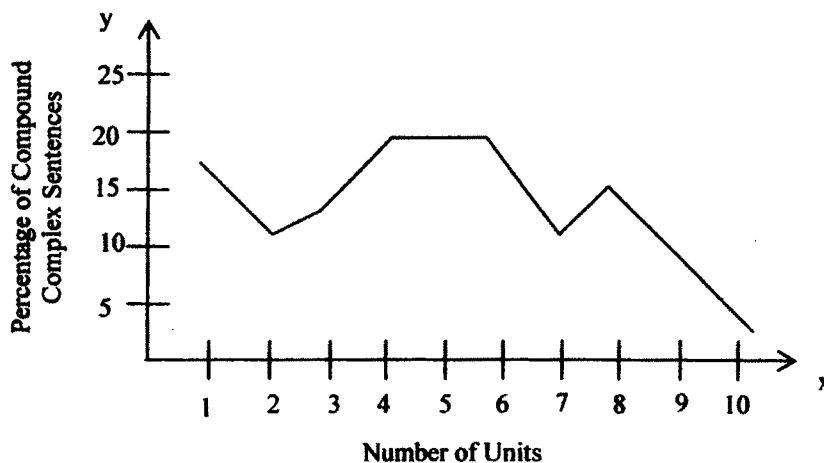
I) B.A. III Textbook:



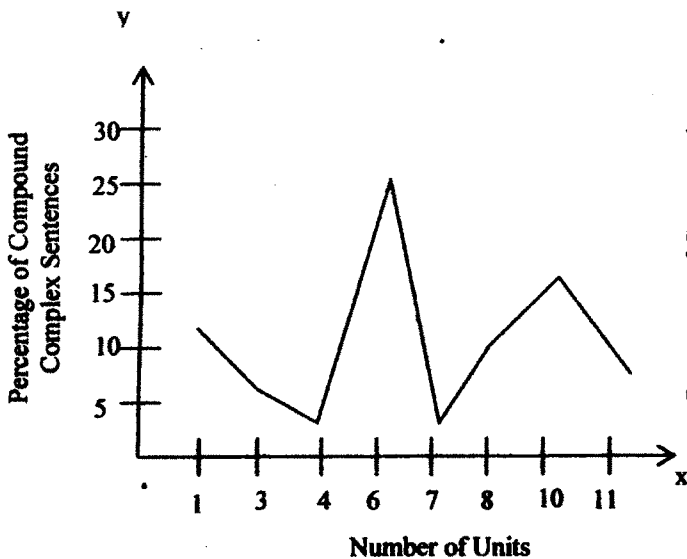
If the number of complex sentences are more, more structural complexity may be assumed. In this context Graphs 'G', 'H', 'I' show more fluctuations. It may be seen from Graph 'G' that complexity levels increased from Unit 1 to Unit 3 and then decreased from Unit 3 to Unit 4, again it is increased in Unit 7 and decreased in Unit 8, then increased in Unit 9 and decreased in Unit 10. It may appear from Graphs 'H' & 'I' that structural complexity is increased at first then decreased and at the end again increased.

Compound-Complex Sentences:

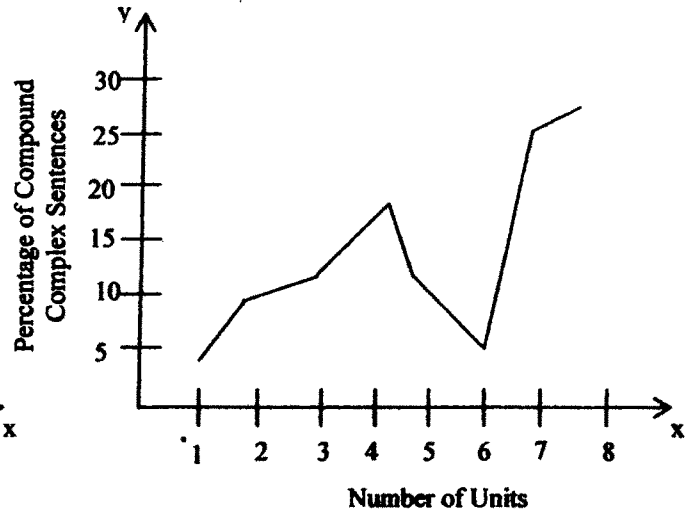
J) B.A. I Textbook



K) B.A. II Textbook



L) B.A. III Textbook



It may appear from Graph 'J' that complexity level is first decreased, then increased, after that it is stable, again decreased, next increased and then decreased.

It may be seen from Graph 'K' that Unit 6 is more complex. The complexity is suddenly increased to a great extent and decreased also then slowly increased and again decreased.

Graph 'J' show gradual increase at the beginning, then decrease and sudden increase in the complexity.

It may be seen from Graph 'J', 'K', 'L' that complexity level is increased throughout the course.

Graphic presentation of structural complexity shows the fluctuations in the level of complexity, some sentences are analyzed here to study the structure of the sentences.

Analysis of Sentences :

Only main clause (MCI) and subordinate clause (SCI) are labeled and their subtypes are not labeled in this analysis. Subordinate clauses within a phrase are treated as indirect subordination.

The symbols used in the analysis are-

- [] – Clause
- () – Phrase
- < > - Co-ordination.

Complex Sentences:

- 1) $\left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{When I was leaving his house,} \right] \text{ Shivasubramania Iyer invited me } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{to join him} \right. \right. \right. \\ \left. \left. \left. \text{for dinner again the next weekend.} \right] \right] \right. \left. \right. \text{ (Unit 8-B.A.I)}$
- 2) $\left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{It was a challenging, awesome responsibility } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{as people were not willing } \left[\text{to} \right. \right. \right. \right. \right. \\ \left. \left. \left. \left. \text{listen to a widow.} \right] \right] \right] \right] \right. \left. \right. \text{ (Unit 2- B.A.I)}$
- 3) $\left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{And I will give you a few instances } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{to show you } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{what grounds the inhabitants,} \right. \right. \right. \right. \right. \\ \left. \left. \left. \left. \text{and the pilgrims, had for that terror.} \right] \right] \right] \right] \right. \left. \right. \text{ (Unit 6- B.A.II)}$
- 4) $\left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{Men use chemical fertilizers } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{while women use cowdung and ashes as manure.} \right] \right] \right] \right. \left. \right. \text{ (Unit 11- B.A.II)}$
- 5) $\left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{At least I have proved to myself } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{that } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{what may people think necessary} \right] \right. \right. \right. \right. \\ \left. \left. \left. \left. \text{not necessary at all.} \right] \right] \right] \right] \right. \left. \right. \text{ (Unit 3-B.A.III)}$
- 6) $\left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{While he stood there irresolute he heard (the young men } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{walking towards} \right. \right. \right. \right. \right. \right. \\ \left. \left. \left. \left. \left. \text{him, not only (from the side } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{where he had seen them.} \right] \right) \right] \right) \right] \right] \right] \right] \right. \left. \right. \text{ (Unit 7: B.A.II)}$

Compound – Complex Sentences:

- 1) $\left\langle \begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{I went court with the collar on, } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{thus inviting the ridicule of brother barristers} \right] \right] \right. \right. \\ \left. \left. \left. \left. \text{but } \left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{even in those days I could be impervious } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{to ridicule.} \right] \right] \right] \right] \right] \right. \right. \right. \right. \left. \right. \left. \right. \text{ (Unit 4 - B.A.I)}$
- 2) $\left\langle \begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{Well, you never know } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{what the future brings} \right] \right] \right] \right. \left. \left. \left. \left. \text{but, } \left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{for the while I like } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{to} \right. \right. \right. \right. \right. \right. \right. \right. \\ \left. \left. \left. \left. \left. \text{think of it as home.....} \right] \right] \right] \right] \right] \right. \right. \right. \right. \left. \right. \left. \right. \text{ (Unit 7 - B.A.II)}$
- 3) $\left\langle \begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{His world, } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{it is true,} \right] \right] \right] \right. \left. \left. \left. \left. \text{was more secure than the worlds of most Negroes } \right] \right] \right. \right. \\ \left. \left. \left. \left. \left. \left[\begin{array}{l} \text{MCI} \\ \text{SCI} \end{array} \left[\text{the same shadow } \left[\begin{array}{l} \text{SCI} \\ \text{SCI} \end{array} \left[\text{that menaced other Negroes} \right] \right] \right] \right] \right] \right] \right. \right. \right. \right. \left. \right. \left. \right. \left. \right. \left. \right. \left. \right. \text{ (Unit 5 - B.A.III)}$

This analysis shows structural complexity.

III : Units in Communication Skills –

Units in Communication skills are assessed in the context of the following parameters.

B.A. I Textbook :

Unit 1

- a. Language : Formal / Informal**
- b. Interaction : The role of the students is of a writer and their interlocutors are readers.**
- c. Instrumentality: Medium - Written**
Mode - Monologue written to be read
Channel - Print [unilateral]
- d. Communicative Activity : Organizing paragraph, ordering jumbled sentences, writing narrative, descriptive, thematic paragraphs.**

Unit 2

- a. Language : Formal / Informal**
- b. Interaction : The role of the students is to identify the main argument and rewrite it in their own language. Their interlocutors are readers or they themselves.**
- c. Instrumentality : Medium - Written**
Mode - Monologue written to be read
Channel - Print [unilateral]
- d. Communicative Activity : Summarizing the given text, underlining main ideas, answering the questions given below the text, suggesting the suitable title.**

B.A.II Textbook:

Unit 1

- a. Language : Formal**
- b. Interaction: The role of the students is of an applicant and their interlocutors are of different types like manager, principle, head of the institutions.**

- c. Instrumentality : Medium - Written
 Mode - Dialogue written to be read.
 Channel - Print [bilateral]
- d. Communicative Activity : Writing letters for various purpose like application for
 job, leave, etc. requesting for prospects, form etc.
 complaining to the authorities, writing memos.

Unit 2:

- a. Language : Formal
- b. Interaction : The students' role is of the reporter and their interlocutors are the
 readers
 . like common people.
- c. Instrumentality : Medium - Written.
 Mode - Monologue written to be spoken as if written.
 Channel - Public address system.
- d. Communicative Activity: Writing Routine, Reports like, news stories, reporting
 seminars, public meeting and cultural activities.

Unit 3

- a. Language : Formal
- b. Interaction : The students' role is of manager, secretary, chairperson and their
 interlocutors are workers, staff members, committee members.
- c. Instrumentality : Medium - Written
 Mode - Dialogue written to be read.
 Channel - Print [bilateral]
- d. Communicative Activity : Writing a notice of the meetings for different reasons
 e.g. meetings of the members, writing minutes of the
 meeting.

Unit 4

- a. Language : Formal, Informal
- b. Interaction : The students role is of the composition writer and their interlocutors
 are the common readers.
- c. Instrumentality : Medium - Written

Mode - Monologue written to be read.

Channel - Print [unilateral]

- d. Communicative Activity : Writing compositions on various topics with the help of the points given.**

Unit 5

a. Language : Formal, Informal

b. Interaction : The role of the students is of copy editor and their interlocutors are publishers.

c. Instrumentality : Medium - Written

Mode - Dialogue Written to be read

Channel - Print [bilateral]

d. Communicative Activity : Copy-editing the manuscript before publication.

Unit 6

a. Language : Formal, Informal

b. Interaction : The role of the students is of collar and their interlocutors are of different types of receiver like friends, receptionist, dealer, etc.

c. Instrumentality : Medium - Spoken

Mode - Written to be spoken

Channel - Telephone

d. Communicative Activity : Writing telephonic conversation on various topics like greetings, inviting for functions, requesting to cancel ticket, requesting for ambulance, preparing record message, etc.

B.A. III Textbook

Unit 1 aims at enriching vocabulary. The ways which may be used to develop vocabulary are discussed in detail. Many words are given as examples to provide the practice in improving vocabulary. Simple language is used to explain the ideas. The words selected in the unit are related to practical life.

Unit 2 introduces how to make writing effective. The clauses which may be used to joint the sentences are discussed with enough examples. The examples

selected in the unit are taken from daily routine. Simplicity in the explanation may increase the interest of the students.

The next five Units are assessed in the context of the parameters stated at the beginning. These are as follows:

Unit 3:

- a. language : Formal
- b. Interaction : The role of the students is to present information in different modes and their interlocutors may be students, customers, etc.
- c. Instrumentality : Medium - Written
Mode - Dialogue written to be read
Channel - Print [bilateral]
- d. Communicative Activity : Presenting information in tabular form, graphs, charts, bar diagrams, pie charts, descriptive mode.

Unit 4

- a. Language : Formal
- b. Interaction : The students' role is of the script writer and presenter. Their interlocutors are audience.
- c. Instrumentality : Medium - Written
Mode - Dialogue written to be read
Channel - Face to face
- d. Communicative Activity : Writing a script for paper presentation.

Unit 5

- a. Language : Formal
- b. Interaction : The students' role is of review writer and their interlocutors are readers.
- c. Instrumentality : Medium - Written
Mode - Monologue written to be read.
Channel - Print [unilateral]
- d. Communicative Activity : Writing review of film, book, movie.

Unit 6

- a. Language : Informal
- b. Interaction : The role of the students is of copywriter and their interlocutors are consumers, clients.
- c. Instrumentality: Medium - Written
Mode - Dialogue written to be read
Channel - Public address system.
- d. Communicative Activity: Providing details for advertising the products, writing copies for the given products / services.

Unit 7

- a. Language : Formal
- b. Interaction : The role of the students is of writer of the essay and their interlocutors are readers.
- c. Instrumentality : Medium - Written
Mode - Monologue written to be read.
Channel - Print [unilateral]
- d. Communicative Activity : Organizing an essay on different topics.

It may be seen from the above discussion that units in Communication Skills consist of varieties of writing activity. The format and the language used in such compositions make the learner conscious of the use of language for various purposes. Some units give hint of career options. Considering the priority of need, almost all Units selected in their textbooks are appropriate. They provide practice in English used for practical purposes.

To sum up, the content of the textbook is graded properly to some extent. The efforts are taken to balance the lexical and structural complexity.

iii. Appropriacy of tasks and exercises:

A variety of tasks are suggested to improve Reading Skills, such as reassembling and utilizing information, skimming, scanning. Exercises in the textbook are systematically arranged. The exercises based on prose passages and poems provide practice in developing the Reading Comprehension. Skimming and scanning questions direct the students to a particular answer. To get the answer,

students are expected to go through the particular prose passage or poem many times. It may help to improve reading speed. Objective type questions, true-false questions direct the students to specific information. Such questions help to examine how much have the students understood from the text. Short answer type questions and questions for detailed comprehension encourage the students to think of the different aspects of meaning and to view the events critically. The questions on Reading Comprehension slowly direct the students from particular to general information.

Some questions are directed to the revelation of the students' views.

e.g. i) What is the article about? Does the author say anything about where the way we try to change other people personalities is right or wrong? (unit 6 B.A.I)

ii) What do you think of Leacock's views on the modern world? Do you agree with him? (Unit 3 B.A. II)

Such questions motivate the students to be creative while reading the text.

Vocabulary exercises based on the prose passages and poems are the effective means of enriching vocabulary and developing the habit of using dictionary. It helps to learn the words in context. Varieties of vocabulary exercises are useful to avoid monotony and to create interest among the students. Difficulty level of exercises is slowly increased throughout three years. For example, students are instructed to use words / phrases in their own sentences at B.A. III level.

Writing activity included in B.A.II and B.A.III textbook provides practice for the skill of organizing paragraph learnt at B.A.I. It shows the continuity of the tasks and the exercises. The students are free to use their own ideas.

Tasks and exercises on communication skills such as the Writing skill follow the principles of Controlled Writing, Guided Writing and Free Writing. Most of the exercises in B.A.I textbooks are of Guided Writing. Exercises in B.A. II textbook also Guided Writing is used. But in B.A. III textbook both Controlled Writing and Guided Writing are used. To some extent, Free Writing is practiced in the textbooks.

The students are given instructions to follow the format given in the textbook with appropriate use of language. They practice 'how to write' and 'what to write.' There is little scope to be creative on part of the students at B.A.I and B.A. II in writing. But, in B.A.III textbook, there is much scope to be creative in writing. The

level of difficulty is increased throughout three years. Considering the three years course, the students get enough practice to develop their Writing Skill.

Tasks based on grammar points are set in the real life context which makes it easy to learn.

Clear instructions are given, which may guide the students in right directions. The exercises may be used also to develop the students logical thinking and mental ability. They promote Reading Comprehension Skill and Writing Skill to some extent. The basic aim of the activities based on Reading Comprehension is to help the students in the comprehension of Reading. In respect to this, the tasks in these textbooks are appropriate. Tasks and exercise based on writing composition are presented in such a way as to practice writing from Controlled Writing through Guided Writing to Free Writing.

iv. Teacher – learner Balance :

It has been common practice to teach Reading through reading passages appended with Comprehension questions. Also the presentation of language through reading passages is a well- established and very familiar pedagogic practice. The present textbooks require active participation of the students in the classroom activities. The role of the teacher is less dominant. S/he has scope to be innovative and also to make the students innovative. S/he may organize class into pairs or group while discussing exercises. Though the students will depend on the teachers regarding the format and language used in formal writing, they may become creative as they have to use the information in various situations. The variety in the situations gives scope to use English with different expressions. The activities are organized to make the students independent users of language. It may be seen from the content and the exercises in the textbooks that the teacher-learner balance is achieved at least to some extent.

v. Balance of Language Skills:

The textbooks emphasize skills of Reading Comprehension and writing. Ample practice is provided to make the students independent reader and writer. Considering the textbooks, for three years together we may observe with certainty that the Reading Skill is practiced to a great extent. To some extent, Writing Skill is practiced in B.A.I textbook. Compared to B.A.I, different aspects of Writing in target

language are practiced more in B.A. II and B.A.III textbook. Listening skill also is practiced only to some extent throughout these textbooks. Little scope is given to the speaking skill in B.A.I textbook. To some extent, it is practiced in B.A.II and B.A.III textbooks. It may be said that the textbooks demonstrate partial balance among the four skills.

vi. General comments based on the overall assessment of strengths and weaknesses:

The textbooks encourage the students to develop learning skills and skills in learning. They are learner centered. They are graded properly to some extent. They are meant for regular as well as external students. The researcher thinks that even external students will find it easy to study them independently because they are self-explanatory.

Writing activities in the textbooks can be fruitfully used to learn the formal aspect of the language and to train the students in using the language for practical purpose.

In regard to the textbooks, the researcher would like to make a few observations. There are some printing mistakes in B.A.I textbook. e.g. a) spelling mistake –i) pair the autonyms (page 106) ii).....why we seem to be cast as misfits.

(page 64)

b) Mistake in identifying S,V,O,A - i)I gave him a present. (SVOA) (page 11) It should be- I gave him a present. (S v Oi Od). c) ‘Correction of Error’ needs to be discussed as it is a part of the question paper.

Unit 1 and Unit 2 in B.A.III textbook are comparatively lengthy. Too much information is introduced in these units.

There is scope to reduce the literary kind of material and to introduce variety of reading material to avoid the repetition of the same pattern. The same kind of material may be used to promote Speaking Skill by organizing a variety of exercises, like, simulation, role play, etc. to achieve the balance of language skills. Different kinds of language functions need to be introduced to enable the students to communicate in English. Some units require more tasks in order to practice what is learnt e.g. Copy Editing B.A.II.

Despite these weaknesses, the textbooks are suitable to the level of the students. The writer have made sincere efforts to make them advanced every year. To some extent the textbooks develop Communicative Competence of the students. With proper implementation, it is possible to make the student independent reader and writers, to a considerable extent.
