CHAPTER VI

SUMMARY AND CONCLUSIONS

6.1 STU DY IN RETROSPECT

6.2 SUMMARY OF RESULTS

6.3 TENABILITY OF HYPOTHESES

6.4 CONCLUSIONS

6.5 EDUCATIONAL IMPLICATIONS OF THE STUDY

6.6 SUGGESTIONS FOR FURTHER RESEARCH
SUMMARY AND CONCLUSIONS

This chapter presents a brief summary of the study (Study in retrospect), its results, the conclusions derived from them, and their educational implications. The chapter concludes with suggestions, derived from the present study, for future research in the field of English education.

6.1 STUDY IN RETROSPECT

The present investigation intended to prepare Instructional Material and to study its effectiveness in developing listening comprehension in English at the high school level.

6.1.1 STATEMENT OF THE STUDY

The study under investigation is entitled. “PREPARATION AND TESTING OF INSTRUCTIONAL MATERIAL TO DEVELOP LISTENING COMPREHENSION AT HIGH SCHOOL LEVEL.”

6.1.2 STATEMENT OF EXPERIMENTAL HYPOTHESES

In the light of experimental procedure the problem identified are formulated as experimental hypotheses and are presented below:

\( H_1 \)  There will be significant difference between the experimental group and control group with regard to the pre-LC test scores.

\( H_2 \)  There will be significant difference between the experimental group and control group with regard to the post-LC test scores.
\textbf{H_3} There will be significant difference between the means of pre-LC test and post-LC test scores of the experimental group.

\textbf{H_4} There will be significant difference between the means of pre-LC test and post-LC test scores of the control group.

\textbf{H_5} When the experimental group is exposed to the Instructional Material (based on sub samples)

\textit{(i)} There will be significant difference between male and female pupils with regard to post-LC test scores.

\textit{(ii)} There will be significant difference between pupils studying in schools in urban locality and rural locality with regard to post-LC test scores.

\textit{(iii)} There will be significant difference between pupils studying in government schools and in government aided schools with regard to post-LC test scores.

\textbf{H_6} When the experimental group and control group are exposed to the Instructional Material

\textit{(i)} There will be significant difference in the Analysis of variance (ANOVA) between the experimental and control group with regard to post-LC test scores.

\textit{(ii)} There will be significant difference in the Analysis of co-variance (ANCOVA) between the experimental and control group with regard to the post-LC test scores.
6.1.3 **OBJECTIVES OF THE STUDY**

The major objectives of the study are:

i. To prepare Instructional Material to develop listening comprehension in English at high school level.

ii. To test the effectiveness of the Instructional Material by comparing the Listening comprehension test score of the experimental group and control group for total sample and sub sample (experimental group) based on the following variables:

   a) Gender
   b) Locality of school
   c) Management of school

iii. To analyse the ratings of the pupils regarding the suitability of the Instructional Material in developing listening comprehension.

iv. To examine the views of high school teachers of English regarding the various aspects related to the teaching-learning of English in general and teaching of listening comprehension in specific, and to collect suggestions for improving the teaching of listening comprehension.

6.1.4 **METHODOLOGY IN BRIEF**

The investigator adopted experimental cum survey method. Experimental method was used for testing the effectiveness of Instructional Material in developing listening comprehension in English in Standard VIII. The experimental design used was pre-test post-test control group design.
Normative survey was used in the early part of the study for collecting the views of high school English teachers regarding various aspects related to teaching and learning of English.

The sample selected for the survey comprised of a group of high school English teachers (N=50) of Kerala. The sample for the experimental study comprised of a group of pupils of Standard VIII (N=190) (experimental group = 94 and non treatment control group = 96) from Pathanamthitta District. Cluster sampling technique was adopted for the study. A group of subject experts (N = 10) validated the Instructional Material and Listening Comprehension Test. The experimental group (N=94) rated the suitability of the Instructional Material.

The tools used for the study are as follows:

(i) Questionnaire (for Teachers).

(ii) Instructional Material to develop listening comprehension in English at high school level. (Audio CD provided with the thesis).

(iii) Listening Comprehension Test.

(iv) Rating Scale regarding the suitability of Instructional Material (for pupils).

(v) Instructional Material Evaluation Schedule (for Experts).

Procedure adopted for the study

The views of high school teachers of English regarding various aspects related to teaching-learning of English in general and teaching of listening comprehension in specific were collected by administering the questionnaire. Instructional Material to
develop listening comprehension was prepared by the investigator based on the
taxonomies of sub-skills of listening comprehension and other theories related to listening
comprehension and based on the meticulous discussions with teachers and experts. The
Instructional Material was assessed by a group of subject experts (N=10). It was also
rated by the experimental group (N=94) using a Rating scale. The effectiveness of the
Instructional Material was then tested experimentally employing the ‘pre-test post-test
control group design’. The data obtained were analyzed using appropriate statistical
techniques like computation of percentages, means, critical ratios, and ANCOVA.

6.2 SUMMARY OF RESULTS

The findings that have emerged from the present study are summarised under
appropriate heads.

6.2.1 COMPARISON OF LISTENING COMPREHENSION TEST SCORES OF
EXPERIMENTAL GROUP (EG) AND CONTROL GROUP (CG)
(TOTAL SAMPLE AND SUB-SAMPLES)

1. Comparison of Pre-LCT Scores: Experimental and Control group

Comparison of the overall mean scores of the experimental and control group
(vide Table 5.1) revealed that there is no significant difference between the two groups
in terms of pre-LCT scores.

\[ M (EG) = 12.64; \quad M (CG) = 12.88; \quad CR = 0.36; \quad P > 0.05 \]
2. **Comparison of Post-LCT Scores: Experimental and Control group**

Comparison of the overall mean scores of the experimental and control group (vide Table 5.2) revealed that there is significant difference between the two groups in terms of post-LCT scores and that the experimental group is superior to control group with regard to post-LCT scores.

\[
M (\text{EG}) = 21.94; \quad M (\text{CG}) = 13.27; \quad CR = 9.83; \quad P < 0.01
\]

3. **Comparison of Pre- and Post-LCT scores of Experimental group**

Comparison of the overall mean scores of the experimental group on pre-LCT and post-LCT scores (Vide Table 5.3) revealed that there is significant difference at 0.01 level between the pre-test and post-test scores. The difference is in favour of the post-LCT scores.

\[
M (\text{EG: Pre-LCT}) = 12.64; \quad M (\text{EG: Post-LCT}) = 21.94; \quad CR = 12.04; \quad P < 0.01
\]

4. **Comparison of Pre- and Post-LCT scores of Control group**

Comparison of the overall mean scores of control group on pre- and post-LCT scores (vide Table 5.4) revealed that there is no significant difference between the pre-test and post-test scores.

\[
M (\text{CG: Pre-LCT}) = 12.88; \quad M (\text{CG: Post-LCT}) = 13.27; \quad CR=0.49; \quad P > 0.05
\]

5. **Comparison of Post-LCT scores of Experimental group (Sub samples)**

Comparison of the mean scores (based on sub samples) of experimental group on post- LCT (vide Table 5.5) revealed the following:
a) There is no significant difference between Male and Female pupils with regard to post-LCT scores, when the groups were exposed to Instructional Material.

\[ M_{\text{Male}} = 21.43; \quad M_{\text{Female}} = 22.42; \quad CR = 0.76; \quad P > 0.05 \]

b) There is no significant difference between pupils belonging to rural and urban schools with regard to post-LCT scores, when the groups were exposed IM.

\[ M_{\text{Rural}} = 21.88; \quad M_{\text{Urban}} = 22.08; \quad CR = 0.14; \quad P > 0.05 \]

c) There is significant difference between pupils studying in Government and Aided schools with regard to post-LCT scores, when the groups were exposed to IM.

\[ M_{\text{Government}} = 24; \quad M_{\text{Aided}} = 20.77; \quad CR = 2.42; \quad P < 0.05 \]

The difference is in favour of the pupils studying in Government schools.

6.2.2. COMPARISON OF LISTENING COMPREHENSION TEST SCORES OF EXPERIMENTAL AND CONTROL GROUP USING ANALYSIS OF COVARIANCE (ANCOVA)

Comparison of the final mean square variance of the experimental and control group revealed the following:

i. The F-ratio for the two sets of scores (pre- and post-LCT scores) were tested for significance using analysis of variance. The table values of F for df 1/188 are 3.90 at 0.05 level and 6.81 at 0.01 level. The obtained value of \( F_x = 0.114 \), revealed that there is no significant difference between the experimental and control groups.
with regard to pre-LCT scores. The obtained value of $F_x = 96.78$ revealed that there is significant difference between experimental and control groups with regard to post-LCT scores. (vide Table 5.6).

ii. The F-ratio obtained $F_{yx} = 460.19$ from the analysis of co-variance after the post-LCT scores were adjusted for the differences in the pre-LCT scores with respect to listening comprehension of the total group, revealed that the experimental and control groups differ significantly. (vide Table 5.7)

$$F_{yx} = 460.19; P<0.01$$

iii. The differences in the adjusted means of post-LCT scores of experimental and control groups with respect to listening comprehension for df 1/187 (1.98 at 0.05 level and 2.61 at 0.01 level) were significant at 0.01 level (vide Table 5.8).

$$(M_{yx} (Experimental) = 22.08; M_{yx} (Control) = 13.13; t = 21.31; P<0.01).$$

It may therefore be concluded that the prepared Instructional Material is effective in developing listening comprehension.

### 6.2.3 VIEWS OF HIGH SCHOOL ENGLISH TEACHERS REGARDING VARIOUS ASPECTS OF TEACHES AND LEARNING OF ENGLISH.

1. **Methods/Approaches adopted by teachers for teaching English in the high schools**

   Analysis of the data revealed that majority of teachers (70%) use translation method for teaching English. Communicative Approach was adopted only by 16% of the teachers. Very few teachers (4%) adopted Direct Method and, 2% of the teachers adopted Audio Lingual Method. The findings indicate that the pupils are not sufficiently exposed to the target language. (vide Table 5.9)
2. **Reasons for the poor achievement of pupils in English**

The analysis of data revealed that, majority of teachers (80%) are not satisfied with the achievement of pupils in English. (vide Table 5.10)

The analysis of responses of teachers also indicated that majority of teachers (68%) feel that negative attitude towards English, and 48% of teachers feel that lack of comprehension, and 42% of teachers feel that English being a difficult subject, are the reasons for poor performance of pupils. 36% of teachers regard lack of interest of pupils in English and 24% regard unsuitable course-book are the main reasons for the poor achievement of pupils in English. (vide Table 5.11)

3. **Difficulties faced by teachers in teaching English**

The analysis of responses of teachers revealed that all the teachers (100%) experience difficulty in teaching English. (vide Table 5.12)

The analysis of data also revealed that the main difficulties experienced by teachers in teaching English are:

i. Lack of time to deal with all aspects of language.

ii. Unable to give individual attention.

iii. Lack of development of the four basic skills of language of the pupils.

iv. Unable to use the target language, translation becomes necessary due to the inability of pupils to understand English, i.e., they lack comprehension skills.

v. Pupils are not aware of the pronunciation, stress or intonation of English Language.

vi. Course book not suitable in realising all the objectives of teaching English.
vii. Lack of sufficient material resources.

viii. Lack of interest of pupils in English.

ix. Due importance not given to the language.

x. The new pattern of examination and the liberal evaluation system is counteractive to learning.

4. **Extent of development of the four basic skills**

The analysis of data revealed that majority of teachers (76%) reported that listening are ‘not at all’ developed and 66% of teachers reported that speaking are ‘not at all’ developed in the English classes, whereas 60% of teachers reported that writing is developed ‘to some extent’ and 56% of teachers reported that reading is developed ‘to great extent’. (vide Table 5.13)

5. **Importance given to development of Listening comprehension**

The data analysis revealed that majority of teachers (60%) reported that due importance is not given to the development of listening Comprehension. (vide Table 5.14)

The analysis of data also revealed that the reasons reported for not giving importance to the development of LC are; 70% of teachers reported that it is not being evaluated, 60% reported non availability of suitable materials, 50% reported lack of time (50%), and 10% reported that it is not mentioned in the course book. (vide Table 5.15)

It was further revealed that the sub-skills of LC are not taught in English class. 100% of the teachers reported that they do not teach intonation in English. Majority of teachers (85%) reported that they do not teach word stress and sentence
stress. 80% of teachers reported that inferential comprehension and 76% reported that distinct sounds in English are not taught. It also revealed that 100% teachers teach main idea comprehension and 70% teach detail comprehension. (vide Table 5.16)

6. **Extent of provision of Pre-listening activities**

   The analysis of data revealed that all the teachers (100%) gave a copy of the passage before the exercise. Majority of teachers 80% ‘often’ introduced the topic, and permitted to read the passage silently, 70% of teachers gave pre-listening activities.

   Majority of teachers (90%) reported that they ‘never’ gave opportunity to the pupils to read the comprehension questions before the listening exercise, and they don’t help pupils in selecting the strategy for listening, and 60% reported that they never ask questions to check prior knowledge. (vide Table 5.17)

7. **Extent of provision of While-listening activities**

   The analysis of the data revealed that though majority of the teachers (60%) reported that they only ‘sometimes’ gave while listening activities and 40% ‘often’ gave while listening activities, majority of teachers (90%) also reported that tasks and comprehension questions are given only after completion of the exercise.

   The analysis revealed that 70% of the teachers only ‘sometimes’ gave while listening exercises like cloze-test exercises, filling in graphs or charts, checking off items in a list, etc. (vide Table 5.18)
8. **Extent of provision of Post-listening activities**

The analysis of data revealed that all teachers ‘often’ provided post-listening activities (100%), and majority of teachers (90%) ‘often’ gave assignment based or the listening passage, 70% of teachers asked the pupils to prepare summary, and 60% of teachers lead debates and discussions. (vide Table 5.19)

9. **Availability and relevance of Instructional materials**

The analysis of data revealed that 100% of teachers do not borrow materials from other sources, and have not developed materials on their own. Majority of teachers (95%) reported that authentic materials are not available in school and (90%) reported that they do not use audio materials.

It also revealed that 100% of teachers felt that suitable Instructional materials are relevant in developing Listening Comprehension. It was concluded that materials to develop listening skills are not available in schools and also that instructional materials are significant in developing listening comprehension.

10. **Suggestions of teachers for improving Listening Comprehension of pupils in High Schools**

The suggestions given by teachers for improving Listening Comprehension of pupils in English in Secondary Schools are given below:

i. The pupil-teacher ratio should be reduced.

ii. Skill development should be given more emphasis in English language class.
iii. Adequate time should be allotted for teaching English.

iv. Instructional materials with simple, interesting passage and exercises should be provided in order to motivate the pupils to learn English.

v. Audio-visual materials suitable in realizing the objectives of teaching English should be made available.

vi. Well-equipped language labs should be set-up for skill development.

vii. Training in the use of language lab should be given to all teachers.

viii. English classes should be handled only by trained graduates or post graduates in English right from the lower levels of education.

ix. Restructure the examination system to include the evaluation of the development of all the skills of language.

x. Provide training to teachers to prepare instructional materials and audio-visual materials for language teaching.
6.2.4 RATINGS OF PUPILS ON THE SUITABILITY OF THE INSTRUCTIONAL MATERIAL IN DEVELOPING THE SUB-SKILLS OF LISTENING COMPREHENSION

The major findings emerged from the analysis of the ratings of pupils on the suitability of the prepared IM in developing the sub skills of LC are presented below.

Majority of pupils (97.87%) rated the Instructional Material to be suitable ‘to a great extent’ in developing interest in listening to English language, 95.74% of pupils rated that it helps to develop main idea comprehension, 94.68% rated it to be suitable in enabling to discriminate sounds in isolated words, 93.62% rated it to be suitable in developing detail comprehension, 92.55% rated it to be suitable in developing literal comprehension, 90.43% rated it to be suitable in acquiring the sub-skills of listening systematically, 88.30% of pupils rated it to be suitable in developing the ability to discriminate sounds in connected speech, 87.23% of pupils rated it to be suitable in developing the ability to recognise variation in stress in connected speech, 85.11% of pupils rated it to be suitable in developing the ability to recognise the use of stress in connected speech, 76.6% of pupils rated it to be suitable in developing inferential comprehension, and 74.47% of pupils rated it to be suitable to understand intonation patterns. (vide Table 5.21)

It can be concluded that the prepared IM is highly suitable in developing the sub- skills of Listening Comprehension systematically and also to develop interest of pupils in listening to English Language.
6.2.5 EVALUATION OF THE INSTRUCTIONAL MATERIAL PREPARED FOR DEVELOPING LISTENING COMPREHENSION IN ENGLISH AT HIGH SCHOOL LEVEL BY EXPERTS

The major findings emerged from the analysis of the ratings of experts on the suitability of the prepared IM in developing the sub skills of LC are presented below:

The subject experts under study feel that the Instructional Material prepared is suitable to ‘a great extent’ in developing the various skills of listening comprehension. The data in Table 5.22 reveals that majority of experts (90%) rated that the IM is appropriate ‘to a great extent’ with regard to scope for pupil activity. It also reveals that majority of experts rated it is appropriate to ‘a great extent’ with respect to the aspects; suitability of exercises (80%), quality of audio recording (80%) and overall suitability (80%), aptness in developing literal comprehension (70%) appropriateness of contents selected (70%), systematic structuring of material (70%), developing sub-skills of listening (70%), aptness to develop main idea and detail comprehension (60%).

It also revealed that 10% of the experts rated that the material is ‘not at all’ apt in developing inferential comprehension, and the structuring of the material is not systematic. (vide Table 5.22)

From the findings it is clear that the prepared Instructional Material is suitable to a great extent and is highly effective and valid in developing listening comprehension in English at High School Level.
6.3 TENABILITY OF THE HYPOTHESES

The tenability of the hypotheses formulated for the present study are summarised below in Table 6.1.

**Table 6.1**

Summary of the details of the tenability of the hypotheses of the study

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypotheses</th>
<th>Accepted/Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>H₁</td>
<td>There will be significant difference between the experimental group and control group with regard to the pre-LC test scores.</td>
<td>Rejected</td>
</tr>
<tr>
<td>H₂</td>
<td>There will be significant difference between the experimental group and control group with regard to the post-LC test scores.</td>
<td>Accepted</td>
</tr>
<tr>
<td>H₃</td>
<td>There will be significant difference between the means of pre and post-LC test scores of the experimental group</td>
<td>Accepted</td>
</tr>
<tr>
<td>H₄</td>
<td>There will be significant difference between the means of pre and post-LC test scores of the control group</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
| H₅  | When the experimental group is exposed to the Instructional Materials (based on sub samples)  
(i) There will be significant difference between male and female pupils with regard to post-LC test scores. | Rejected |
|     | (ii) There will be significant difference between pupils studying in schools in urban locality and rural locality with regards to post- LC test scores. | Rejected |
|     | (iii) There will be significant difference between pupils studying in government schools and in government aided schools with regards to post-LC test scores. | Accepted |
| H₆  | When the experimental group and control group are exposed to the Instructional Material  
(i) There will be significant difference in the Analysis of variance between the experimental and control group with regard to post- LC test scores | Accepted |
|     | (ii) There will be significant difference in the Analysis of co-variance between the experimental and control group with regard to the post-LC test scores | Accepted |
6.4 CONCLUSIONS

1. The prepared Instructional Material (IM) is effective in developing listening comprehension skills at high school level and IM can be a highly productive teaching aid to improve listening comprehension (LC).

2. There is no significant difference between male and female pupils with respect to LC when exposed to IM.

3. The pupils belonging to urban and rural schools did not show significant difference with respect to LC when exposed to IM.

4. There is significant difference between the pupils studying in government and aided schools with respect to LC when exposed to IM. The pupils studying in the government school are superior to aided school in LC when exposed to the IM.

5. The ratings of pupils regarding the effectiveness of the prepared IM in developing LC revealed that, it was highly effective in developing the sub-skills of LC systematically and also to develop interest of pupils in listening to English language.

6. Majority of teachers use translation method for teaching English at the high school level.

7. Majority of teachers are not satisfied with achievement of pupils in English and the main reasons for poor performance are: the negative attitude of pupils towards English, lack of comprehension, English is a difficult subject for the pupils and unsuitable course book.

8. All the teachers under study experienced difficulties in teaching English and the difficulties are: lack of time, failure in development of four skills, unable to use target language, lack of sufficient material resources, lack of interest of pupils and the faulty examination system.
9. The basic skills of language especially listening and speaking are not given due importance in English class and hence these skills are not developed in the pupils.

10. Practice in LC does not normally receive the attention in the classroom which it deserves because suitable materials are not available, lack of time, and due to the fact that it is not evaluated.

11. The sub-skills of LC: sound discrimination, word stress, sentence stress, intonation, and inferential comprehension are not developed in the present day English class. Listening skills are taken to be incidental.

12. The wrong practices of providing the passage well in advance and not providing the comprehension questions or framework to prepare them to listen and not asking question to check prior knowledge has negatively influenced the development of LC.

13. While-listening activities provided, like looking into the passage and identifying difficult words, etc., develop only reading comprehension and is counteractive to the development of sub-skills of LC.

14. Only post-listening activities are provided sufficiently in the English classes.

15. Suitable or authentic materials to develop LC are not available in schools and the teachers are not provided with any training in the development of any instructional material.

16. The high school teachers had valid suggestions to offer for improving LC of pupils in English at high school level. (vide 5.3.10)
6.5 EDUCATIONAL IMPLICATIONS OF THE STUDY

The conclusions emerged out of the present study have wide implications for the development of language skills in English, especially the listening skill, which in turn would facilitate language acquisition. These findings provide guidelines to teachers, administrators and the curriculum framers, regarding the possible ways of improving LC skills of pupils in English.

It is evident from the study that the prepared IM is effective in developing LC, and that if managed and utilized properly IM has a great potential for improving LC. A teacher can tide over all the limitations that threaten to suffocate the English learners if he/she realizes the potential of IM, and exploit it skillfully. Realizing the dormant prowess of IM will thus be beneficial to both teachers and learners.

The findings emerged out of the study stress the fact that listening skill do not and cannot develop automatically or incidentally, and therefore teachers have to take conscious steps to develop them in the class. Teachers should provide ample opportunities to pupils to listen to the language and they should also check their comprehension. Separate time in the school day, if necessary, should be allocated for listening instruction. Teachers should also provide feedback and adopt modern methods or techniques for teaching and assessing LC.

Listening forms the basis for all successful achievements in learning, and hence listening skills have to be developed. To enable pupils to be efficient information processors, activities like telling stories, narrating incidents, making them listen to phone calls, news broadcasts, discussions, etc. can act as stimulants.
The views of teachers throw light on the fact that, attitude towards learning English is a strong determinant of skill development. Hence the teachers should develop a positive attitude among pupils, to foster the development of language skills. For this the teachers themselves should have a positive attitude about their teaching abilities and their pupils’ ability to learn.

Another causative factor leading to the improper development of language skills in English at high school level is the deplorable state of English being taught by teachers of other subjects. A person with training in English teaching and a moderate proficiency in the language alone can realize the objectives of teaching English. Hence it is high time that the policy makers ensure that trained graduate teachers in English alone should teach English right from the lower levels of education.

Another major step to be taken to invigorate the development of the basic skills of English language is to revise the curriculum and evaluation system, to include more learner oriented skill based activities and assessment techniques that will help developing language skills. Rather than sticking on to one prescribed course book, supplementary materials can be provided to teachers to compensate the inadequacies.

The study revealed that majority of teachers adhered to one or two conventional methods to teach all the language components of English language. The results yielded can be a pointer for teacher training programmes which will help them grasp the modern trends and innovative practices in language teaching and adopt them in language classroom to provide the pupils the best possible learning situations. Training should also be provided to the teachers in preparation of materials suitable for development of language skills.
The study also revealed the need for the provision of suitable audio-visual materials and well equipped language labs. These facilities should be provided so that the pupils benefit out of them. The inadequacies in a language classroom in the development of listening skills and speaking skills can be better compensated by a well functioning language lab.

In the present study, positive attitude towards the instructional material was found in the learners’ responses to the final rating scale. This indicated that learners enjoyed learning using the instructional material. Accordingly, a paradigm of incorporating such instructional materials as supplementary learning materials in listening instruction is recommended.

Based on the findings of this study, it is certain that the instructional material did motivate the learners in their learning of the listening skill, therefore, it is strongly suggested that such instructional materials be used to supplement with the formal classroom-based instruction for the purpose of enhancing the learners’ listening ability. It also implies the imminent need for taking necessary steps to prepare suitable IMs and incorporating it into the curriculum for language learning at high school level.

It is hoped that the findings of this study would be helpful to curriculum planners, academicians and members of teaching community who have a positive bend for effecting changes in the teaching – learning of English, to develop and implement IMs, which would go a long way in improving the acquisition of the skills of English language.
6.6 SUGGESTIONS FOR FURTHER RESEARCH

The findings of this study reveal only the tip of the iceberg. Further studies ought to be taken up in the area to unearth and unravel the different facets of skill acquisition of English language and usher in changes which will ultimately result in improving the English language teaching scenario. Some of the possible lines on which further studies can be carried out which may extend the scope of the present study and further generalization become possible are listed below:

1. The IM was prepared for developing LC skills; similar IMs can be prepared for developing speaking, reading and writing skills.
2. IMs can be adapted to other levels of education (Primary and Higher secondary) and its effectiveness be tested. The findings of such studies may motivate the people concerned to concentrate more on the development of a concrete level of language skills in English.
3. The sample of the present study had been confined to Pathanamthitta district. To get a complete picture of the effectiveness of IM the study may be repeated by systematic coverage of other districts.
4. Attitude of teachers and pupils towards English is a determinant factor in the development of language skills in English. A survey can be conducted in this area.
5. The course book at high school level can be critically evaluated so as to come up with valuable suggestions which might form worthwhile guidelines for curriculum revision, to ensure the development of the language skills.
6. A comprehensive study can be conducted to prepare IMs for remedial teaching programmes.
7. An analysis of the nature of errors committed by the pupils while listening to English can be made and remedial programmes may be suggested.

8. Similar studies can be attempted in other languages.

The study convincingly and conclusively revealed that the prepared IM was highly effective in developing LC. The investigator would consider his effort amply rewarded if the findings of the study are used by further researchers for improving current practices in ELT, and for conducting more extensive researches relating to this crucial area.