The main purpose of the present study has been to improve text book writing, teaching etc., in a word, educational practices of the school. This could be done only by a sincere 'follow-up' i.e., by implementing the findings of the study.

In order to ensure a follow up, four glossaries of words have been prepared.

In the present chapter, the uses of the four glossaries will be discussed with a view to bringing into clear focus the importance of these glossaries in the educational and communicational practices. Such a discussion, it is believed, will contribute to the enforcement of follow-up in the applicable fields.

**Glossary I**

In Glossary I are listed words with their weights with reference to the children of age 12 +. By weight is meant importance attached to each word. The words of Glossary I are important as well as necessary for the children of class VI. But all of these words are not equally important. There are some words which are more important, some words which are not so much important and there are other words which are far less important.
Part II of Glossary I, where the words have been classified according to class interval of weight, clearly shows the counters of more important, not so important and less important words.

The part I and part II of the Glossary I have been prepared with a view to meeting some of the immediate needs of the text book writers, teachers, editors of juvenile magazines, radio announcers and writers of children's novels, short stories and essays. They can pick up important words from this list keeping in view the weights of different words.

Glossary II

But entire dependence on Glossary I will neither deliver the goods properly nor reap an expected harvest because this Glossary does not contain difficulty value of words. The words like 'since', 'until', 'through', 'each' etc., may have heavy weights and great importance, but because they have great difficulty value particularly to the children of age 12 and, they need be used if easier substitutes are not available in the list.

In fact, in selection of words for any grade, two factors, viz., weight (importance) and difficulty value, need be considered.
As Glossary II contains difficulty value of words, combined use of Glossary I and Glossary II, will enable all concerned to make correct selection of words for Class VI (non-English medium schools). Part II of Glossary II where words have been classified according to the class interval of difficulty value, clearly shows the counters of the most difficult words, more difficult words and less difficulty words.

**Combined use of both Glossaries**

Moreover, the combined use of both the Glossary will prove to be enlightening on the following points:

a) words with low weight (less important) and high difficulty value could be confidently rejected without risk of running any pedagogical losses.

b) words with high difficulty value and heavy weight (most important) should not be rejected as rejection of such words will incur pedagogical loss. So the person concerned should use such words, but definitely with care and caution.

c) words with low weight (less important) and low difficulty may be retained because such words may help structural words to function in several sentences. 'chalk' may have low weight but as it has less difficulty value, it may be used to introduce such structural words as 'since', 'what', 'where' or 'until'. But to help function a structural word
if a word of high difficulty value but low weight is used, not only the word of high difficulty value but also the structural word for which it has been brought, will remain uncomprehended by the children.

d) words with heavy weight and medium difficulty value should be widely used. In fact, they should form the bulk of the words in the text books.

e) words with heavy and medium as well as low weights but low difficult value could be used in supplementary reading materials.

f) words with heavy, medium and low weight but low and medium difficulty value could be effectively used in Radio programmes for children.

g) words with heavy weight and high difficulty value should not be used in the early lessons of the text books and not at all in the supplementary books, children's novels, short stories, features and essays. They could be used in later lessons of the text book but that, too with effective illustrations. For reinforcement these words may be put in desk works and work books.

h) in classroom interaction words with heavy and medium weight but having low difficulty value should be used.
i) in tackling new words synonyms or antonyms of paradigms of low or medium difficulty value should be used. In absence of such words with low difficulty value, other devices of task-link new words should be adopted.

As a matter of fact combined use of Glossary I and Glossary II will help all concerned to find out answers to the following questions:

a) what words should be used?
b) when should a word be used?
c) how should a word be used?

Glossary I and Glossary II i.e., weight and difficulty value will determine what words should be used. They will also determine when a word should be used, whether in early lessons or later lessons of the text books. Moreover, whether a word should be used with care or caution with illustration or without illustration, will also be determined by its weight and difficulty value.

So it could be stated that these three important needs of the text book writers, teachers, editors of juvenile magazines, radio programmes, etc., could be satisfactorily met by these two Glossaries.

It has been already discussed in Chapter VI, how
the results of this investigation i.e., the Glossaries, will help teachers in various other ways vis-à-vis, in effective use of word games, use of portmanteau words, back formations, prefixes and suffixes.

In a word, an acquaintance with these Glossaries will give a teacher more command in the class, help him create a conducive classroom climate, and enable him to be a possessor of integrative classroom behaviour.

Not only teachers and others already mentioned but also paper setters, examiners, teacher educators in the teachers' training colleges and education officers may use these Glossaries with benefit.

Glossary III and Glossary IV

Glossary III and Glossary IV, which represent the difficulty value of words in respect of the students hailing from the upper and lower socio-economic groups respectively, will be of use to the text book writers and teachers.

The text book writers may use Glossary III for preparing some lessons with difficult words, specially meant for students hailing from upper socio-economic background, in the text books. This should be done with a view to providing opportunities for students possessing quantitative richness of vocabulary to gain according to the apperceptive mass to which other factors
of vocabulary development viz. parents, out books, radio, clubs etc. have contributed their mite.

The teachers can take up such lessons in the tutorial classes and use words from Glossary III to maintain and boost the level of vocabulary achievement of such students. In fact, Glossary III will help a teacher in his genuine effort to utilise and reinforce the contributions of the informal agencies of education to the vocabulary of the children. In fact, in the traditional schools many of the words which children by and by learn from their parents, from advertisements, from films etc., are hardly reinforced in the class rooms. As a result, such words are scarcely used by the students in their academic assignments. Ingenious use of Glossary III by the teachers may stop such wastage of quantitative and qualitative vocabulary.

Likewise, Glossary IV which represents the difficulty value of words in respect of the students hailing from the lower socio-economic background, could be used in the tutorial classes composed of the students from lower socio-economic background. Moreover, in remedial teaching, the Glossary IV, will be of much use to the teachers. The gap between the Glossary I and Glossary IV will be an indicator of how much intensive remedial teaching will be necessary for bringing the students of the lower socio-economic group to the average level. Indirectly this will also be an indicator of how much extra-effort is to be put by the teachers
to compensate for the loss incurred due to the minus contribution of the factors like home, parents, clubs, etc., to the second language development of the students of the lower socio-economic background.

Besides, in the rural areas where majority of the students belong to the lower socio-economic group, Glossary IV need be used to a great extent. If, in future, any project for preparing separate text books for the students of rural areas is taken up Glossary IV will prove to be useful. In absence of such text books, the teachers of the rural areas may green the vocabulary of the existing text-books with reference to Glossary IV.

They may substitute the difficulty words of the text books by synonymous words from the Glossary IV. Such a gesture by the teachers may indirectly stop wastage and stagnation of a large number of students in the rural areas, because control of vocabulary by Glossary IV may make the reading material meaningful as well as fathomable to the students.

As regards very few students of the upper socio-economic background of the rural areas, separate arrangement should be made to maintain and boost the level of their vocabulary achievement. Care should be taken to see that their interests do not suffer for the sake of their counterparts. The teacher could use Glossary III for these students.
In this connection, one point must be made clear. The existence of Glossary IV should not be considered as a proof that the students hailing from the lower socio-economic group will ever remain backward. The Glossary IV is an indicator of the actuality concerning the vocabulary of the students hailing from the lower socio-economic group. In teacher's efforts to raise the standard of vocabulary of such students to the level of general average this Glossary will prove to be of help. Moreover, till such students remain in the present standard, the Glossary IV need be used by the teachers.

Considering all these, it may be stated that Glossary I, Glossary II, Glossary III, and Glossary IV will be of much use to all concerned with education of the students of age 12, e., reading English as a second language in the non-English medium schools.
In the previous chapter, one aspect of the follow up programme i.e., how the findings of the present study could be implemented and used by the teachers and others engaged in the communicational practices, has been discussed.

In the present chapter, another aspect of the follow up programme i.e., how and in what specific areas the future researchers could carry on researches to more and more illuminate the wide area of vocabulary, will be discussed.

In fact, no researcher can claim to traverse the entire area of any problem, he can at best, reach the end point of a particular segment and offer cue to the future workers who may undertake the enterprise of traversing many more segments.

Therefore, the present researcher offers in the present chapter, some suggestions for the future workers.

Vocabulary is a wide problem area. There is enough scope of, as well as, need for, further investigations and researches on problems, directly and indirectly related to vocabulary particularly of second language.
The present investigation aimed at preparing four Glossaries of words, one of which contained the weights of different words, the second one contained the difficulty value of words in respect of general students, the third one contained the difficulty value of words in respect of students hailing from upper socio-economic group, the fourth one contained the difficulty value of words in respect of students hailing from the lower socio-economic background. All these Glossaries represented weights and difficulty values of words with reference to the students of age 12 +, reading in non-English medium schools in Meghalaya.

Similar studies on weights and difficulty value of words of English with reference to the children of other age levels reading in non-English medium schools, could be taken up. The results of such studies would be of great use to the teachers.

Convents and English medium schools still depend, to a great extent on foreign books. Campaigns for Indianization of such schools have been already launched. But success of such campaigns will depend considerably on the availability of English text books written on Indian life and background. Such books are not sufficiently available. Naturally such books presuppose the availability of actual vocabulary of the students of English schools. But Glossary containing the actual vocabulary of the students of the convents and English Public schools is not available.
So investigations on the weights and difficulty value of English words with reference to the students of different classes of such English schools could be taken up by the future workers. The results of such investigations will not only be of great use to the teachers but also will expedite the process of Indianisation of English schools.

Phrases, idioms, and phrasal verbs constitute another problem area of vocabulary. Tendency of the Indian students to translate first language phrases and first language idioms into English, and the difficulty faced by Indian students to comprehend uninferable meanings of English phrasal verbs (eg. from 'put' and 'out', the meaning of put out cannot be inferred), have been an issue of concern of the Indian teachers of English. Investigations on why Indian students face difficulty in using and comprehending English phrases, idioms, and phrasal verbs, could be undertaken by the future researchers. The results of such researchers will help Indian teachers of English achieve fulfillment to one of their cherished objectives, viz., enabling the students to write idiomatic English.

Meanings are not the same in all languages. Meanings into which different linguistic people classify their experience are culturally determined or modified and they vary considerably from culture to culture. Some meanings found in English may not exist in many Indian languages. Studies on the nature of difficulty
experienced by the Indian students in dealing with meanings that do not exist in their mother tongues, may help teachers in their day to day class teaching and text book writers in preparing text books. This is, indeed an interesting area of research which could be conveniently taken up by any future researchers.

Different languages classify their meanings differently. What is a lexical meaning in one language may be a morphological meaning in another. R. Lado has referred to English people who find it difficult to imagine a language in which singular, plural distinction in 'book-book' is not made morphologically. Such differences of lexical and morphological meaning distribution in the first and the second language may affect the vocabulary development of children. Investigations on such differences and their impact on the development of vocabulary of children could be taken up. A glossary of such words could be prepared and difficulty value of each word could be calculated. Such a Glossary will be of great help to the teachers.

Many English words could be used in different parts of speech without morphological variations. Such words could be collected from relevant literature and difficulty value of each word's use in each part of speech could be calculated and a Glossary thus prepared. The glossary may contain the words and their difficulty value in each part of speech. Such a Glossary may guide the text book writers in taking decisions as to which words need exposure in what parts of speech.
Studies on the mean number of words added to the vocabulary in one year in the schools of urban and rural areas could be taken up. The results of such studies may throw light on the word-intake of students, which would prove to be very much useful in writing text books for children of different classes.

Studies on concept development vis-a-vis vocabulary comprehension may be undertaken. The findings of such studies will help text book writers and teachers decide as to words of what degree of abstractions could be exposed to the students of a given class. As for examples, the word 'good' is usually exposed to the beginners but as to when the word 'goodness' is to be used, the text book writers and teachers have no definite criterion to decide; same with the words 'soft', 'softness', and 'soften'.

Investigations on the comparative influence of the visual and auditory exposures on the comprehension of words could be undertaken because the results of such studies will contribute to the evolution of better methodologies of word exposure. In mother-tongue the most of the words that have high frequency of use in the original composition were first learnt by listening and and later on orthography of such words were exposed. By analogy a hypothesis that words first learnt by listening are long retained better understood and often used in original composition, could be drawn with reference to the second language. The hypothesis could
be tested by dividing a number of students into control and experimental group, and applying the relevant test on the experimental group.

The findings of a comparative study of the Bilingual Method and the Direct Method of teaching English, sponsored by the Central Institute of English and Foreign Languages, Hyderabad, indicate the superiority of Bilingual Method to Direct Method (discussed in Chapter V). Studies on similar line to see whether translation method reaps similar harvest in vocabulary comprehension, could be taken up. The findings of such studies will help teachers reconsider the claims of translation method which has been underestimated since Direct Method and later on Structural approach came to reign the field of methodology of English teaching.

Comparative studies on the vocabulary pattern of one language child and multilingual child could be taken up. The findings of such studies will greatly help the framers of curriculum in deciding at what age levels should commence each of the three languages of the Modified Three Language Formula.

The impact of primary education on the lingual ability of the children in the rural areas could also be studied.

Class room researches on how objective test affects the lingual development of the children could be taken up. The
findings of such researches will greatly influence examination reforms programmes. Similar studies on the essay type examination could also be taken up.

Studies on the influence of the following on the qualitative and quantitative aspects of vocabulary development in Indian children could be taken up:

a) influence of the personality patterns on vocabulary development in children

b) influence of self-esteem on vocabulary development in children

c) influence of neuroticism (anxiety, withdrawal, shyness, fantasy, timidity, want of confidence etc.) on vocabulary development in children

d) influence of socialization on vocabulary development in children

e) influence of co-curricular activities on vocabulary development of children

f) influence of the attitude of the head of the institution and other members of the staff towards literary activities on vocabulary development of children.
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g) influence of the use of audio-visual aids on vocabulary development of the children

h) influence of the use of educational technology on vocabulary development of children

i) influence of the use of programmed learning materials on the vocabulary development of the children; and

j) the influence of the increased informal contacts between the language teachers and the students, on vocabulary development.

Studies on how and to what extent the following factors affect the vocabulary development of the Indian children could also be taken up by the future researchers:

a) Parents ... to what extent and how the occupation of the parents, education of the parents, amount of parents—children talk affect the vocabulary development of the children

b) Companions ... to what extent vocabulary of companions affects one another. What types of influence companions of higher age, lower age and of the same age exert upon the children's vocabulary.
a) Size of the family... to what extent the size of the family affects the language development of the children.
Whether a large family where children have more scope for talk, or a small family where the children have more opportunity to come closer to the parents, conducively affects the language development, could be examined.

d) Cultural and social factors... how far cultural and social factors affect vocabulary development.

e) Imagination... to what extent imagination affects vocabulary development.

f) Intelligence... to what extent intelligence affects vocabulary development.

g) Memory... to what extent memory affects vocabulary development; and

h) Regional factors... to what extent regional factors affect vocabulary development of the children.

The area of vocabulary is so wide and varied that it is hardly possible to touch all areas which need investigation and research. However, the areas that have been located in this chapter are more important and deserve the attention of the future researchers. Infact, these are the areas which are directly connected with the principles and methods of education.