

CHAPTER 5

FINDINGS, IMPLICATIONS AND CONCLUSION

5.1 Introduction

In the previous chapter the researcher analyzed the text book of English medium school. The researcher prepared criteria for evaluating textbook in relation to Tomlinson's principles of material development for language learning. The present chapter focuses on the findings of the study, suggestions for the improvement of the textbook, suggestions for further research, implications of the research for teachers and students.

5.2 Findings

As in the introduction of the textbook it is mentioned that this textbook provides a wider exposure to the students towards the use of a variety of media and language in use. The experts who have prepared this textbook followed some objectives. They have given more emphasis on communication skills and learning skills. The students are involved in such tasks as performing mimes, enacting role plays and making oral and written presentations etc. The students are involved in pair work and group work which promote collaborative and interactive learning. The students are involved in such tasks which enhance their skills like observation, making conclusions, analysing, noting, compiling, analysis and critical and logical reasoning etc. In the introduction it is mentioned that each unit contains pre-task and main activity which is very useful for acquiring language. The units also contain a variety of literary forms like essay, speeches, drama, letters, poems, diaries etc. Thus it was found that the textbook is prepared by keeping in mind some objectives which are mentioned in the introduction of the textbook.

- There are total twenty six units and there are nine poems. The researcher examined the textbook design in relation to Tomlinson's principles of material development. The researcher also analyzed the textbook in terms of errors, helpline for the teachers and students and use of pictures.
- It was found that the input given in all the units is rich meaningful and comprehensible. All the units are suitable to the age the students. They are able to

create and sustain the interest of the students. They are more related to the real life situations. The units contain both urban and rural experiences. Thus language material is proper, interesting and gives exposure to real life situations.

- The researcher also analyzed the textbook in terms of cognitive and affective achievement. The students can feel positive and negative emotions while reading most of the units. They are involved in such tasks which helps them experience positive affect and negative emotions in the sense of being confident and motivated. In all most all the units the students are engaged in cognitively in the language experience. The students are involved in the tasks which would enhance their higher level skills such as predicting, analyzing, interpreting, comparing, organizing and evaluating.
- It was observed by the researcher that the purpose of all the units is to create positive influence on learner's attitude. In this sense the relevant and interesting activities are given in each lesson. They are involved positively in individual tasks as well as group work. And this approach of collaborative learning helps in language learning and it creates positive influence.
- It was observed that in each unit there are activities in which students make use of mental imaging except poems. In poems there are no activities in which students are engaged in mental imaging.
- The researcher observed that there is a separate section for language items or features in each lesson except poems. The students are also engaged in tasks based on a particular language item. In poems the focus is not given on language feature or item.
- It was found that the main activity in each prose contains group or pair work which would develop their communication skills. Apart from it in some of the units there is a pre-task in which students are involved in speaking activities. Thus it helps learners to strengthen their linguistic skills.
- Going through the units it has become clear that in most of the units there are spelling errors, grammatical errors and printing errors. While analyzing each unit in the previous chapter the researcher has made a detailed note of it and mentioned it separately.

- It was observed that there is no helpline for students and teachers in all the units. In most of the units pictures are not used. The black and white pictures are used in a very few units.
- There are nine poems in the textbook. Though the poems are good, there is not rich and comprehensible input in almost all the poem. No pre-task is given in any of the poem. The pre-task is very useful in creating proper environment for learning new topic and it leads to the theme of the unit indirectly. Unfortunately the pre-tasks are not included in it. Only one activity is given on comprehension in all poems. There are no activities on vocabulary, appreciation, interpretation or language features. The pictures are needed to add in each poem.
- Some general observations are also made by the researcher. They are given below:
The price of the textbook is reasonable for all the students. The binding quality of the textbook is appropriate. The printing of the textbook is proper. There is richness of vocabulary in each unit. But the vocabulary load is very heavy in some of the units. A quotation at the end of each unit is a very good feature of the textbook. The textbook is reprinted in 2012 and now it contains the list of errors at the end. There are still some errors in a few units which researcher has identified.

5.3 Suggestions for the improvement of the textbook

The researcher would like to make the following suggestions to make the textbook more effective as a tool to teaching English language.

- In some of the units the vocabulary load is very heavy. Though the difficult and unknown words are glossed at some places, their meanings do not become clear.
- In a few units there are black and white pictures. So there should be colourful pictures which help the learners to comprehend the text.
- In each poem there should be pre-task and there should be activities based on appreciation, mental imaging, interpretation which may lead learners to think critically.
- The spelling errors, printing errors and grammatically errors should be corrected.

- There should be some activities in the units in which students are made to use dictionary, Wikipedia and internet. The students should be motivated to use these resources.

5.4 Suggestions for further research

- A Critical Analysis of Primary Level Textbook of English of CBSE
- A Critical Study of the English Textbook of Standard 10th of English Medium School
- A Critical Analysis of the English Textbook of Standard 12th of CBSE school
- A Comparative Study of English Textbooks of CBSE and GSEB schools
- An Evaluation of Secondary Level Textbook of English of MPBSE
- A Comparative Analysis of Textbooks of English of GSEB and MPBSE
- A Critical Analysis of Textbooks of English of HPBOSE

5.5 Implications of the research for teachers and students

The researcher analyzed the 9th Standard textbook (First Language) on the basis of six principles given by Dr. Brian Tomlinson. The researcher prepared some criteria on the basis of these principles and some other aspects. The units of the textbook were evaluated criteria wise. The researcher expects that

- This study will give idea to the teachers as to how they can use textbook appropriately in the classroom.
- This study will help teachers teaching English as they will have a clear view of the tasks presented in the book.
- It will help teachers to engage learners affectively and cognitively in the learning process. Apart from the tasks given in the textbook a teacher can involve learners in such activities which would enhance their higher level skills.
- It will help teachers to engage learners in pair work or group work for developing communication skills by playing the role of facilitator.
- After the study it has become clear that there is no pre-task in any poem. So this study will motivate the teachers to use pre-task before teaching a poem.
- This study will help teachers to engage learners in such activities in which they are made to use e resources.

- This study will help learners to notice the spelling errors, printing errors and grammatical errors.

5.6 Conclusion

In the present chapter the researcher has presented the findings of the research, suggestions for the improvement of the textbook, suggestions for further research, implications of the research for teachers and students. The researcher hopes that the present study will help teachers and students in the teaching and learning process.