Chapter Five:

Conclusions

5.1 Introduction:

The present study was carried out in three phases. In the first phase, objective wise skill based analysis of English textbooks at upper primary level was done to know whether the textbooks are based on the objectives given in the syllabus of English language at upper primary level in Marathi Medium Schools of Maharashtra State or not. In the second phase of the study, survey of teachers who were practicing the textbook at upper primary level was carried out in the district of Palghar, Maharashtra. This survey was carried out to know strengths and weaknesses of the textbook as a means of achieving the objectives given in the syllabus and problems faced by teachers while practicing the activities given in the textbook for development of basic skills i.e. listening, speaking, reading and writing. In the third phase of the study, pre-test post-test single group design experiment was carried out at upper primary level to know the effectiveness of activities given in the textbooks for development of listening, speaking, reading and writing. Based on the analysis of data collected in each phase conclusions are drawn to meet the objectives set in the research.

5.2 Conclusions about Design of the Textbook

In first phase of research, skill based analysis of the textbooks of English language at upper primary level was carried out to achieve the very first objective of the present research. The objective was ‘To find out whether the textbooks are designed as per the desired objectives provided in the curriculum.’ After the detail skill based analysis of the textbooks of English language at upper primary level following conclusions were drawn:
5.2.1 Conclusions drawn from Skill based Analysis of the Textbooks:

5.2.1 (A) Conclusions Drawn from Skill Based Analysis of ‘My English Book Six’

1. In the standard 6 textbook 29 activities are given for the development of listening skill. 8 activities are given for the development of speaking skill. 42 activities are given for development of reading skill and 38 activities are given for development of writing skill. So it can be concluded that the textbook of standard 6 is activity based.

2. The main objective at the 6th standard is development of listening, speaking, reading and writing skills as stated in the syllabus. The content given in the textbook is aimed at development of these skills only. Hence, it can also be concluded that the textbook is designed as per the objectives given in the syllabus.

3. However, the focus of textbook is more on reading and writing as 42 and 38 activities are given for their development respectively which are more in number compare to listening and speaking. Speaking skill development seems to be neglected extensively as only 8 activities are given for it.

4. Overall it can be concluded based on the skill based analysis of standard 6 textbook of English language that the textbook is designed as per the objectives provided in the syllabus.

5.2.1 (A) Conclusions Drawn from Skill Based Analysis of ‘My English Book Six’

1. The textbook of standard 7 has 15 activities for listening, 20 activities for speaking, 42 activities for reading and 44 activities for writing skill development. It can be inferred that the textbook of standard 7 is activity based.

2. The main objective at the 7 standard is development of listening, speaking, reading and writing skills. The content given in the textbook is aimed at development of these skills only. Hence, it can also be inferred that the textbook is designed as per the objectives given in the syllabus.

3. However, the focus of textbook is more on reading and writing as 42 and 44 activities are given for their development respectively which are more in number compare to listening and speaking as the case of standard 6.

4. The focus for speaking seems to be increased compare to standard 6.
5. Overall it can be concluded based on the skill based analysis of standard 7 textbook of English language that the textbook is designed as per the objectives provided in the syllabus.

5.2.1 (C) Conclusions Drawn from Skill Based Analysis of ‘My English Book Eight’

1. The textbook of standard 8 has 19 activities for listening, 27 activities for speaking, 46 activities for reading and 59 activities for writing skill development. It can be concluded that the textbook of standard 8 is activity based.

2. The main objective at the 8 standard is development of listening, speaking, reading and writing skills given in the syllabus. The content given in the textbook is aimed at development of these skills only. Hence, it can also be concluded that the textbook is designed as per the objectives given in the syllabus.

3. However, the focus of textbook is more on reading and writing as 46 and 59 activities are given for their development respectively which are more in number compare to listening and speaking as the case of standard 6 and 7.

4. The focus on speaking seems to be increased compared to standard 6 and 7.

5. Overall it can be concluded based on the skill based analysis of standard 8 textbook of English language that the textbook is designed as per the objectives provided in the syllabus.

- Discussion of Result about Design of Textbooks:

The government of Maharashtra took the radical decision of introducing English from standard 1st. it was important to produce effective study material to make this decision successful. Hence a series of new book was produced by The Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. The textbooks of upper primary level are the books brought ought in 2006, 2007 and 2007 respectively after the implementation of new syllabus introduced in 2004 in Maharashtra. It seems that with this background the textbook framers worked hard to prepare very effective textbooks. The total outlook in the textbook, the interior part and external features are very unique and dynamic with the changing time and conditions. The various activities, puzzles, songs, rhymes, stories, various illustrations, pictures, are encouraging to develop basic skills of the students which directly fulfills the objectives given in the syllabus of English language at upper primary level.
Various poems are given in the textbooks of upper primary level. These poems are well versed and in meter. Hence it has rhyme and rhythm. Hence, this provide the poems a singing quality and pleasing appeal when sung with rhythm by teachers or played on cassettes. This helps in development of pronunciation.

Various stories and descriptions are given in the textbook of upper primary level. These stories provide scope for narrations and descriptions for the teachers which will result into development of listening skill with respect to span of listening.

Various activities, assignments and pair work is given which can enable pupils to understand English in and outside the classroom as well as act/do thing as per oral instructions.

Various activities are given such as Talk in Pairs, Right or Wrong, Speak fast and think faster, Back to School, Chat Hours etc. however, no specific pronunciation activity is given in any of the textbooks of upper primary level.

Various stories, informative passages, etc. are given in all the three textbooks of upper primary level to achieve the objective of developing reading skill. Various poems, riddles, jokes etc. are given in all the three textbooks of upper primary level to meet this objective. However, no specific pronunciation drills are given.

All the three textbooks of English at upper primary level have various activities for development of writing skill of the students. Letter writing, story writing, report writing, invitation writing, poem writing, copying, etc. activities are given in the textbooks for development of writing skill. Beside above inferences, it can also be inferred that:

a) The number of activities is being increased at each level i.e. 6th, 7 and 8.

b) The difficulty level of the activities and content is also from lower to higher.

c) At all three standard listening and speaking skill is less focused compared to reading and writing. Speaking is less focused compare to listening in 6th and 8 standard.
5.3 Conclusions about Strengths and Weaknesses of Textbooks of Upper Primary Level as means to Achieve the Desired Objectives of Teaching English

In second phase of the study survey of upper primary teachers, who were practicing textbooks, were carried out for fulfillment of following objectives of the present study:

**To identify strengths and weaknesses of textbooks as means to achieve the desired objectives of teaching English at upper primary level.**

To achieve above objective a questionnaire was prepared. The part A of the questionnaire prepared for teachers of upper primary level contained 29 statements for the teachers of standard 6 and 30 questions each for the teachers of standard 7 and 8. On the basis of analysis of data received from 150 teachers of upper primary level, following conclusions were drawn:

5.3. (A) Strengths of Textbooks:

1. The standard 7 and 8 textbooks excellently carry forward the skill development from standard 6 and 7 respectively.
2. The textbook of standard 6, 7 and 8 distinctively motivate teachers for conducting activities.
3. The textbooks of standard 6 and 8 are excellent in providing necessary guidelines for teachers to conduct activities as the percentage of agree with the statement is considerably high compare to undecided and disagree. Whereas the textbooks of standard 7 fairly provides necessary guidelines for teachers to conduct activities as the percentage of agree with the statement is considerably less compare to 6th and 8 standard textbooks.
4. The textbooks are graded fairly as par the natural sequence of skill development.
5. The textbooks of 6th, 7 and 8 standard are excellent in focusing on all four skills such as listening, speaking, reading and writing
6. The listening activities in textbooks of standard 6, 7 and 8 are satisfactorily graded in the textbook as the complexity level
7. The textbooks of standard 6, 7 and 8 have satisfactorily appropriate activities with well-defined objectives.
8. The listening activities of standard 6 and 7 poorly take into consideration the learners capabilities. However the percentage of teachers of standard 8 agreed with the
statement is 56%. So it can be inferred that the listening activities satisfactorily take into consideration the learners capabilities.

9. The activities from textbooks of standard 6 and 7 satisfactorily developed to initiate meaningful communication and the development of standard 8 textbook activities is good to initiate meaningful communication

10. The textbook of Standard 6, 7 and 8 are excellently balanced in individual work pair work & group work.

11. The activities given for development of speaking skill in the textbooks of standard 6 and 8 fairly and standard 7 satisfactorily motivate students to talk.

12. The textbooks of standard 6 and 7 provide excellently appropriate length of text for reading. However the textbook of standard 8 have satisfactory appropriate length of text for reading.

13. The textbooks of standard 6, 7 and 8 have excellently interesting text given for reading.

14. The information in the textbooks of 6 is presented in fairly and, 7 and 8 goodly easy manner so that pupils will understand it.

15. The textbooks of standard 6 and 7 are good in providing opportunities to develop reading habits. Whereas the textbook of standard 8 is excellent in providing opportunities to develop reading habits.

16. Activities of reading skill from textbook of standard 7 fairly take into consideration learner capabilities whereas 6 and 7 good.

17. The textbook of standard 6, 7 satisfactory and 8 good in having enough exercises and activities accompanying the lessons.

18. In textbooks of standard 6 fairly and 8 goodly models of writing are provided for different genres. Whereas in textbook of standard 7 the provision of models of writing for different genres is poor as 44% teachers agreed with the statement which is below 50%.

19. The activities given for development of writing skill in textbooks of standard 6 and 8 fairly take into consideration the capabilities of the learners. Whereas the activities given in the textbook of 7 standard poorly take into consideration the capabilities of the learners.
20. Textbooks of standard 6 and 7 textbooks are good in having appropriate number of new words in each lesson. However, standard 8 textbook has satisfactory appropriate number of new words in each lesson.

21. The words in the textbooks of standard 6 fairly and, 7 and 8 are satisfactorily efficiently repeated and recycled.

22. The textbooks of standard 6 and 8 are fair in satisfactory indication of objectives of specific skill development before or after the lesson. Whereas the standard 7 textbook is poor in satisfactory indication of objectives of specific skill development before or after the lesson.

23. Standard 6 goodly and 7 textbook fairly and standard 8 textbook excellently stimulate interest among learners for development of basic skills of language learning such as listening, speaking, reading and writing.

24. The standard 6, 7 and 8 textbooks fairly raise student’s interest in further language study.

25. The activities in the textbooks of standard 6 and 8 excellently and 7 distinctively provides exercise after every activity.

26. The exercises given in the standard 6, 7 and 8 textbooks are excellently tuned with lessons and activities.

5.3 (B) Weaknesses of Textbooks:

1. The textbooks of standard 6, 7 and 8 are poor in providing enough guidelines for teachers to conduct the activities. This is one of the weaknesses of the textbooks.

2. The listening activities of standard 6 and 7 poorly take into consideration the learners capabilities.

3. That the textbooks of standard 6, 7 and 8 are poor in repetition and reinforcement of pronunciation points in subsequent lessons as the percentage of agreed teachers with the statement is below 50%. Hence it becomes as drawback of the textbook that it does not focus on pronunciation drills.

4. The activities of speaking skill given in standard 6, 7 and 8 textbooks are very poor in taking into consideration learner capabilities.
5. Whereas in textbook of standard 7 the provision of models of writing for different genres is poor as 44% teachers agreed with the statement which is below 50%.

6. The goals given for the activities of writing skill are poorly achievable in textbooks of standard 6, 7 and 8.

7. Whereas the activities given in the textbook of 7 standard poorly take into consideration the capabilities of the learners.

8. Whereas the standard 7 textbook is poor in satisfactory indication of objectives of specific skill development before or after the lesson.

5.4 Conclusions about Difficulties faced by Teachers Practicing Activities from the Textbooks of Upper Primary Level

The B part of the questionnaire contained 18 statements to achieve following objective of the present study:

To find out difficulties for teachers in practicing various activities given in the textbooks.

Based on the responses given by the 150 teachers of upper primary level practicing English textbooks following conclusions were drawn:

1. The standard 6, 7, and 8 textbooks are distinctive in carrying while practicing the textbook in classroom.

2. The standard 6, 7 and 8 textbooks are distinctive in user friendliness.

3. The textbooks of standard 6 and 7 fairly lack clarity in content. Out of 50 teachers of standard 8, 23 (46%) agreed with the statement. The percentage of teachers saying the textbook lacks clarity is below 50. Hence, it can be concluded that the standard 8 textbooks are quite clear in content.

4. The standard 6 and 7 textbooks have given illustrations fairly for the difficult content as 62% and 58% of teachers respectively agreed with the statement that illustrations are given for the difficult content wherever necessary.

5. The standard 6, 7 and 8 textbooks fairly present content in attractive and colorful manner.

6. The standard 6 fairly and, 7 and 8 textbooks use satisfactorily natural and real language.
7. The standard 6, 7 and 8 textbooks contain fairly natural and real situations as more than 60% of teachers agreed with the statement that the situations created for dialogues are natural and real.

8. The suggested methodology in standard 6 and 7 textbooks is fairly appropriate to the learning situations and students. Whereas the methodology suggested in standard 8 is goodly appropriate.

9. Standard 6, 7 and 8 textbooks are excellent in size of the font.

10. The textbooks of standard 6 and 7 needed too much of learning material which can be a difficulty. However, standard 8 textbooks needed less too much of learning material for conducting the activities as 46% of teachers agreed with statement.

11. Activities from standard 6 fairly and, 7 and 8 textbooks are satisfactorily suitable to all types of students.

**5.4. (A) Difficulties faced by Teachers While Practicing Activities:**

1. The activities given in standard 6, 7 and 8 textbooks are fairly complex in nature as more than 50% teachers agreed with the statement.

2. The activities given in standard 6, 7 and 8 textbooks are satisfactorily tedious in nature as 50% or more than 50% teachers agreed with the statement that the activities in the textbooks are tedious in nature.

3. The activities from standard 6, 7 and 8 are very difficult to conduct in crowded class. As more than 70% teachers agreed with the statement.

4. It is fairly difficult to understand the nature of activities because any illustrations are not provided in the upper primary textbooks.

5. The textbooks of standard 6 and 7 fairly lack clarity in content.

6. The textbooks of standard 6, 7 and 8 have fair number of ambiguous instructions.

7. The standard 6, 7 and 8 textbooks have very short instructions as 80%, 84% and 70% of teachers respectively agreed with the statement that there are short instructions given in the textbook.

8. The standard 6 textbook have excellently less time to complete the content and 7 and 8 standard textbooks have fairly too much of content to complete in less time.

9. The illustrations given in the textbook of standard 8 for difficult content is poor.
10. The standard 6 textbook needed distinctively too much of learning material for conducting the activities as 76% teachers agreed with the statement. The textbook of standard 7 needed fairly too much of learning material.

11. The standard 6 textbook have fairly less time to complete the content as 80% of teachers agreed with the statement that there is too much content to complete in less time. However, less number of teachers 30 (60%) and 29 (58%) from standard 7 and 8 respectively agreed with the statement. So same conclusions can be drawn for 7 and 8 standard textbook that the textbooks have fairly too much of content to complete in less time.

12. The textbooks of standard 6 and 7 needed too much of learning material.
5.5 Conclusions about Utility and Practicability of Activities Given in the Textbook

In third phase of the research single group pre-test post-test study was carried out to achieve following objective of the present study:

To study utility and practicability of various activities given in the textbooks for development of four skills.

Based on the comparisons of the results of pre-test and post-test following conclusions were drawn:

5.5.1 Conclusion Drawn from Comparison of scores of pre-test and post-test on Listening Skill of standard 6:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of listening skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 6 for development of listening skill of the students seem to be useful and practicable.

5.5.2 Conclusion Drawn from Comparison of scores of pre-test and post-test on Speaking Skill of standard 6:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of speaking skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 6 for development of speaking skill of the students seem to be useful and practicable.

5.5.3 Conclusion Drawn from Comparison of scores of pre-test and post-test on Reading Skill of standard 6:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean of score reading skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 6 for development of reading skill of the students seem to be useful and practicable.
5.5.4 Conclusion Drawn from Comparison of scores of pre-test and post-test on Writing Skill of standard 6:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of writing skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 6 for development of listening skill of the students seem to be useful and practicable.

5.5.5 Conclusion Drawn from Comparison of scores of pre-test and post-test on Listening Skill of standard 7:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of listening skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 7 for development of listening skill of the students seem to be useful and practicable.

5.5.6 Conclusion Drawn from Comparison of scores of pre-test and post-test on Speaking Skill of standard 7:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of speaking skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 7 for development of speaking skill of the students seem to be useful and practicable.

5.5.7 Conclusion Drawn from Comparison of scores of pre-test and post-test on Reading Skill of standard 7:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of reading skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 7 for development of reading skill of the students seem to be useful and practicable.
5.5.8 Conclusion Drawn from Comparison of scores of pre-test and post-test on Writing Skill of standard 7:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of writing skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 7 for development of writing skill of the students seem to be useful and practicable.

5.5.9 Conclusion Drawn from Comparison of scores of pre-test and post-test on Listening Skill of standard 8:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of listening skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 8 for development of listening skill of the students seem to be useful and practicable.

5.5.10 Conclusion Drawn from Comparison of scores of pre-test and post-test on Speaking Skill of standard 8:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean score of speaking skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 8 for development of speaking skill of the students seem to be useful and practicable.

5.5.11 Conclusion Drawn from Comparison of scores of pre-test and post-test on Reading Skill of standard 8:

The t-value associated with the difference was statistically. Hence, the null hypothesis was rejected. The mean score of reading skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 8 for development of reading skill of the students seem to be useful and practicable.
5.5.12 Conclusion Drawn from Comparison of scores of pre-test and post-test on Writing Skill of standard 8:

The t-value associated with the difference was statistically significant. Hence, the null hypothesis was rejected. The mean of writing skill in the post-test was significantly higher than that in the pre-test and thus, the activities given in the textbook of standard 8 for development of writing skill of the students seems to be useful and practicable.

5.6 Discussion about Result/Overall Conclusions:

The textbooks of standard 6, 7 and 8 are developed as par the objectives given in the syllabus of upper primary level. They are well in tuned with the objectives and the content is aimed at development of basic skills of English language i.e. listening, speaking, reading and writing.

The activities given in the textbooks of upper primary level for the development of basic skills seems to be practicable and useful as far as the result of single group pre-test and post-test on selected sample are concerned. The selected activities resulted into development of pupils listening, speaking, reading and writing skills as far as the sub skills of listening, speaking, reading and writing related to selected activities are concerned. However, researcher cannot deny the influence of environment of school, home, back ground of parents, practice at home, and interest of learners etc. in positive result of implementation of activities.

Most important weakness agreed by teachers is not having pronunciation drills. Other weaknesses such as lack of enough guidelines, not having achievable goals for writing skill development, not taking into consideration learner capability in almost all the skill development, etc. are also important. However, strengths are more compare to weaknesses pointed out by teachers. Most of the teachers practicing the textbooks at upper primary level found it difficult to practice in crowded class, illustrations are not given for every activities. Few of the activities and contents lack clarity.

Taking into consideration all above interpretations in three phases of present study, it can be concluded that the textbooks of English language at upper primary level for Marathi medium schools seems to be effective in development of basic skills of English language such as listening, speaking, reading and writing. However, skill development is not a product of
merely effective use of textbooks. It is one of the tools of skill development and other tools and factors such as environment of school, background of students, competency and sincerity of teachers in teaching, teaching aids, language lab, policy of government, etc are equally important in development of language skills.

5.7 Recommendations:

a. Recommendation for Teachers:

1. Small groups should be formed while implementing activities.
2. Pair work, assignments, task should be given to students.
3. Preparations should be done at least two days before for conducting the activities.
4. A co-teacher should be taken with while conducting activities.
5. Strength of the students should be manageable in classroom. It is very difficult for conducting activities in crowded classrooms.
6. Support materials such as charts, strips, flashcards, tables, cassettes, etc. should be used while conducting the activities.
7. Maximum use of English language should be preferred in classroom.
8. A judicial use of mother tongue should be done in classrooms.
9. Prose should be read loudly and repeatedly with correct pronunciation and stress to develop listening skill of the students.
10. Poems should be sung in proper rhythm and intonation. Students should enjoy the language learning.
11. Cassettes, or other support material should be used extensively and regularly.
12. Teachers should try to build a small language laboratory and encourage pupils to use it.
13. Various apps, software for development of language are easily and free of cost available. Teachers should try to make use of it for students.
14. Teacher should encourage students to speak in English, communicate in groups.
15. Various competitions should be organized so that pupils get opportunity to use language.
16. Maximum exposure to English language should be given to students.
17. Classroom atmosphere should be prepared. Walls, boards, roofs should be used to create atmosphere of English in the school.

b. Recommendation for Administration of the School:

1. The annual planning, unit planning and lesson planning should be get done from teachers well in advanced.
2. Supervision of teaching learning process should be done properly and seriously.
3. Constructive and factual feedback should be given to the teachers after observation of lesson.
4. Resources for language learning should be made available for students as well as teachers.
5. The English subject should be allotted to the competent teacher in English.

C. Recommendation for Teacher Education Institute:

1. Sound knowledge of methodology of English language should be imparted.
2. Practice lessons in English language teaching should be increased from 4 to at least 10 in D.T.Ed institutions.
3. Training for making use of language lab should be given. Every teacher education institute should have a language lab.
4. The language of classroom in lectures of English method should be only English.
5. 40% of the weightage of the syllabus of English method should be given on practical evaluation, such as celebration of English day, assignments and projects in listening and speaking skill, etc.
6. The content of the course should be carried out by activity, discussion, questioning, projects and in an interactive way.
7. Basic interest should be developed in English language and literature.
8. Remedial teaching should be adopted for those who are weak in grammar and communication.
9. Confidence should be developed among them that they can also teach English through English language only.
10. They should be made aware about the basic objective of teaching English is teaching of basic skills of English language and not values, content or knowledge. These are secondary objectives in teaching of a language.

d. **Recommendation for DIET:**

1. Awareness campaign for understanding importance and need of the objectives of teaching English language can be organized.
2. Special training sessions should be organized for training of how to develop listening, speaking, reading and writing skills after every three months and this cycle should continue for next three years.
3. Special training sessions should be organized for how to conduct activities, tasks, assignments, project work given in the textbooks after every three months and this cycle should continue for next three years.
4. Seasonal training centers should be opened at Taluka levels so that maximum teachers will be benefitted from it.
5. Special training sessions should be organized for how to develop pronunciation of the students.
6. Evaluation program should be developed and apply after attending the training for teachers.
7. If they show remarkable output after training in the evaluation done after the training then only teachers should be relieved otherwise they should be asked to continue the training program till they get mastery in the area in which training is provided.

e. **Recommendation for State Institute for English Language:**

1. Special training sessions are organized by SIEL, Aurangabad at present for listening and speaking. The frequency of these training sessions should be increased.
2. Special training sessions should be organized for how to conduct activities, tasks, assignments, project work given in the textbooks.
3. Special training sessions should be organized for how to develop pronunciation of the students.
4. Evaluation program should be developed and apply after attending the training for teachers.
f. Recommendations for SCERT and Baalbharati:

1. More practical based syllabus and evaluation should be developed at upper primary level.
2. Equal focus should be given on all the four skills of language.
3. Speaking skill should be given equal importance as like listening, reading and writing.
4. Activities should be prepared and included as par the sub skills of the basic skills.
5. Pronunciation drills should be included in the textbooks of all the English language textbooks of upper primary level.
6. Specific activities should be prepared and included for stress, rhythm and intonation pattern.
7. The study of speech sound of English language should be included in the textbooks of upper primary level for improvement of pronunciation.
8. More clarity in instructions should be given before and after the activities.
9. Illustrations should be provided whenever and wherever necessary.
10. Teachers’ role should be clearly stated while conducting the activity.
11. Instructions, directions should be given for teachers for preparation of teaching aids.
12. Skill based evaluation system need to be developed specially for listening, speaking and reading.
13. Use of language lab for teachers as well as students should be encouraged.
14. Motivation should be given to teachers to use and conduct activities.

g. Recommendation for Ministry of Education:

1. Appointment of separate English teacher should be done for every primary and upper level.
2. Special eligibility criteria should be developed for the same. Such as Graduation with English literature, Diploma in Linguistics/Phonetics.
3. The already recruited teachers should be asked to complete a certificate course or diploma course in linguistics and phonetics of English language.
4. Special increment, incentive in salary scheme should be developed for motivating teachers to do such courses.

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5. A practical based evaluation scheme should be developed for teachers after every year based on the textbooks they are teaching.

6. Based on the results of this evaluation decision should be taken to continue them for the same standard or demote them to lower standard as per their competency.

7. A practical based evaluation should be developed for students as well.

8. Special funding/aid should be given for development of language lab in every primary and upper primary schools.

9. Half of the syllabus and evaluation should be made compulsory to complete in the language laboratory.

10. A biometric attendance system should be developed for teachers and students for attendance in language laboratory.

**5.8 Directions for Further Study:**


b. Effectiveness of textbooks of English in development of basic skills at secondary level.

c. Effectiveness of textbooks of English in development of listening and speaking skill at primary level.

d. Development of skill development programme for upper primary level in English language.

e. Comparative study of English textbooks of MSERT and NCERT at primary level.

f. Development of training program for teachers to develop basic skills at upper primary level.

The researcher wishes to end this piece of research work on a note that textbooks, tools, methods, techniques are just means to achieve educational objectives. They will be reformed, corrected, eliminated and newly added in the list continuously as the technology advances, the main role in the process of achieving the educational objective is played by the teacher and students who, the live human being, having no bar of potential if they decided to make use of it. They have to be active, sincere and competent to make the teaching and learning process successful.