Summary of Research

• Introduction:

Maharashtra Government made English as a compulsory language at primary level from standard 1st from the year 2000. This was a revolutionary and radical change on the domain of education as students were going to study two languages at a time from very 1st standard. It became an issue of debate across the state. Government was firm to implement this decision and they did the same. The motto was very clear that English is the language of 21st century and a global language. The students should get command over the language in this world of competition. One cannot neglect the importance of English language.

However the question remained crucial after this decision that, what difference the decision brought in the learning process of English language? The performance of Marathi medium pupils was so poor prior to this decision when it was taught from standard 5th. So did the performance improve after this decision? Did the pupils get better in basic skills such as listening, speaking, reading and writing? With a short survey any educated person can find the answer that it is not. Though a kind of positive atmosphere and confidence is built among pupils towards English but the desire result of development of basic skills such as listening, speaking, reading and writing is not seen so far the decision is concerned. In this context it was very important to understand the role of textbook in the development of language.

The government changed the policy but did the teachers, textbooks and school environment change? How far the textbook are effective in making the pupils competent in language use? Hence researcher pinpointed his focus on effectiveness of textbook.

• Need and Significance of the Study:

Textbooks of English language at upper primary level are main source of exposure to English language. In this context significance to textbooks in teaching and learning process of English language is more than anything else. Hence it was important to know the effectiveness of these textbooks in development of basic skills of English language.

Textbooks are based on the objectives given in the syllabus. They are designed by the textbook writers. It is important to construct the textbooks well tuned with the syllabus. Hence
researcher found it important to find out whether the textbooks of upper primary of English language are based on the objectives given in the syllabus or not.

The textbooks are practice by the teachers to achieve desired objectives. They know better what strengths and weaknesses are there in the textbooks as a means to achieve the objectives. The teachers face many difficulties while practicing these textbooks. They need to be taken into account to make the textbooks more effective. Hence, this study was important.

- **Statement of Problem**

“A Study of Effectiveness of English Textbooks in Development of Basic Skills at Upper Primary Level”

- **Operational Definitions**

  a. **Effectiveness:**

  The term effectiveness covers:

  If the textbooks of upper primary are based on the desired objectives in curriculum. If the activities given in the textbooks for the development of basic skills i.e. Listening, Speaking, Reading, Writing bring positive changes among pupils. If the textbooks have minimum weaknesses and difficulties faced by teachers who are practicing it for the development of basic skills.

  b. **English Language:**

  The Language taught as the third language in Marathi medium schools of Maharashtra at upper primary level as per three-language formula.

  c. **Textbook:**

  Books developed by *Baalbharati*— The Maharashtra State Bureau of Textbook production and Curriculum Research, Pune to facilitate the teaching learning process and to achieve the objectives provided in the curriculum of English language at upper primary level. Twelve activities from textbooks of 6th, 7th and 8th each given for development of basic skills such as listening, speaking, reading and writing were tested for effectiveness of textbooks.
d. **Upper Primary Level:**

The elementary education of three years from classes VI to VIII given to the children in the age group of 12 years to 14 years.

e. **Basic Skills:**

The skills of English language acquisition, expected to develop as per the objectives given in the curriculum by the process of teaching learning at upper primary level such as Listening, Speaking, Reading and Writing. Any language development is the development of basic skills of that language.

f. **Development:**

This term means here a positive change in the behaviors of upper primary students with reference to listening, speaking, reading and writing skill of English language as expected in syllabus after implementation of activities given in the English language textbooks of upper primary level.

- **Objectives of Research**

1. To find out whether the textbooks are designed as per the desired objectives provided in the curriculum.

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

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

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

5. To suggest suitable remedies for implementation of activities in the textbooks for development of four basic skills.
• **Hypothesis**

• **Research Hypotheses of the Study:**

**H1**- The activities given in standard 6th textbooks are effective in developing listening skill of students.

**H2**- The activities given in standard 6th textbooks effective in developing speaking skill of students.

**H3**- The activities given in standard 6th textbooks are effective in developing reading skill of students.

**H4**- The activities given in standard 6th textbooks are effective in developing writing skill of students.

**H5**- The activities given in standard 7th textbooks are effective in developing listening skill of students.

**H6**- The activities given in standard 7th textbooks effective in developing speaking skill of students.

**H7**- The activities given in standard 7th textbooks are effective in developing reading skill of students.

**H8**- The activities given in standard 7th textbooks are effective in developing writing skill of students.

**H9**- The activities given in standard 8th textbooks are effective in developing listening skill of students.

**H10**- The activities given in standard 8th textbooks effective in developing speaking skill of students.

**H11**- The activities given in standard 8th textbooks are effective in developing reading skill of students.

**H12**- The activities given in standard 8th textbooks are effective in developing writing skill of students.
Null Hypotheses of the Study:

**H₀₁** - There is no significant difference in development of listening skill of standard 6th students before and after employing activities given in the textbooks.

**H₀₂** - There is no significant difference in development of speaking skill of standard 6th students before and after employing activities given in the textbooks.

**H₀₃** - There is no significant difference in development of reading skill of standard 6th students before and after employing activities given in the textbooks.

**H₀₄** - There is no significant difference in development of writing skill of standard 6th students before and after employing activities given in the textbooks.

**H₀₅** - There is no significant difference in development of listening skill of standard 7th students before and after employing activities given in the textbooks.

**H₀₆** - There is no significant difference in development of speaking skill of standard 7th students before and after employing activities given in the textbooks.

**H₀₇** - There is no significant difference in development of reading skill of standard 7th students before and after employing activities given in the textbooks.

**H₀₈** - There is no significant difference in development of writing skill of standard 7th students before and after employing activities given in the textbooks.

**H₀₉** - There is no significant difference in development of listening skill of standard 8th students before and after employing activities given in the textbooks.

**H₀₁₀** - There is no significant difference in development of speaking skill of standard 8th students before and after employing activities given in the textbooks.

**H₀₁₁** - There is no significant difference in development of reading skill of standard 8th students before and after employing activities given in the textbooks.

**H₀₁₂** - There is no significant difference in development of writing skill of standard 8th students before and after employing activities given in the textbooks.
• Assumptions

1. English language is taught in all recognized Marathi Medium schools of Maharashtra at upper primary level.
2. Development of basic skills (Listening, Speaking, Reading and Writing) is the aim and objective included in curriculum.
3. The textbooks are designed to develop basic skills of pupils as par the objectives provided in the curriculum.
4. The basic skills such as Listening, Speaking, Reading and Writing can be developed in three years of upper primary level education.
5. The textbooks of upper primary level have various activities given for development of basic skills.
6. The teachers of upper primary level practice various activities given in the textbooks for the development of basic skills,

• Scope of the Research

□ This research deals with only textbooks of English language at Upper Primary level of Marathi medium schools of Maharashtra State Board.
□ This research deals with the effectiveness of these textbook only in developing basic skills of English language such as listening, speaking, reading and writing.
□ This research deals with strengths and weaknesses of these textbooks only with reference to developing basic skills of English language.
□ This research deals with only the problems faced by teachers of English language at upper primary level while practicing these textbooks as a means of developing basic skills.
□ The present study analyzes the textbooks of English language skill and activity wise of std 6th, 7th and 8th respectively.
□ The present study conducts the survey of 50 teachers of 6th, 7th and 8th std teaching English from Palghar district.
□ The present study conducts a single group pre-test post-test experiment for listening, speaking, reading and writing skills at 6th, 7th and 8th std of five schools in Palghar district.
The present study tests effectiveness of only selected activities from textbooks of upper primary level of English language.

The present study tests the sub-skills of listening, speaking, reading and writing relevant to the objectives given in the syllabus.

**Limitation of the Research**

Present research was conducted in three phases. In first phase an objective wise skill-based analysis of English language textbooks of upper primary level was carried out. This skill based analysis of textbook was limited to the general objectives of English language at upper primary level. It doesn’t take into consideration specific objectives particularly.

In second phase survey of upper primary teachers practicing English language textbooks was carried out. It was limited to 150 teachers only. Sample belongs to Palghar, Dahanu, Vasai and Talasari Talukas of Palghar District. Researcher could not include rest of the talukas such as Mokhada, Javhar, Wada and Vikramgad to form the sample because of time and distance limitations.

In third phase of the study selected activities from the English textbooks of upper primary level were implemented on selected sample of students from five schools of Palghar district. Because of shortage of time researcher had to implement the activities with the help of volunteers he had selected for the study. Researcher couldn’t implement the activities in all the schools himself. This is the limitation of this research. The study also carries ultimate limitations of method and sample.

**Research Procedure:**

The research was carried out in three phases. In first phase a skill based analysis of textbooks of standard 6th, 7th and 8th was carried out. In second phase a survey of upper primary teachers teaching English was carried out. In third phase single group pre-test post-test study was carried out at upper primary level.

**A. Skill Based Analysis of Textbooks:**

In the first phase of the study textbooks of standard 6th, 7th and 8th were skill wise analyzed in the light of objectives given in the curriculum. Skill wise weightage of the content
was analyzed to know whether the text books are designed as par the objectives given in the curriculum. The main objective of teaching English is to develop basic skills of language i.e. listening, speaking, reading and writing. Hence, the textbooks are analyzed with this direction. Whether the content provided in the textbooks gives justice to listening, speaking, reading and writing. The teacher’s handbooks of 6th and 7th standard were also studied to know methodology of teaching activities given in the textbooks.

B. Survey of Upper Primary Teachers:

To know the difficulties faced by teachers while implementing the activities for the development of basic skills and to establish strengths and weaknesses of the textbooks as a means of achieving the objectives of teaching English at upper primary level, a survey of 150 teachers was carried out.

The tools used for the survey was questionnaire. The tools were prepared by the researcher himself and it were standardized from various experts in research. As par the suggestions given by the experts the tools were corrected. The tools include three questionnaire for 6th, 7th and 8th standard having two sections each. The first section was to know strengths and weaknesses of textbooks as a means to achieve basic skills of English language. It include 29 questions in 6th standard questionnaire and 30 questions in 7th and 8th standard questionnaire each. The second section included 18 questions to know difficulties faced by teachers practicing the activities given in the textbook for development of basic skills of English language.

C. Single Group Pre-test Post-test Study

In third phase experiments were carried out in five schools of Palghar district on 6th, 7th and 8th standards. The oral and written tests for listening, speaking, reading and writing were used as tools for data collection. The test were prepared by researcher himself. After the administration of pre-test selected activities from each textbooks for development of listening, speaking, reading and writing were implemented by the researcher with the help of 12 volunteers who were trained by the researcher for this purpose. After that post-test were conducted and the collected data of pre-test and post-test were analyzed. T-test was employed to know the significance of difference in pre-test and post-test.
**Tools of Research:**

The study was carried out in three phases. In first phase skill-based analysis of textbooks of English at upper primary level was carried out. In second phase, questionnaire were prepared for the teachers of English who are practicing the textbooks at upper primary level. In third phase single group pre-test post-test study was carried out at upper primary level. For this oral and written tests were prepared for listening, speaking, reading and writing.

**Sampling For Survey:**

There are 420 teachers teaching English at upper primary level in Marathi Medium schools of Palghar District. So the sample size of 150 teachers was decided first. As schools and teachers are scattered in remote and rural area it was not possible to use random sampling. The scarcity of time was also one of the reasons of not selecting random sampling. In the situation the researcher found incidental non probability method most suitable for him as a matter of time and convenient. Hence the 150 teachers were selected who are readily and easily available for the research.

**Sampling For Experiment:**

For making the conclusions more valid researcher decided to implement the activities from the textbooks in five different schools. He further decided to choose one urban, one semi-urban, one coastal, one rural and one tribal school. Hence the researcher used here multistage sampling.

First five schools were selected by quota sampling technique. Then the 30 students from each standard of 6th, 7th and 8th were selected by systematic random sampling. Total 425 students were sample under study.

**Analysis of Data:**

Data was collected from three different methods as well as three different sources. First data was collected though analysis of textbooks of English at upper primary level. The textbooks of standard 6th, 7th and 8th were analyzed to know whether the textbooks were designed as par the objectives given in the curriculum. The data was systematically organized and tabulated and inferences were drawn.
The second type of data was collected through survey about difficulties faced by teachers while implementing activities for development of basic skills and weaknesses and strengths of textbooks as a means to achieve desired objectives of teaching English at upper primary level. The data collected through survey were edited point wise and tabulated to draw inferences from the responses. The data were interpreted from the frequency of the responses.

- **Inferential Analysis of Data:**

  Inferential analysis involves testing of hypotheses. The data collected through pre-test and post–test were properly put in MS Excel sheets systematically. After proper classification and tabulation of the raw scores statistical data computation system in MS Excel workbook was used to derive suitable statistical data which facilitated analysis and interpretation. The statistical technique t test was used for inferential analysis of data.

- **Conclusions:**

  ➢ **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.
Conclusions Drawn from Skill Based Analysis of ‘My English Book Seven’

1. The textbook of standard 7th 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 7th is activity based.

2. The main objective at the 7th 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 from standard 6.

5. Overall it can be concluded based on the skill based analysis of standard 7th textbook of English language that the textbook is designed as per the objectives provided in the syllabus.

Conclusions Drawn from Skill Based Analysis of ‘My English Book Eight’

1. The textbook of standard 8th 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 8th is activity based.

2. The main objective at the 8th 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 7th.

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

5. Overall it can be concluded based on the skill based analysis of standard 8th textbook of English language that the textbook is designed as per the objectives provided in the syllabus.
• Conclusions about Strengths and Weaknesses of Textbooks of Upper Primary Level as means to Achieve the Desired Objectives

➢ Level Strengths of Textbooks:
1. The standard 7th and 8th textbooks distinctively carry forward the skill development from standard 6 and 7th respectively.
2. The textbook of standard 6, 7th and 8th are excellent in motivating teachers for conducting activities.
3. The textbooks of standard 6 and 8th are good 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 7th fairly provides necessary guidelines for teachers to conduct activities as the percentage of agree with the statement is considerably less compare to 6th and 8th standard textbooks.
4. The textbooks are graded as par the natural sequence of skill development.
5. The textbooks of 6th, 7th and 8th are excellent in focusing on all four skills such as listening, speaking, reading and writing
6. The listening activities in textbooks of standard 6, 7th and 8th are fairly graded in the textbook as the complexity level
7. The textbooks of standard 6, 7th and 8th have fairly appropriate activities with well-defined objectives.
8. The listening activities of standard 6 and 7th poorly take into consideration the learners capabilities. However the percentage of teachers of standard 8th agreed with the statement is 56%. So it can be inferred that the listening activities fairly take into consideration the learners capabilities.
9. The activities from textbooks of standard 6 and 7th are fairly developed to initiate meaningful communication and the development of standard 8th textbook activities is good to initiate meaningful communication
10. The textbook of Standard 6, 7th and 8th 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, 7th and 8th are fairly motivating for students to talk.
12. The textbooks of standard 6 and 7th provide excellently appropriate length of text for reading. However the textbook of standard 8th have fairly appropriate length of text for reading.

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

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

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

16. Activities of reading skill from textbooks of standard 6, 7th and 8th fairly take into consideration learner capabilities.

17. The textbook of standard 6, 7th and 8th have fairly enough exercises and activities accompanying the lessons.

18. In textbooks of standard 6 and 8th models of writing are provided fairly for different genres. Whereas in textbook of standard 7th 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 in the activities given for development of writing skill in textbooks of standard 6 and 8th fairly take into consideration the capabilities of the learners. Whereas the activities given in the textbook of 7th 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 fairly appropriate number of new words in each lesson.

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

22. The textbooks of standard 6 and 8th are fair in satisfactory indication of objectives of specific skill development before or after the lesson. Whereas the standard 7th textbook is poor in satisfactory indication of objectives of specific skill development before or after the lesson.
23. Standard 6 and 7th textbook fairly and standard 8th 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, 7th and 8th textbooks fairly raise student’s interest in further language study.

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

➢ **Weaknesses of Textbooks:**

1. The textbooks of standard 6, 7th and 8th 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 7th poorly take into consideration the learners capabilities.

3. That the textbooks of standard 6, 7th and 8th 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, 7th and 8th textbooks are very poor in taking into consideration learner capabilities.

5. Whereas in textbook of standard 7th 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, 7th and 8th.

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

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

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

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

2. The standard 6, 7th and 8th textbooks are excellent in user friendliness.
3. The textbooks of standard 6 and 7th fairly lack clarity in content. Out of 50 teachers of standard 8th 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 8th textbooks are quite clear in content

4. The standard 6 and 7th 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. However, less number of teachers (44%) of standard 8th agreed with the statement. Hence, it can be inferred that the illustrations are given in the textbook satisfactorily.

5. The standard 6 and 7th textbooks are fairly present content in attractive and colorful manner. However, less number of teachers 25 (50%) from standard 8th agreed with the statement. It means that standard 8th textbook satisfactorily present the content in attractive and colorful manner.

6. The standard 6, 7th and 8th textbooks use fairly natural and real language.

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

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

10. The textbooks of standard 6 and 7th needed too much of learning material which can be called as one of the weaknesses of the textbooks. However, standard 8th textbooks needed satisfactorily too much of learning material for conducting the activities as 46% of teachers agreed with statement. So it can be concluded that standard 8th textbook does not have that weakness.

11. Activities from standard 6, 7th and 8th textbooks are fairly suitable to all types of students.
Difficulties faced by Teachers While Practicing Activities:

1. The activities given in standard 6, 7th and 8th textbooks are fairly complex in nature as more than 50% teachers agreed with the statement.
2. The activities given in standard 6, 7th and 8th 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, 7th and 8th 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 7th fairly lack clarity in content.
6. The textbooks of standard 6, 7th and 8th have fair number of ambiguous instructions.
7. The standard 6, 7th and 8th 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 needed distinctively too much of learning material for conducting the activities as 76% teachers agreed with the statement. The textbook of standard 7th needed fairly too much of learning material.
9. 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 7th and 8th respectively agreed with the statement. So same conclusions can be drawn for 7th and 8th standard textbook that the textbooks have fairly too much of content to complete in less time.

Conclusions about Utility and Practicability of Activities Given in the Textbook

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, background of parents, practice at home, and interest of learners etc. in positive result of implementation of activities

- **Recommendations:**

**a. Recommendations 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. Recommendations 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. Recommendations 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.
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.

➢ **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

**Chapter Scheme:**

Present study is reported in five chapters, namely, Introduction, Review of Related Literature and Research, Research Design, Collection, Analysis and Interpretation of Data and Conclusions.

**Chapter One: Introduction**

In first chapter of the report research topic and its background has been discussed in detail. The topic under study is related to English language and textbooks of English language, hence, a short history of English language in India and its place in curriculum has been tried
to clarify. Mechanism of development of textbooks is discussed with special reference to textbook development in Maharashtra.

Maharashtra Government made English as a compulsory language at primary level from standard 1\textsuperscript{st} from the year 2000. This was a revolutionary and radical change on the domain of education as students were going to study two languages at a time from very 1\textsuperscript{st} standard. It became an issue of debate across the state. Government was firm to implement this decision and they did the same. The motto was very clear that English is the language of 21\textsuperscript{st} century and a global language. The students should get command over the language in this world of competition. One cannot neglect the importance of English language. However the question remained crucial after this decision that, what difference the decision brought in the learning process of English language? The performance of Marathi medium pupils was so poor prior to this decision when it was taught from standard 5\textsuperscript{th}. So did the performance improve after this decision? Did the pupils get better in basic skills such as listening, speaking, reading and writing? With a short survey any educated person can find the answer and that answer is not. Though a kind of positive atmosphere and confidence is built among pupils towards English but the desire result of development of basic skills such as listening, speaking, reading and writing is not seen so far the decision is concerned. In this context it was very important to understand the role of textbook in the development of language.

At the end of the chapter need and significance, operational definitions, hypotheses, objectives of study, assumptions, scope and limitation of the study is discussed.

**Chapter Two: Review of Related Literature and Research**

The present study was aimed at finding effectiveness of English textbooks in developing basic skills at upper primary level. In this context it was important to have a review of syllabi and textbooks of English at upper primary level. This chapter deals with review of related literature and research.

In all 25 studies related with various issues of textbooks, English language skills and primary education were reviewed from studies conducted in abroad and India. Issues of problems of teaching and learning of English, textbooks and curriculum, methods of teaching English, etc. issues were dealt with by adopting various methodology. Most of the studies were
conducted by following survey and experimental method. At the end uniqueness of the present research in the light of review done has explained.

Chapter Three: Research Design

The research design is a crucial step in any research. It is the mechanism which enables a researcher to achieve the objectives set, test the hypothesis and draw conclusions based on it. Being so important part of the research, it is always selected and formed very carefully by the researcher. This chapter gives a detail process of research procedure including research methods selected, samples selected, techniques adopted in selection of sample, tools of data collection, sources of data, techniques of data analysis and threats to internal and external validity of the experiment.

Chapter Four: Collection, Analysis, and Interpretation of Data

In this chapter collection of data, analysis and its interpretation is given in detail. The research was carried out in three phases. In first phase skill based analysis of textbooks of 6th, 7 and 8th standard was carried out. Details of analysis in tabulated form and its conclusions are given. In second phase survey of upper primary teachers was carried out. The data of survey is presented in tabulated form and interpretation is presented graphically to understand the interpretation easily. The third phase involved of single group experimental study to know practicability and utility of activities provided in textbooks of upper primary level for development of basic skills of English such as listening, speaking, reading and writing. This data in third phase is analyzed descriptively and inferential analysis is carried out by employing a paired t test. The analysis and interpretation is presented in tabulated form and graphically.

Chapter Five: Conclusions

This is the last chapter of this report in which conclusions are presented in light of objectives of this research. Conclusions drawn from data collected in three phases are given in detail. Overall conclusions are also given. Based on the conclusions, recommendations for teachers, teacher education institutions, and other related government agencies are given. In the end of the chapter topics for further study have been given.

At the end of this report abstract, reference list and appendices are given.