Abstract

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. Present research was carried out with the prime aim of studying the effectiveness of English language textbooks in development of basic skills at upper primary level.

The research was carried out in three phases. In the first phase of the study textbooks of standard 6\textsuperscript{th}, 7\textsuperscript{th} and 8\textsuperscript{th} 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 were designed as par the objectives given in the curriculum or not.

In second phase of the study, a survey of 150 teachers was carried out 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. The tools used for the survey was questionnaires. 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 6\textsuperscript{th}, 7\textsuperscript{th} and 8\textsuperscript{th} 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 6\textsuperscript{th} standard questionnaire and 30 questions in 7\textsuperscript{th} and 8\textsuperscript{th} 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.

In third phase experiments were carried out in five schools of Palghar district on 6\textsuperscript{th}, 7\textsuperscript{th} and 8\textsuperscript{th} 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. 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.

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. 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.

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.

After analysis of data it was found that the textbooks of English language at upper primary level were effective in development of basic skills as far as the population is considered from sample was selected.