

English Step–I: A Critical Approach for Pictorial Analysis

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Abstract

The study critically analysed the pictures given in English Step – I, a textbook by Punjab Textbook Board, Lahore. A sample of 340 newly admitted students of Class – I from 17 randomly selected Government Primary Schools of Tehsil Multan along with their 17 teachers were involved in the study. Two surveys were conducted at different stages. At initial stage, only one question was asked i.e., what does the picture represent?, about each and every picture given in the textbook. All possible immediate responses regarding each picture were recorded serial-wise. All those pictures which were having only one or two titles were dropped from the final survey so fifty pictures out of ninety (55.56 %) basic pictures were included in the final survey. Permission was sought from the heads of the institutions and concerned teachers were consulted before conducting the final survey. In the final survey, the concerned teachers were helpful to make each student feel at ease to respond to the researchers. Data from all 340 students were collected individually by asking very simple questions. Moreover, three senior teachers of English from school cadre and two experts from the field of textbook analysis from the Department of Education Bahauddin Zakariya University, Multan were also consulted for their expert opinion about the said pictures. It was concluded that neither the book is 'Teachers' Book', nor the 'Students' Book', and even not the 'Work Book'. It is composed of small sized, un-necessarily repeated, complex, unfamiliar, and confusing pictures for rural as well as for the urban students.

Keywords: *Textbook; Textual Pictures; Teacher Book; Student Book; Work Book; Help Book*