Übungsanalyse zur entwicklung der lexikalen kompetenz in englischlehrbüchern der 6. Klasse

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Abstrakt. Der Artikel untersucht die Assimilation usbekischer englischer Lehrbücher mit einem kommunikativen Ansatz in der Materialgestaltung. Dieser Artikel berücksichtigt die Stärken, Schwächen und Vorschläge für notwendige Änderungen für englische Lehrbücher. Als Unterrichtsmaterial wurde ein englisches Lehrbuch der 6. Klasse, herausgegeben von «Oʻzbekiston», in Betracht gezogen. Dieses Buch wurde gemäß dem nationalen Lehrplan und den nationalen Lehrbüchern und Lernmaterialien erstellt. Um das Verständnis der Ergebnisse zu verbessern, wurde jede Einheit des Lehrbuchs durch den Parameter der Checkliste qualitativ und quantitativ untersucht. Die Ergebnisse der Studie zeigen, dass Englischlehrbücher gemäß den neuesten Mustern des kommunikativen Lehrens und Lernens von Sprachen überarbeitet werden müssen. Authentische Texte aus der realen Umgebung sollten einbezogen werden, um eine reichhaltige Begegnung mit natürlich gesprochener Sprache zu ermöglichen, die den Schülern helfen könnte, Sprache im wirklichen Leben zu produzieren und zu generieren.
Schlüsselwörter: Wortschatz, kommunikativer Ansatz, Bewertung, Sprachkompetenz, LehrbuchIntroduction

Exercise analysis designed to develop lexical competence in 6th grade English textbooks

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Abstract. The article is investigating the assimilation of Uzbekistan English textbooks with communicative approach in material designing. This article takes into consideration the strengths, weaknesses and suggestions for necessary changes for English Textbooks. English Text book of grade-6 published by «Oʻzbekiston» was considered as teaching material. This book has been prepared according to the national curriculum and the national textbook and learning materials . To enhance the understanding of the results each unit of the text book was explored by the parameter of checklist, qualitatively and quantitatively. The results of the study show that English textbook needs to be revised according to the latest patterns of communicative language teaching and learning. Authentic texts from real

environment should be included to give a rich encounter with natural spoken language that could help students in producing and generating language in real life.

Keywords: Vocabulary, Communicative Approach, Evaluation, Language Skills, Textbook

In English language teaching, textbooks have been considered as effective material for teachers and learners. In Pakistan, where teachers are not trained in selection of supporting materials for language classrooms, teachers prefer to rely on textbooks. A well developed and designed textbook always assist teachers in utilizing text with proper methodology and approach. Textbook analysis helps in identifying the usefulness of material in a specific context. For this purpose, many researches have been conducted in the past, how culture, genre, gender, language and skills are presented in English textbooks. Johnson (1982) mentioned that communicative language teaching (CLT) received great attention after 1980s. Now became a dominant approach in language teaching g, where language is used for communicative purposes in context rather than learning of grammatical forms (Byram& Garcia, 2009; Littlewood, 1981). Analyzing the characteristic features of English textbook, Todeva (1997) concluded that 75% grammar was focused and only 53% followed the communicative approach to language learning. Consolo (1990) suggested that prevalent approach in textbook designing was grammar translation and audio-lingualism, but the principles of communicative approach were highly ignored. In Uzbekistan, the trend of grammar translation approach is very common in language teaching classrooms, specifically in public sector schools. So, the analysis of textbook is a valuable resource to decide how language is conceived, and oriented for language practice. The current study is focusing language skills, related activities, goals and approaches behind formulating language activities. English textbook is considered as the most important teaching material for Uzbek students. To elaborate the learning process of English language, it is necessary to analyze the language contents, skills, related activities and their sequence in English textbooks. As communicative approach has become the most favorable approach in language learning process, but still there is lack of studies for using communicative approaches in designing English Language Textbooks and to what extent it guides in designing curriculum content.

Analysis of English-6: An English Text Book for Grade 6th English-6 consist of 13 units, each unit focuses on vocabulary, grammar and communication skills. This is not the first experience of the students that they have to encounter with English language. As in Uzbekistan public Sector schools, English is a compulsory subject, so it is expected that student could have become familiar with the basic knowledge of English language. First, a general overview of book is given regarding its title, content, paper quality, font size, visuals, and colors.

Appearance of the book

The title of the book is very short and simple, it is just written as "Teen̕ English 6". The main cover also contains the information about publisher and recommendation of book for the academic year 2018 by the Government of Uzbekistan. Font size is easy to read, and "Ariel Black" font style has been used. The title and the sub heading were made clear by the use of colors and attractive font styles. The book contains sufficient numbers of pictures to make the situation life like. For example, Lesson no. 2 pg. The situation is made clear by the use of sufficient numbers of pictures. The paper quality of English textbook is medium but the binding of book is not strong enough to be handled by the young students. As per printing of the book, the text and images reflect on the other side of the page which creates difficulty for the students in reading the text.

Layout and Design

Layout and designs of course book reflect the face validity of the book that creates motivation and interest among the students. There is not a variety of designs, but follows a consistent use of headings, icons, labels and italics. A short overview is given at the start of the book about, functions and structures that has to be taught in each unit. He also suggested that different color style for different characters to catch attention of the reader. Vocabulary lists and glossary is also provided in every unit. A detailed and complete table of content is provided at the start of the book. Moreover, all units carry a suitable and appropriate title such as: Work and family, Houses and homes, At the grocery, At the market, Birthday, Life in the past, Cooking, At the table, Round the world in 14 days, Geography and population, Nature and climate, Learning Review and The world of fairy tales. A Brief description about the authors is given at the end of the book, but it cannot be counted as a detailed bibliography. There is an effective logic in organization of the content. Moreover, a review lesson has been included after each four and five lessons with sufficient numbers of exercises and activities. The textbook is durable and free of mistakes.

Visuals

The visual effects of textbook extend to physical make up. They found that changed color of objects capture attention automatically and helps in processing the relevant items in memory in spite of its static or sequential display. The visuals are varied but not productive enough to stimulate the learners to be creative. The functional quality of visuals is very poor but they are compatible with learner's own culture. For example, page no. 36 Lesson no.1 "What did you do yesterday?" an activity is given for oral communication, it's a dialogue between a teacher and student. A picture is presented to take a start for conversation but the picture is not functional enough for a productive oral practice.

Exercises

Exercises are purposeful, interesting adequate and include detailed instructions about how to an activity will be done. For example, lesson-3 pg. 38 instructions for writing skills are given in detailed. Moreover, instruction for the teachers are also given regarding how to assist learners while solving exercises. Fluency is the basic

principle of CLT which is highly ignored and there is no balance in activities for accuracy and fluency. The exercises such as fill in the blanks (grammar), writing activities, multiple choice items, matching the column, answer the comprehension questions all are related to accuracy, only activities of oral communications are focusing on fluency. So, accuracy is given more importance than fluency. Task moves from simple to complex. For example, lesson -1 deals with proper and common nouns, lesson-2 makes it little complex with countable and uncountable nouns. Then lesson -4 introduced possessive pronouns and then lesson-5 focuses on reflexive pronouns and so on. Grammar is not introduced in realistic and motivated context but vocabulary is given in text content in a realistic way. Moreover, a list of Glossary is also included at the end of each lesson to make it more meaningful. A few activities such as in oral communication, students are encouraged to make a dialogue on a given topic but overall group activities are ignored in this textbook. The exercises can be modified and supplemented easily, for example, lesson-5 pg. 40 there is an exercise about reflexive pronoun. Fill in the blanks can be replaced with other communicative sentences and supplemented with any productive worksheet. The textbook provides meaningful exercises and activities that involve students in language practice. Sample rubrics are given at the end of the book for final achievement test.

Vocabulary

Various activities have been designed to develop vocabulary of the students. For example, finding meaning in context, using dictionary and thesaurus, using phrasal verbs, compound words and a list of glossaries is also attached with each unit. Distribution of words is according to the topic. For example, lesson -1 (Jobs at school) includes vocabulary about profession, lesson-2 (An English house) introduced vocabulary about house parts, lesson-3 (At the grocery) adds vocabulary related to vegetables, fruit and adjectives has been given more preferences etc. Vocabulary exercises are adequate and enough to practice. Mostly, words have been contextualized. For example, lesson-1, pg.3 the first exercise is matching of words with their contextual meanings. Another example is from lesson-3 pg. 28, student is directed as "some meanings are given in column A. Read the lesson and find out words which have the same meanings. Write them in column B." sometimes, vocabulary exercises are not meaningful for the students as in lesson -1 pg.5 the use of dictionary is taught then in lesson-4 pg.38 students are asked to look up the meanings of given words in dictionary and use them in sentences. But at pg. 128. The students are not told about thesaurus and just simply asked to find out antonyms of given words. Meaningful activities involve students in real life tasks but not a single activity is designed in this way that could provide student a life like situation. Old and traditional method has been used to teach vocabulary, such as mostly vocabulary exercises dealt with find out the meaning of words and make sentences, matching the column etc. Each lesson introduces new vocabulary according to its topic without its phonetic transcription.

Conclusion

This study concludes that Teens' English-6 Text book lacks the basic principles of communicative language teaching. This book has been evaluated according to the checklist designed under the principles of CLT. The appearance and physical attributes of the book are not as much as they could be. The title of the book just communicates that this book is designed for the students of grade-6 to teach them English language. Visuals included in this book are not sufficient to fulfill the needs of the students for communicative purposes. The pictures presented in the book are too static and do not involve students in active communication. Though the objectives of the lessons are measurable but there is no balance in projecting all language skills in proper weightage. As listening skills have been totally ignored at all levels. Teaching aids are not sufficient, no workbook, CD, DVD, or cassettes are attached with this book for further practice. Knowledge based tasks and an activity has been designed that do not involve students in real life tasks to communicate. The content included in this book has not been taken from real life. Only a single, e-mail and writing a letter is projecting an effect of authentic material, but rest of the book lacks real text. Communicative language skills need listening which highly ignored in this book and more focus has been given to reading, writing and grammar skills. A few activities have been designed for speaking skills but these activities are not as meaningful to fulfill the purposes of communicative language teaching. The method adopted for teaching pronunciation is theoretical that is not involving students in real practice. So, the textbook Teens' English-6 is not completely designed according to the basic principles of CLT. The strongest area of this book is grammar, the major part of exercises and tasks involve students in grammar activities. These activities also ignore CLT principles but still these activities are seeming to be productive for the students. The overall focus has been given to grammar translation method. Ignoring listening skills and giving less importance to speaking and pronunciation skills are reflecting the weaknesses of Teens' English-6 textbook.

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