

**DEVELOPMENT OF A MULTIMEDIA PACKAGE FOR  
ACQUISITION OF COMMUNICATIVE COMPETENCE  
IN ENGLISH AMONG PRIMARY SCHOOL  
LEARNERS OF TAMILNADU**

**T. BEENA, M.A., M.Ed.**

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DOCTOR OF PHILOSOPHY IN EDUCATION**

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2006**

# DECLARATION

I, T. Beena, do hereby declare that this study entitled **"DEVELOPMENT OF A MULTIMEDIA PACKAGE FOR ACQUISITION OF COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL LEARNERS OF TAMILNADU"** has not been previously formed the basis for the award of a Degree, Diploma or Recognition.

  
**T. BEENA**

C.U.Campus  
16.02.2006

**Dr.C. Naseema**

Head  
Department of Education  
University of Calicut


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Calicut University

16.02.2006

## **C E R T I F I C A T E**

Certified that the thesis "**DEVELOPMENT OF A MULTIMEDIA PACKAGE FOR ACQUISITION OF COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL LEARNERS OF TAMILNADU**" is a record of bonafide study and research carried out by Mrs. Beena.T., under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma or Recognition.



**Dr. C. Naseema**

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to the treasure house of knowledge, and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors.”

Children learn a language by imitation. Development is enhanced by encouragement. They grasp the meanings of words and expression from situations. Rate of development depends on the child's endowments and the influence of situations. Home, Society and educational institutions provide situations or conditions of learning to the children. It is difficult to alter home or social situations. What can be manipulated is the classroom situation. Excellent learning situation, can to an extend tone for a learner's deficiency in endowments. Learning situations have to be provided by schools and teachers.

An individual learns his mother tongue automatically, without formal instruction. He learns it from actual life situations and has to use it in more or less similar contexts. Therefore, he can use his mother tongue effectively unaided by repetitive learning. However, it is not so in the case of a foreign language. He learns the language through formal instruction and that too in manipulated situations. Materials so learnt are hard to be retrieved even though the situations

# **I N T R O D U C T I O N**

- 
- *Need and Significance of the Study*
  - *Statement of the problem*
  - *Definition of Key Terms*
  - *Variables of the Study*
  - *Objectives of the Study*
  - *Hypotheses of the Study*
  - *Procedure in Brief*
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  - *Organisation of the Report*
-

# **I N T R O D U C T I O N**

Education has an important role to play in the social life of an individual. It is through education that life progresses, improves and develops. It is true that education is a progressive discovery of ignorance. It is a means to the development of character and usefulness in an individual. It is positive when the teacher or the educator is able to produce specific effects by definite actions or when the acquisition of specific skills and a particular knowledge is the aim. It is education, which bridges the gulf between the original nature of the immature child and the standards, customs and the demands of the society, which increases, with the growth of civilisation. Education renews and rebuilds the social fabric and gives social consciousness.

India with its hard earned democracy has paved a long way in the field of education. Of the many tasks, which India faced immediately after the attainment of independence, one of the stupendous task was the reconstruction and expansion of the system of education. Government of India has committed to provide free and compulsory primary education to all up to the age of 14 years under Article 45 of the Constitution. This has been reiterated in the National Policy of Education, 1968

and 1986. Primary education plays a vital role in making a child an educated individual. It is the most crucial period in the entire structure of education and has been recognised as an endeavour of paramount importance. It is at this level that the entire growth and the development of the mental and physical faculties of a child depend. It lays the foundation for the development of attitudes, habits, skills and other necessary qualities.

Childhood constitutes a very important part in the total life spectrum of human development. Education imparted at the early ages has an immense bearing on the personality of the child. Personality of a man is moulded right from the time he starts socialising and this takes place most importantly/prominently when he enters school. The child of today is the citizen of tomorrow and the strength of a nation lies in the education of its citizens. Hence, properly organised primary education is very important.

It is language, more obviously than anything else that distinguishes man from the rest of the animal world. At one time, it was common to define man as a thinking animal, but we can hardly imagine thought without words. More recently, man has often been described as a tool-making animal; but

language itself is the most remarkable tool that man has invented and is the one that makes all others possible. A human language is a signalling system. As its materials, it uses vocal sounds. It is important to remember that basically a language is something, which is spoken; the written language is secondary and derivative.

## **ENGLISH IN INDIA**

Although the history of English language in India can be traced back to the 31<sup>st</sup> of December 1600, the day Queen Elizabeth I of England granted a charter to the "Governor and company of merchants of London trading with East India", English education was introduced in India in the middle of nineteenth century, that is, with the Despatch of 1854, which is often described as the "Magna Carta of English education in India".

English occupies the unique position of being the language used by the largest number of people in the world. Apart from being the native or first language in countries as widely apart as the United Kingdom, the United States of America, Australia, Canada, New Zealand and South Africa, English is an important second language of many countries in

the world including India. It has attained the stature of a world language. The Indian Education Commission (1964-66) has recommended the continuance of English in the interest of national integration and for higher academic work.

English besides being the Associate Official language for inter-state communication and communication between the States and the Centre, is the only language which is understood by the educated people all over the country. Without English both official and unofficial communication between many parts of the country will be completely cut off. English acts as a unifying factor. It is the only means of preventing isolation from the world. English is taught as a subject or both as a subject and medium of instruction in India. It is learnt as a compulsory part of school curriculum and it is a second language. It is the language of the legal system especially that of higher courts, a major language in Parliament and a preferred language in the Universities and all India competitive examination for senior administrative, engineering and foreign services.

In the number of speakers of the English language as well as in its uses for international communication, English is one of the most important languages of the world, spoken by

more than 370 million people as a first language. In countries like the United Kingdom, the United States of America, it is the largest of the occidental languages. English occupies a prominent place in international communication.

English has greatly contributed to the growth of knowledge in India, particularly in the field of Science and Technology. It has brought to us the different developments in the international scene and helped us in properly understanding world situation. Though the Mudaliar Commission and the Radhakrishnan Commission (1950) supported the predominance of the mother tongue, they always stressed the importance of learning English. The Kothari Commission (1964), the National Policy of Education (1979) and the New Education Policy (1986) reiterated the importance of English and thereby English language became a major subject of study in Indian School curriculum. The importance of English language can be described in the words of Radhakrishnan Commission - "English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools which will admit them either to university or vocation must acquire sufficient mastery of English to give them access

to the treasure house of knowledge, and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors."

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An individual learns his mother tongue automatically, without formal instruction. He learns it from actual life situations and has to use it in more or less similar contexts. Therefore, he can use his mother tongue effectively unaided by repetitive learning. However, it is not so in the case of a foreign language. He learns the language through formal instruction and that too in manipulated situations. Materials so learnt are hard to be retrieved even though the situations

demanding them are similar to those in which the materials are learnt. Usually, situations demanding responses in foreign language are unforeseen and the responses need be made immediately. This indicates the necessity of having to learn the foreign language through repetitive stabilisation in meaningful situations.

### **NEED AND SIGNIFICANCE OF THE STUDY**

The present day world faces an explosion of knowledge and the world is shrinking into a small village. At this juncture, there is the need to equip the children to face the challenges. As the world grows smaller, opportunities for travel and business grow larger. In less than a day's travel, one can find oneself halfway round the world in a totally foreign environment. The most pressing need at such a situation undoubtedly is communication. One's ability to listen, speak and read a world language enables one to get the most out of ones travel. It is here that the world language English comes handy.

English is the most widely used language in the World and the unstated *lingua franca*. One cannot deny that the world language English has the unique significance of being the richest treasure house of all human knowledge and is the most

powerful medium for international communication and understanding. It continues to be the link language among people of different countries of the world. The challenges of the twenty first century warrant a child to be communicatively competent in English.

Language acquisition happens early in a child's life under normal circumstances either as unilingual or multilingual skill through a necessary interplay of innate and environmental factors. Any child can learn any language under the appropriate conditions. The easiest time for someone to learn a language is before a child hits puberty.

Language being a skill has to be acquired only through constant conscious imitation and sustained practice. The use of language as a tool for communication continues since centuries and this has helped man to regulate his social behaviour. Learning to speak a language is always the shortest road to learning to read and write it. Hence, language teaching and learning should begin with oral work. This should include ear training, listening to good model, fluent speaking, oral communication and so on.

The very essence of teaching – learning process is communication. Without communication, teaching – learning would be impossible. Fluency, accuracy and other communicative skills are probably best developed through instruction that is primarily meaning – based but where guidance is provided through form focused instruction, correction in context. Our learners are very seldom exposed to the spoken form of English. It is the teachers who are to give a good exposure of the target language to the pupils in the class. But the sad plight is that most of the teachers have never been so much exposed to the spoken aspect of English language themselves. Teachers need to be more aware of their own social contexts, developing methodologies appropriate to their classrooms.

In daily life, one does not realise how important communication has become to live life purposefully. Whether it is conversation, public speaking or body gestures, a message correctly delivered produces astonishing results. Samuel Johnson has opined that language is the dress of thought. Hence, to be successful in life, communication has to be excellent. A message has to be always put across candidly, correctly and cogently. Here communication plays a vital role. Teaching and communication are inseparable. Learning cannot

occur without communication. Good speech is the result of imitating good models. English being a second language, indeed it is very essential that the learners have good models of speech, as the exposure to English in many cases is restricted to exposure available in the classrooms.

The difficulties that pupils encounter arise not so much from a defective knowledge of systems of English, but from unfamiliarity with English. Their needs can be met only by a course that develops knowledge of how sentences are used in the performance of different communicative acts. What should be taught is dialogue with structure embedded in the dialogue. Mastering a language means achieving communicative competence that includes fluency, accuracy, appropriacy and so on. Meaning is paramount when using language for communication.

The importance of English in India is indisputable. Its role in the educational system as well as in the national life of the country is very important. It is this link language that helped in the growth of nationalism and served as a great unifying force in the struggle for independence. It being the most widely spoken language in the world, a person who knows English is sure to be understood anywhere in the World. In a

country like India where states are divided on the basis of regional languages, learning English becomes a must. The vast treasure house of knowledge in the world is most accessible through English. As such, a considerable knowledge of English is highly essential.

English has the status of a second language in India. The second language learners must have the opportunity to take part in meaningful communicative, interaction with competent speakers of the language, that is, to respond to genuine communicative needs in realistic second language situation. The aim of present day communicative language teaching is social. But the language classrooms do not seem to reflect this aim of English language teaching as they are still largely governed by the "active" input of the teacher and a rather "passive" intake of the learners who listen to repeat, memorise, reproduce and learn the rules of grammar rather than forming hypotheses and trying to mould the language resources at hand to suit their communicative needs. It has been very often seen that grammar teaching or even knowing grammar rules need not lead to correct language use. This is so because an average Indian learner does not get enough exposure to English to internalise its rules as a native speaker would.

In order to overcome and detract the drawbacks of such a plight, remedial measures are to be taken right from the primary level of education. The term primary applied to education implies the basic stage of educative process. This is a period in which children are ready to begin the process of intellectual and social learning and get moulded to be an educated individual. The teacher of English has the responsibility of equipping his pupils with the skills that they need to pursue their studies in all other subjects either immediately or in the future.

Language learning and teaching for communication requires teachers to help learners to become active participants in the classroom activities by using the language. The teacher's efforts should be directed towards facilitating learning rather than imparting learning and counselling learners when needed, rather than continually assessing them, thus causing a "high anxiety rise" among the learners. In the context of a global society and especially since the opening of Indian markets to foreign investments, competence in the use of English has become the Passport not only to higher educational opportunities but also to better economic gains. As a library language it wields considerable presence in the arena of higher education. As such the emphasis has shifted from learning the

content of the English lessons to trying to acquire the language skills, which will enable the learners to “use” the language.

In the present era of computers, all schools have been equipped with at least as many as a pair of computers for the use in teaching – learning process. The primary school learners have the basic knowledge in operating computers, so the investigator thought it fit to develop a multimedia package for the primary school learners to provide them an interactive learning environment. It has potential for personalised instruction, it is interesting, motivating and challenging. The investigator being a teacher of English felt the need to provide the primary school learners with “an acquisition rich” environment with the help of the multimedia package, classroom activities and language games in English. This would enhance communicative competence in English as the learners need to be equipped with skills that they require to pursue higher studies and face the present context of globalisation for which English is a must.

## **STATEMENT OF THE PROBLEM**

The study is entitled **“DEVELOPMENT OF A MULTIMEDIA PACKAGE FOR ACQUISITION OF COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL LEARNERS OF TAMILNADU”**

## **DEFINITION OF KEY TERMS**

Operational definitions of the Key terms are given below:

### **1. Multimedia Package (MMP)**

Multimedia is the use of several different media to convey information like text, audio, graphics, animation, video, and interactivity. In the present study, Multimedia Package (MMP) refers to the presentation of functions in English using both words, that is, in verbal form using printed and spoken text and graphics, which is materials presented in pictorial form. The graphics are animated and it is interactive.

### **2. Communicative Competence**

The term ‘Communicative Competence’ is defined by the International Encyclopaedia of Education (1985) as, “The effective use of the language in social contexts.” According to Johnson and Marrow (1981), “Communicative Competence is the ability to be appropriate, to know the right thing to say, at the right time.”

In the present study communicative competence refers to the ability to actually use linguistic skills to communicate in a fluent, accurate and appropriate way a message in a given social context. It is the ability to say or write something which is grammatical, appropriate, fluent, formally possible, feasible and socially and contextually acceptable. It is the capability to produce sentences for communicative effect.

### **3. Primary school learners.**

The term primary applied to education implies the basic stages of educative process.

In the present study primary school learners stand for learners of primary classes, that is, classes upto VII standard following the Tamilnadu State Syllabus.

## **VARIABLES**

The experimental study was designed with the following variables.

### **DEPENDENT VARIABLE**

1. Achievement in English.

## **INDEPENDENT VARIABLES**

1. Learning through classroom activities, language games and multimedia package.
2. Learning through the conventional classroom teaching.

## **CONTROLLED VARIABLE**

1. Pre-test in English grammar, vocabulary and functions (upto VI standard).

## **OBJECTIVES OF THE STUDY**

The objectives formulated for the present study are:

1. To develop a multimedia package for the acquisition of communicative competence in English among primary school learners.
2. To validate the developed package by ascertaining its effectiveness.
3. To compare the mean scores of the post test in Achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.

4. To assess the portfolios of the learners of the experimental group for a period of four months.

### **HYPOTHESES OF THE STUDY**

1. There will be significant difference in the mean scores of achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.
2. There will be significant difference in the performance of experimental group learners with regard to portfolio assessment.

### **PROCEDURE IN BRIEF**

The present study is the development of a multimedia package for the acquisition of communicative competence in English among primary school learners. In order to test the efficacy of the Multimedia Package an experimental study was conducted.

### **SAMPLE**

The sample selected for the experimental study was 108, VI standard learners from two schools in Tiruchirappalli District of Tamilnadu.

## **Rationale for using Classroom Activities and Games in addition to Multimedia package.**

Classroom activities and language games are used in this study to prepare the ground work for introduction of the multimedia package for the following reasons:

1. To help introduce the teacher (investigator) as one who could help the learners learn the target language which would stand by them in good stead in the later part of their lives.
2. To help the learners interact with each other in a manner that they are prepared to learn the language together.
3. To make classes interesting and improve the acceptability of the learners to the use of the multimedia package.
4. To bring about confidence in the minds of the learners and improve their self confidence to learn the nuances of the target language through the multimedia package.
5. To help the learners use the target language appropriately in real life by providing sessions in near to real life situations.
6. To increase the intellectual and emotional participation and involvement of the individual learners in the task of learning the target language with the help of group work.
7. To stimulate natural conversational settings which would help the learners imbibe the multimedia package better.

## **TOOLS USED FOR THE STUDY**

**Tool used for equating the experimental and control groups is :**

1. A pre-test in English grammar, vocabulary and functions developed by the investigator.

### **Tools used for treatment**

1. Classroom activities, language games and the multimedia package.
2. Conventional Classroom teaching

### **Tool used for testing**

A post-test in English grammar, vocabulary and functions developed by the investigator.

## **STATISTICAL TECHNIQUES USED**

1. Descriptive Statistics.
2. Test of significance of difference between means.

## **MAJOR STEPS INVOLVED IN THE STUDY**

1. Analysis of the instructional materials in English up to seventh standard of the Tamilnadu State Board syllabus.

2. Study of theoretical aspects of English language teaching giving special importance to communicative approach that helped in the development of the package.
3. Gathering a know-how of the software that are needed for the development of the package.
4. Preparation of the multimedia package, for acquisition of communicative competence.
5. Description of the multimedia package developed by the investigator.
6. Validating the developed package by ascertaining its effectiveness.

The efficacy of the multimedia package is tested by conducting experimental studies on a sample of 108, VI standard learners.

## **STAGES OF EXPERIMENT**

### **Selection of control group and experimental group.**

There was a total sample of 108 VI standard learners from two schools in Tiruchirappalli District. Both the schools follow the state board syllabus. Because of the close acquaintance of the teachers of the schools, a preliminary grouping of the learners with respect to their achievement in English, intelligence and socio economic status was possible.

The learners were thus divided into equal groups. The investigator ascertained the homogeneity of the groups with the help of scores obtained from pre-test in English grammar, vocabulary and functions as well. Thus the learners were grouped into control group and experimental group.

### **The conduct of the experiment**

During the treatment stage, the learners of the experimental group were provided instruction and learned the content through classroom activities, language games along with the multimedia package. Classroom activities and language games provide intense and meaningful practice of language. They act as a quick warm up for the beginning to get the learners into the right mood for learning. These help learners learn, increase knowledge and improve thinking. Classroom activities and language games were used along with the multimedia package in order to ensure the development of communicative competence. The target language alone was used for the experimental group learners. The control groups were given instruction and learnt through the conventional classroom teaching. They were not given any training in the acquisition of communicative competence nor were any language games or classroom activities introduced. Translation method was used.

## **PORTFOLIO ASSESSMENT**

The experimental group was subject to Portfolio Assessment for a period of four months to assess target language acquisition. A portfolio is a purposeful collection of students' work collected over a period of time. There is a working portfolio and a presentation or assessment portfolio. The working portfolio is a neat collection of worksheets and assignments the learners work on during a course. What makes a working portfolio differ from a regular notebook or file is that the learners are requested to revise their first version of the assignment, so there are at least two versions of each assignment included in the portfolio; the first draft and the revised version. A second difference is the reflection attached to each assignment. The learners are requested to reflect on the learning process as well as on the product of learning.

The presentation portfolio, on the other hand, is a selective file, which includes assignments used for assessment as well as for feedback. The teacher might want to include some core assignments in the presentation portfolio, to make sure that there is some standardisation in the assessment.

## **TESTING**

At the end of the experiment a common post-test was administered on both the groups. The difference between the mean scores were calculated and analysed.

## **SCOPE AND LIMITATIONS**

At the end of the social and educational spectrum, children are subjected to extreme competitive pressures from a very early age in order to equip themselves to the demanding world and excel in an environment of tough competition. Language is a natural instinctive urge in young children that is often curbed or destroyed either by neglect or by lack of exposure. Exposing young children to interesting sources of information for very brief periods each day actually stimulates development of the brain cells during early years and fosters a spontaneous curiosity and natural love of learning in children. Keeping this in view the multimedia package was prepared in small single units for the learners to master at their own pace the nuances of different functions in English, thereby helping the learners enhance their communicative competence. To encourage young, first-generation learners acquire target language, they need a supportive and nurturing environment. This was provided to the experimental group through practice sessions devoted to classroom activities and language games.

The classroom activities and language games provided a conducive atmosphere for the learner's curiosity to emerge and express themselves in English language. This instilled a natural inclination in the learners to acquire the language better. The classroom activities were chosen out of daily occurrences in day-to-day life, which facilitated easy learning.

The alarming fall of standards in proficiency of English can be remedied only if the cure is began right from the early stages of its introduction in schools. Mastery of communicative competency in English is highly essential for the successful performance in higher education. It is one of the chief tenets of the communicative approach that the foreign language can be learnt only in real communicative situations where real messages are exchanged. Hence the present package is prepared in the light of the fact that the foundation has to be laid at the basic stage of educative process. As a result the multimedia package is intended for the primary school learners. 99% of primary schools in Tamilnadu are equipped with as many as a pair of computers, if not many. The primary learners have a basic know how of computer operations. As a result developing a multimedia package would no doubt be quite interesting, exciting and useful to the primary school learners. It is hoped that this Multimedia package along with

classroom activities and language games would help the primary school learners to acquire communicative competence in English.

The limitations of the present study are the following :

- 1) The Multimedia package was prepared considering a limited number of functions in English that help in the acquisition of communicative competence.
- 2) The sample selected was confined to two schools alone in Tiruchirappalli District of Tamilnadu.
- 3) The experiment was limited to 108 VI standard learners. This restriction was in view of the very nature of the experimental study.
- 4) The Tamilnadu State Board Syllabus alone was considered while preparing the Multimedia package and as such experiments were conducted in the schools following the state syllabus.
- 5) Language development is highly integrated with the language skills. In the present study communicative competence was given more importance.

## **ORGANISATION OF THE REPORT**

The thesis is organised in five chapters. The first chapter includes an introduction, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses of the study, procedure in brief, variables, tools selected, statistical techniques used, major steps involved in the study, scope and limitations and organisation of the report.

The second chapter consists of two parts, one being Theoretical overview and the other related studies.

The third chapter describes the methodology in detail. The methodology adopted is detailed under three major heads viz., the design of the study, tools used for the study and selection of sample and experimental procedure.

Fourth chapter contains the detailed analysis of the statistical devices used for the study.

The fifth chapter enlists the conclusions arrived at from the study and suggestions for improvement.

# **REVIEW OF RELATED LITERATURE**

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## **SECTION – A**

- *Overview of Pre 20<sup>th</sup> century trends*
- *Major theories of language acquisition*

## **SECTION – B**

- *Overview of communication and communicative approach to language learning*

## **SECTION – C**

- *Studies based on communication*
  - *Studies based on language skills*
  - *Studies based on development of instructional materials*
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# REVIEW OF RELATED LITERATURE

Language teaching is a field where fads and heroes have come and gone in a manner fairly consistent with the kind of changes that occur in youth culture. The field of second language teaching has undergone many fluctuations and dramatic shifts over the years.

Unnecessary replication of the study can be avoided with the help of review of related literature. It also assists in adopting suitable methodology and procedure for the study so that the study will be fruitful to the existing educational practice.

The present study is developing a multimedia package for the acquisition of communicative competence in English. The Scientists saw the emergence of English for special more recently specific purposes in the wake of communicative movement. According to Howlatt (1980) "the original motivation for adopting a communicative approach in the early seventies was remedial, an attempt to overcome the

inadequacies of existing structural syllabuses, materials and methods”.

Wilkins's (1976) functional/notional approach, Hymes's (1970) description of the terms communicative competence and the publication of Munby's communicative syllabus design (1978) influenced and encouraged the communicative movement which reflected the "social" aim of language teaching. The social aim of language teaching demanded that language should be regarded as a form of social behaviour and a type of communication. Thus to meet the demands of the social aim of language teaching which predominated in 1970 with communicative competence its goal, communicative language teaching originated in the early seventies gradually replacing the then popular teaching methodologies which aimed more at the form of the language, rather than function.

It was Hymes who presented the concept of "communicative competence" in a way, which immediately appealed to those who were seeking inspiration to help with the task of teaching language for real life purposes. Competence according to Hymes is an overall underlying linguistic knowledge and ability, which includes concepts of accuracy, appropriateness and acceptability. According to him,

to communicate effectively a speaker must know how to produce grammatical utterances of a language, and how to use them appropriately. The speaker must know what to say, with whom, when and where.

This chapter has four sections as detailed below :

### **SECTION – A**

- I. Overview of Pre-20<sup>th</sup> Century trends.
- II. Major theories of Language Acquisition.

### **SECTION – B**

- I. Overview of Communication and Communicative approach to language teaching.

### **SECTION – C**

- I. Studies based on communication
- II. Studies on language skills.
- III. Studies on development of instructional materials.

Each section is detailed below:

# SECTION - A

**I OVERVIEW OF PRE-20TH CENTURY TRENDS:**

Language teaching methodology vacillated between two types of approaches: One type of approach which focused on using a language, that is, speaking and understanding, the other type which focused on analysing a language, that is, learning the grammatical rules. Both the classical Greek and Medieval Latin periods were characterised by an emphasis on teaching people to use foreign languages. Thus the educated elite became fluent speakers, readers and writers of the appropriate classical language.

Later during the Renaissance, the formal study of the grammars of Greek and Latin became popular through the mass production made possible by the invention of the printing press. Since the European vernaculars had increased in prestige and utility, people in one country or region began to find it necessary and useful to learn the language of another country or region. Thus the focus in language study shifted back to utility rather than analysis during the 17th century. The most famous language teacher and methodologist of this period is Jan Comenius, a Czech, who published books about

his teaching techniques between 1631 and 1658. Some of the techniques that he used and espoused were the following:

- Use imitation instead of rules to teach a language
- Have your students repeat after you
- Use a limited vocabulary initially
- Help your students practice reading and speaking
- Teach language through pictures to make it meaningful

Thus, Comenius, for the first time, made explicit an inductive approach to learning a foreign language, the goal of which was to teach use rather than analysis of the language being taught, Comenius's views held sway for some time; however, by the beginning of the 19<sup>th</sup> century the systematic study of the grammar of classical Latin and of classical text had once again taken over in schools and universities throughout Europe. By the end of the 19<sup>th</sup> century the Direct Method, which stressed the ability to use rather than to analyse a language as the goal of language instruction had been established as a viable alternative.

The Direct method was not all that successful as there were too few foreign language teachers who were fluent speakers of the language they were teaching. This later led the modern

language association of America to endorse the Reading Approach to language teaching. The Reading Approach (as reflected in the work of Michael West (1941) and others) held sway until the 1940s when world war II made it imperative for the U.S. military to teach foreign language learners how to speak and understand a language quickly and efficiently. At the time, the U.S. government hired linguists to help teach languages and develop materials. The audio-lingual approach was born. In Britain the same historical pressures gave rise to the situational approach. The situational approach advocated organising structures around situations that would provide the learner with maximum opportunity to practice the target language.

### **20<sup>th</sup> Century Approaches to Language Teaching:**

Some of the approaches that were widely used during the final quarter 20<sup>th</sup> century were:

1. Grammar – Translation Approach
2. Direct Approach
3. Reading Approach
4. Audiolingualism
5. Situational Approach
6. Cognitive Approach

7. Affective – Humanistic Approach
8. Comprehension – Based Approach
9. Communicative Approach.

**1. GRAMMAR-TRANSLATION APPROACH:** (an extension of the approach used to teach classical languages to the teaching of modern languages).

- Instruction is given in the native language of the students.
- There is little use of the target language.
- Focus is on grammatical parsing i.e. the form and inflection of words.
- There is early reading of difficult classical texts.
- A typical exercise is to translate sentences from the target language into the mother tongue.

The result of this approach is usually an inability on the part of the student to use the language for communication. The teacher does not have to be able to speak the target language.

**2. DIRECT APPROACH:** (a reaction to the grammar-translation approach and its failure to produce learners who could use the foreign language they had been studying).

- No use of the mother tongue is permitted (i.e., teacher does not need to know the students' native language).

- Lessons begin with dialogs and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear.
- Grammar is learned inductively.
- Literary texts are read for pleasure and are not analysed grammatically.
- The target culture is also taught inductively.
- The teacher must be a native speaker or have native like proficiency in the target language.

**3. READING APPROACH:** (a reaction to the impracticality of the direct approach; reading was viewed as the most usable skill to have in a foreign language since not many people travelled abroad around 1930; also, few teachers could use a foreign language well enough to use a direct approach in class).

- Only the grammar useful for reading comprehension is taught.
- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- Translation is once more a respectable classroom procedure.
- Reading comprehension is the only language skill emphasised.

- The teacher does not need to have good oral proficiency in the target language.

**4. AUDIOLINGUALISM:** (a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach became dominant in the United States during the 1940s, 1950s, and 1960s; it takes much from the direct approach but adds features from structural linguistics and behavioural psychology).

- Lessons begin with dialogues.
- Mimicry and memorisation are used, based on the assumption that language is habit formation.
- Grammatical structures are sequenced and rules are taught inductively.
- Skills are sequenced ; listening, speaking – reading, writing postponed.
- Pronunciation is stressed from the beginning.
- Vocabulary is severely limited in initial stages.
- A great effort is made to prevent learner errors.
- Language is often manipulated without regard to meaning or context.
- The teacher must be proficient only in the structures, vocabulary, etc. that she/he is teaching since learning activities and materials are carefully controlled.

**5. SITUATIONAL APPROACH:** (a reaction to the reading approach and its lack of emphasis on oral-aural skills; this approach was dominant in Britain during the 1940s, 1950s and 1960s; it draws much from the direct approach but adds features from Firthian Linguistics and the emerging professional field of language pedagogy).

- The spoken language is primary.
- All language material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
- Only the target language should be used in the classroom.
- Efforts are made to ensure that the most general and useful lexical items are presented.
- Grammatical structures are graded from simple to complex.
- New items (lexical and grammatical) are introduced and practiced situationally (e.g. at the post office, at the bank, at the dinner table).

**6. COGNITIVE APPROACH:** (a reaction to the behaviourist features of the audiolingual approach).

- Language learning is viewed as rule acquisition, not habit formation.
- Instruction is often individualised; learners are responsible for their own learning.
- Grammar must be taught but it can be taught deductively (rules first, practice later) and/or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).
- Pronunciation is de-emphasized; perfection is viewed as unrealistic.
- Reading and writing are once again as important as listening and speaking.
- Vocabulary instruction is important, especially at intermediate and advanced levels.
- Errors are viewed as inevitable, something that should be used constructively in the learning process.
- The teacher is expected to have good general proficiency in the target language as well as an ability to analyse the target language.

**7. AFFECTIVE-HUMANISTIC APPROACH:** (a reaction to the general lack of affective consideration in both audiolingualism and cognitive code).

- Respect is emphasised for the individual (each student, the teacher) and for his/her feelings.
- Communication that is meaningful to the learner is emphasised.
- Instruction involves much work in pairs and small groups.
- Class atmosphere is viewed as more important than materials or methods.
- Peer support and interaction is needed for learning.
- Learning a foreign language is viewed as a self-realisation experience.
- The teacher is viewed as a counsellor or facilitator.
- The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

**8. COMPREHENSION-BASED APPROACH:** (an outgrowth of research in first language acquisition, which led some language methodologists to assume that second or foreign language learning is very similar to first language acquisition).

- Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading and writing to develop spontaneously over time given the right conditions.

- Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves.
- Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately.
- Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.
- Rule learning may help learners monitor (or become aware of) what they do, but it will not aid their acquisition or spontaneous use of the target language.
- Error correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.
- If the teacher is not a native speaker (or near-native), appropriate materials such as audiotapes and videotapes must be available to provide the appropriate input for the learners.

**9. COMMUNICATIVE APPROACH:** (grew out of the work of anthropological linguists (e.g., Hymes, 1972) and Firthian linguists (e.g., Halliday, 1973), who view language first and foremost as a system for communication).

- It is assumed that the goal of language teaching is learner ability to communicate in the target language.
- It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.
- Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lacks.
- Students often engage in role-play or dramatisation to adjust their use of the target language to different social contexts.
- Classroom materials and activities are often authentic to reflect real-life situations and demands.
- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening and perhaps writing (this assumes the learners are educated and literate).
- The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
- The teacher should be able to use the target language fluently and appropriately.

Since 1969 there have been significant paradigm shifts in learning theory, linguistic theory and instructional models with an important movement from a primary focus on teaching and teacher – centred classroom to an increasing concern with learning and learner – centred classroom. At the same time, there has been a shift from a major emphasis on structure to an emphasis that includes attention to language function and communication. It has become apparent in recent years that there have been marked changes in the goals of language education programmes. Today, language learners are considered successful if they can communicate effectively in their second or foreign language, where as two-three decades ago the accuracy of the language produced was the most major criterion contributing to the judgement of a learner’s success or lack of success.

The latest of developments in language called the “proficiency movement” by some and the promotion of “functional” or “communicative” ability by others have moved away from the goal of accurate form and towards a focus on fluency and communicative effectiveness. Thus developing communicative competence has become increasingly important. “Communicative competence” entails not solely grammatical accuracy but also knowledge of socio-cultural rules of

appropriateness, discourse norms and strategies for ensuring that a communication is understood.

Second language teaching and research are influenced by the theories of first language learning.

## **II MAJOR THEORIES OF LANGUAGE**

### **ACQUISITION:**

#### **1. Behaviourism:**

The major proponent of this is B F Skinner. In his book, Verbal Behaviour (1957) he expounds the major tenets of behaviourism. The Traditional behaviourists believed that language learning is simply a matter of imitation and habit formation. The child imitates the sounds and patterns which he hears around him and receives positive reinforcement. People recognise the child's attempts and reinforce the sounds by approval or some other desirable reaction. Thus encouraged by their environment, children continue to imitate and practice the sounds and patterns until they form "habits" of correct language use. According to this view, the quality and quantity of the language that the child hears, as well as the consistency of the reinforcement offered by others in the environment, have an effect on the child's success in language learning. The

behaviourists view imitation and practice as primary processes in language development.

## **2. Cognitive Theory:**

Chomsky claims that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop. Chomsky opined that the environment makes only a basic contribution – it makes people available for the child to speak to. The child's biological endowment will do the rest. This is known as the Innatist position. According to Chomsky, children's minds are not blank slates to be filled merely by imitating language they hear in the environment. Instead, he claims that children are born with a special ability to discover for themselves the underlying rules of a language system. This special ability was referred to as being based on a Language Acquisition Device (LAD). Every child is born with this inbuilt language – learning mechanism. For the LAD to work, the child needs access only to samples of the natural language. These language samples serve as a trigger to activate the device. Once it is activated, the child is able to discover the structure of the language to be learned by matching the innate knowledge of basic grammatical relationships to the structures of the particular language in the environment.

In recent writings, Chomsky and his followers no longer use the terms LAD, but refer to the child's innate endowment as Universal Grammar (U.G.). UG is considered to consist of a set of principles, which are common to all languages. If children are pre-equipped with UG, then what they have to learn is the ways in which their own language makes use of these principles and the variations on those principles, which may exist, in the particular language they are learning. The advocates of cognitive theory conclude that a child's acquisition of the grammatical rules is guided by principles of an innate universal grammar. The child comes to "know" certain things about the language simply by being exposed to a limited number of examples. The cognitive theory is also known as "innateness hypotheses", because the child's brain contains certain innate characteristics, which pre-structure it in the direction of language learning.

### **3. Humanism:**

Humanistic psychology has had a significant role to play in approaches to language teaching like suggestopedia, silent way and community language learning. There are three dimensions on which humanistic courses differ from traditional courses:

- a) Attention to the purpose of the learner that is, what learners are interested in and why they need the language. The emphasis is on the centrality of the learner rather than the supremacy of the teacher or the subject matter.
- b) There is a shift in the balance of power in the classroom. The learner is no longer a helpless entity. The learner is granted more autonomy, independence, responsibility and opportunities for being creative.
- c) The assumptions about the process of learning differ. The focus is on learning about learning and awareness of awareness.

#### **4) The "Critical Period" hypotheses:**

Lenneberg (1967) observed that the language acquisition device, like other biological functions, works successfully only when it is stimulated at the right time – a time that is referred to as the "Critical Period". This notion that there is a specific and limited time period for language acquisition is referred to as the "Critical period hypotheses" (CPH). There are two versions of the CPH. The strong version is that children must acquire their first language by puberty or they will never be able to learn from subsequent exposure. The weak version is that language learning will be more difficult and incomplete after puberty.

## **5) The Interactionist position:**

This focuses on the role of the linguistic environment in interaction with the child's innate capacities in determining language development. The Interactionists position is that language develops as a result of the complex interplay between the uniquely human characteristics of the child and the environment in which the child develops. Unlike the innatists, the interactionists claim that language that is modified to suit the capability of the learner is a crucial element in the language acquisition process.

## **Major Theories of Second Language Acquisition**

### **1) The Acculturation Model – Schumann, 1978:**

Acculturation is the process of becoming adapted to a new culture and language. It is regarded as one of the most observable expressions of culture. Schumann considers second language acquisition to be just one aspect of acculturation. The degree to which a learner acculturates to the target language group will determine the degree to which the learner acquires the second language. If the learners and the target language group view each other as equals, then second language learning is facilitated.

## 2) **Discourse Theory – Hatch, 1978:**

According to this theory, language development should be considered in terms of how the learner discovers the meaning potential of language in terms of the meaning he can convey it, by participating in communication. The main principles of the Discourse Theory are :

- Second language acquisition follows a natural route in syntactic development.
- The conversational strategies used to negotiate meaning and the resulting adjusted input influence the rate and route of second language acquisition.
- Thus, the natural 'route' is the result of learning how to hold conversations.

## 3) **Behaviourist's view of second language acquisition:**

According to the behaviourists, all learning whether verbal or non-verbal, takes place through habit formation. Learners receive linguistic input from speakers in their environment, and positive reinforcement for their correct repetitions and imitations. As a result habits are formed. Because language development is described as the acquisition of a set of habits, it is assumed that a person learning a second language starts off with the habits associated with the first

language. These habits interfere with those needed for second language speech and new habits must be formed.

For the behaviourists, errors are seen as first language habits interfering with the acquisition of second language habits. This psychological learning theory is linked to the contrastive analysis hypotheses (CAH). This predicts that where there are similarities between the two languages, the learner will acquire target language structures with ease; where there are differences, the learner will have difficulty.

#### **4) Cognitive Theorists' view:**

Cognitive psychologists see second language acquisition as the building up of knowledge systems that can eventually be called on automatically for speaking and understanding. Cognitive psychologists investigated a phenomenon called "restructuring". This refers to the observation that sometimes things, which the learner knows and uses automatically, may not be explainable in terms of a gradual build-up of fluency through practice. This is based on the interaction of knowledge the learners already have, or on the acquisition of new knowledge, which without extensive practice "fits" into an existing system and may "restructure" the system. This may lead to sudden bursts of progress for the learner, but it can

also sometimes lead to apparent backsliding when a systematic aspect of learner language suddenly incorporates too much or incorporates the wrong things. Cognitive theory was not able to predict which first language structure would be transferred and which would not.

#### 4) **The Monitor Model:**

Krashen's (1982) Monitor Model claims that two systems are present in second language acquisition, that is, the acquired system which results from subconscious knowledge of second language grammar as in first language acquisition, and the learned system which is conscious and results from classroom instruction. This is also called the creative construction theory as the learners are thought to "construct" internal representations of the language being learned. The internal representations are thought to develop in predictable stages, in the direction of the full second language system.

The creative construction theory, which has had the most influence on second language teaching practice proposed by Krashen, has five basic hypotheses. They are

**1. The acquisition – learning hypotheses:** Acquisition occurs subconsciously as a result of participating in natural

communication where the focus is on meaning; learning occurs as a result of conscious study of the formal properties of the language. According to Krashen acquisition is the more important process. He asserts that it is only acquired language that is readily available for natural and fluent communication.

**2. The natural order hypotheses:** This hypothesis states that elements of language or language rules are acquired in a predictable order. This order is the same regardless of whether or not instruction is involved.

**3. The monitor hypotheses:** The acquired system is responsible for initiating speech and is also responsible for fluency and initiative judgements about correctness. The learned system acts as an editor or "monitor" making minor changes and polishing what the acquired system has produced. This brings to light that the focus of language teaching should be communication and not rule learning. Thus, the monitor is intended to link the acquired and learned systems in a situation of language use.

**4. The input hypotheses:** Krashen asserts that one acquires language in only one way – by receiving comprehensible input, that is, by understanding messages. Acquisition takes place

when the inputs is a little beyond the learner's current level of competence.

**5. The affective filter hypotheses:** The "affective filter" is an imaginary barrier that prevents learners from using input, which is available in the environment. "Affect" refers to such things as motives, needs, attitudes and emotional states. The filter will be "up" or operating when the learner is stressed, self-conscious or unmotivated. It will be "down" when the learner is relaxed and motivated. This hypotheses has immediate implication for classroom practice. Success in acquisition contributes to more positive motivations or in Krashen's terms, to a "lowered affective filter".

According to Krashen's theory people acquire second language if they obtain comprehensible input and if their affective filters are low enough. This theory has been influential in strengthening the recent focus on communicative language teaching.

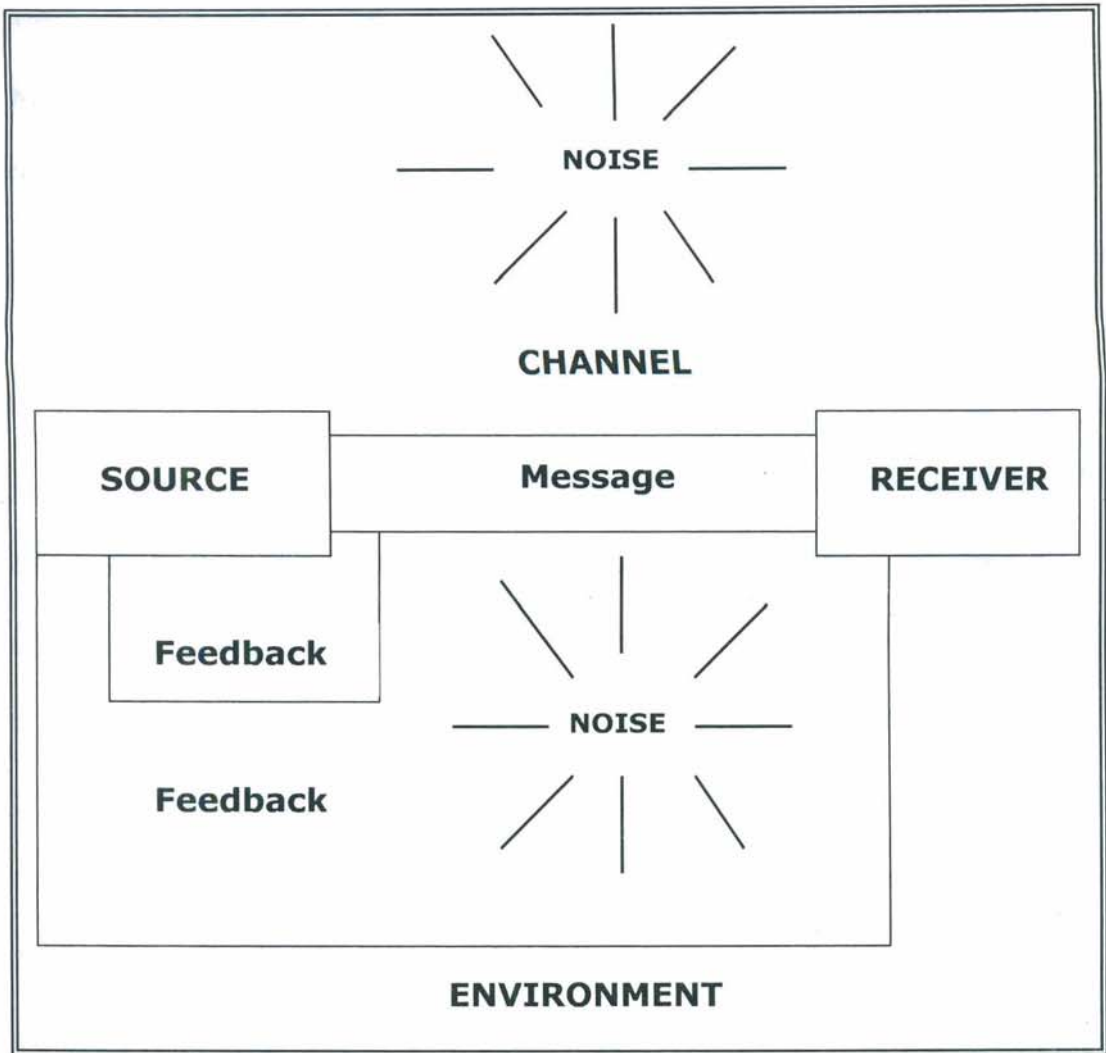
**SECTION - B**

## **SECTION – B**

### **I. OVERVIEW OF COMMUNICATION AND COMMUNICATIVE APPROACH TO LANGUAGE TEACHING.**

#### **The Essential Components of Communication**

Speech is a most obvious channel of communication. A speaker plans his verbal message in the light of the idea he intends to convey and who is listening. Communication is basic to all human performances and interaction. Education with its co-related activities of teaching and learning involves communication. It consists of a number of essential components like source, message, channel, receiver, environment and feedback. Anything that interferes with a message and distorts its intended meaning is called noise, which is also a component of communication. Figure – 1 presents a model of communication.



**Figure – 1 . A model of communication**

The source is the encoder of message. In the classroom it can be anyone who initiates a message – the teacher, a learner, or a group of learners. The source has essentially four roles : a) to determine the meaning of what is to be communicated. b) to encode the meaning into a message c) to send the message, and d) to perceive and react to the learner’s response to the message. The teacher as a source has to determine 1) what is to be communicated (taught), 2) the best

method of teaching the intended material (encode), 3) effective way to send the message or communicate, and 4) perceive and react to the students' response to the message.

The message is the stimulus produced by the source. It includes organisation, words grammar and style. The channel is the link between the source's message and the receiver. Language or audio-visual materials like films, books, television, computers, radio, magazines, pictures and the like serve as channel. The receiver decodes the message and understands the idea or thoughts. Like the source the receiver has several roles; 1) to receive the message; 2) to attend to the message; 3) to decode and evaluate the message and 4) to store, recall and respond to the message.

The environment is the atmosphere that surrounds the person or persons engaged in the communication. It has a tremendous influence upon communication. Noise, which is always present to one degree or the another in every communication situation, is the undesirable input due to the factors called barriers. This distorts the message. Feedback in the communication system is that which allows the source to monitor the receiver's response to the message. It ensures accurate communication exchanges and indicates whether or

not the communication has been received and understood. It helps the source and the receiver to monitor the communication. Not only is feedback essential for communications, but it is also vital to teaching and learning.

Communication can be Horizontal and Vertical. Horizontal communication refers to the process of exchanging information, ideas and feelings among peers or people at the same organisational level. Vertical communication refers to such an exchange between individuals at differing levels of the organisation.

## **COMMUNICATIVE APPROACHES TO LANGUAGE TEACHING**

The Oxford Advance Learners' Dictionary (1984) defines "communicative" as "ready and willing to talk and give information".

Noam Chomsky's (1965) communicative view of language and theory of competence has much to do with linguistic competence. According to him "competence was internalised knowledge of the system of syntactic and phonological rules of the language that the ideal speaker – hearer possesses in the native language ...." communicative competence is the ability to

use the language appropriate to a given social context. It is the ability to say or write something which is grammatical, appropriate, fluent, formally possible, feasible and socially and contextually acceptable.

Communicative Approach focuses on message rather than medium. In it learners must be able to participate in their own learning process. This implies that the teacher must be prepared to deviate from his plan and enter into real conversation with his pupils. This highlights to the fact that the role of the teacher is one of facilitator and not of an instructor. A participatory atmosphere is to prevail in the classroom. Here there is a shift in focus of attention from grammatical to the communicative properties of language.

Communicative approach is based on the belief that acquiring a language means to communicate confidently and fluently in the language. The view is that the difficulties that the students encounter arise not so much from a defective knowledge of the system of English, but from unfamiliarity with English use.

There are two types of communicative language teaching. They are the Synthetic and Analytic approaches. Synthetic approach is characterised by the rigorous specification of

communicative needs, coupled with a methodology which is not significantly unlike traditional methodology. In it the teacher isolates and orders the forms of the linguistic systems systematically present them to the student one by one thus builds up language competence. Analytic approach proposed methodological procedures that are quite often revolutionary. In this it is the student who does the analysis from data presented to him in the form of natural chunks.

Ellis (1982) identifies two kinds of communicative approach :

- 1) Formal and 2) Informal

The formal is based on a syllabus of language items to be learnt, selected and graded into units for teaching in the traditional manner except that the syllabus should be based on functions rather than on linguistic items and should suit the needs of the learner if it is to be truly communicative. It is concerned with the product of communication.

The informal is designed to engage the learner in the process of communication in the classroom. In this emphasis is the use of language as a means to some behavioural end. The teacher here becomes more of a participant and facilitator.

In Littlewood's (1981) introduction to communicative language teaching, he summarises four broad domains of skill from the speaker's perspective which make up a person's communicative competence :

- i. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.
- ii. The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.
- iii. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.
- iv. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social

circumstances but rather the ability to use generally acceptable form and avoid potentially offensive ones.

Widdowson (1981) argues that language teaching should move away from an emphasis on the properties of sentences in isolation to a concern for the use of sentences in combination. He draws a careful distinction between two different kinds of meaning. One kind of meaning is that which language items have as elements of the language system, and the other is that which they have when they are actually put to use in acts of communication. He calls the first kind of meaning signification and the second kind value. According to Widdowson the present approach is directed at the teaching of signification rather than value and it is for this reason that it is inadequate for the teaching of English as communication.

According to Widdowson it is a radical mistake to suppose that a knowledge of how sentences are put to use in communication follows automatically from a knowledge of how sentences are composed and what signification they have as linguistic units. Learners have to be taught what values they may have as predictions, qualifications, reports, descriptions and so on. There is no simple equation between linguistic form and communicative functions.

Widdowson suggests that one should consider ways of adapting communicative approach to the teaching of English so as to incorporate the systematic teaching of communicative value. He proposes that in the process of grading and presentation one should think not only in terms of linguistic structures and situational settings but also in terms of communicative acts.

According to Breen and Candlin (1980) the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process between all participants in the classroom and between the participants and various activities and texts. The second is to act as an independent participant – within the teaching – learning group. The third is to act as an observer and learner.

From the above discussion some of the characteristics of the communicative view of language can be summarised as follows:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is for interaction and communication.
- 3) The structure of language reflects its functional and communicative uses.

- 4) The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning.

In communicative language teaching the teacher needs to adopt a variety of roles. In it the teacher is a general overseer of his pupils' learning, must aim to coordinate the classroom activities so that they form a coherent progression, leading towards greater communicative ability. The teacher is responsible for grouping classroom activities into lessons and may act as a consultant or advisor and monitor the strengths and weakness of the learners as a basis for planning future learning activities. He may participate in an activity as a co-communicator with the learners. In this role he can stimulate and present new language without taking the main initiative for learning away from the learners themselves.

Having reviewed the major theories and studied the communicative approaches to language teaching, in the present study, the investigator deployed the communicative approach to language teaching along with the basic assumptions of the Monitor Model in the experimental classes.

**SECTION - C**

## **SECTION – C**

A review of the studies related to communication, language skills and instructional materials are presented in this Section.

### **I. STUDIES BASED ON COMMUNICATION**

Communication is the most important ingredient in all teaching-learning situations. It is because Education with its co-related activities of teaching and learning involves communication. The environment or the atmosphere that surrounds the person or persons engaged in the communication also influences the communicative process. The investigator reviewed related studies based on communication which are listed below :

Saraswathy (1982) explored the nature of communicative competence in relation to learning language for specific purposes and developed a communicative course design in EOP. The study suggested guidelines for designing a course in English for Official Purposes (EOP) for undergraduates in Tamil Nadu.

The linguistic and communicative abilities of high school teachers of English in relation to their classroom functions were

studied by Singh (1984). It revealed that the speaking ability of three fourths of the subjects was adequate though it was deficient in accuracy. The writing ability of most of the subjects was not adequate. There was significant difference between the subject's speaking ability and writing ability.

Soumini (1984) developed a course design based on communicative approach to English language teaching in regional medium high schools. The study demonstrated a significant improvement due to communicative approach. The course design was useful to improve both Science and English. The course helped to develop vocabulary, structure and language skills.

The nature of the communicative approach to the teaching of English and its implication to the secondary school teachers. was studied by Anitha (1988).

A learning module on effective communication was prepared by Blumner (1994). This was intended to help office staff of port business develop basic interpersonal communication and time and stress management skills.

The module developed by Fletcher and Tripp (1994) focused on communication. It is designed around a basic three-part communication model that included listening, problem solving and follow-up. It provided a review of communication skills and offered strategies that may be useful in more difficult or complicated communication situations.

An instructional module for improving international business communication was developed by Jarvis and Stephens (1995). It proposed that because 1) adult learners of English as a second language face great challenges in communicating with native English speakers and 2) native English speakers can learn strategies to compensate for some of these difficulties, there was a need for instruction in these strategies and skills. The nature of miscommunication in international contexts when examined, include such factors as vocabulary, idiom and lexical collocation, accent and pronunciation or in written communication spelling and handwriting, discourse strategies and style or register. With the instructional module students were made aware of potential communication problems and common patterns in non-native English, and perform exercises in receptive, productive and interactive skills.

Light (1996) investigated communicative competence of students. The instructional techniques resulted in the successful acquisition of target behaviour, generalisations of its use to practices and new situations in the natural environment and maintenance of the target skill at least two months post instruction.

A workbook for developing communication in learners with severe disabilities was prepared by Stremel and Wilson (1998). It focused 1) the different forms and functions of receptive communication and expressive communication through demonstrations and written activities; 2) skills in assessing learner's current level of receptive and expressive communication; 3) skills in determining the content of communication skills across domains and activities for teaching and 4) skills to complete a communication map.

Kurian (1998) developed communicative learning materials in English for enhancing operations of productive skills among secondary school students of Kerala.

## **II. STUDIES ON LANGUAGE SKILLS**

The investigator reviewed the studies on language skills which are presented below:

Ahuja and Ahuja (1978) examined school children with various reading skills to make them conscious of their importance for future educational growth and measure reading speed and comprehension in their language – Kannada, Hindi and English.

Charles (1981) prepared an Auto-Instructional and support material in English for the development of language skills. The major findings were:

1. High as well as low intelligent adults gained significantly from the materials.
2. The auto-instructional material was useful for both graduates and under graduates. The scores revealed that the graduates gained significantly more than the undergraduates.
3. Both, grade I and grade II social SES group gained significantly, but the gains were relatively more on the part of grade I SES group.

A linguistic study of language skills attained in English medium schools in India was carried out by Subramaniam (1981). The main findings of the study were : 1) there was no

evidence to show that received pronunciation was systematically taught in all public schools of India, 2) morphologically the variety of English was noticed to be fairly clear and meaningful but not always acceptable and grammatical. 3) in syntax, the survey showed evidence of a fair mastery except in the use of interrogative and reporting.

A module for improving listening skills was developed by Atkinson, et al (1993). It is designed to prepare students to view a video on hazard communication. It contained the following : a viewing/study guide to help students identify words and ideas from the video, a word list, materials on the concept of main ideas and ways in which they may be organised, fill-in-the blank exercises etc.

Blumner (1994) prepared a set of learning modules on grammar review. It was intended to accomplish the following objectives : familiarise students with selected basic grammatical points, introduce punctuation usage, present basic capitalisation rules, and review selected frequently misused ones.

A module designed to help non-naïve English speakers develop reading and writing skills was developed by Ingram (1994).

Moore and Diller (1994) developed learning module on basic reading strategies of previewing new information, integrating knowledge and recalling information in an organised way that may be applied to everyday life or work-specific settings. Vocabulary building and comprehensive recall technique are also emphasised.

A package designed on reading program which comprised of a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of evaluating the progress of the school reading program was developed by Nelson (1996).

Danikhel (1998) developed instructional materials for improving reading skills among school children.

### **III. STUDIES ON DEVELOPMENT OF INSTRUCTIONAL MATERIALS**

The "multimedia package training" courses were conducted during SITE (1975-76) to train in-service primary school teachers for training teaching science. The programmes were developed and organised by the Centre for Educational Tech. (ET) NCERT, New Delhi. It consisted of print media, interpersonal discussions, radio, TV and actual experimentation. There were nine important pedagogic messages in this package of training. These include : experiments, problem solving, language by doing, class-participation, games, group work and field trips. This training was conducted twice during SITE year first in October 1975 for 12 days and second in July 1976 for 15 days. These two studies conducted to evaluate the effectiveness of the training programmes were those Agarawal (1978) and Shukla Singh and Batra (1977). Another small study was conducted by Sanjaya (1977) in Karnataka cluster. Shukla, et. al (1977) found statistically significant gains in the result of multimedia package training though there were inter-cluster differences. In a similar observation made in Karnataka cluster by Sanjaya (1977) majority of it reported that they would be able to use the scientific method in their classroom.

Bailkeri (1983) studied the effectiveness of self instructional micro-teaching course used in the in-service learning of secondary school mathematics teachers. The self learning materials in print form and an audio cassette were developed. The study concluded that the self-instructional micro-teaching course was very effective to improve the general instructional competence of mathematics teachers.

The effectiveness of multimedia approach for instruction of secondary level pupils was experimentally studied by Siemankowsky (1969) and Vasanthakumari (1986). The studies showed that multimedia approach is found to be effective in improving competency of students. This approach seemed to benefit both high and low achievers and it tends to increase the interest of learners. The rate of achievement also seemed to be higher than that of teaching using traditional methods.

A comparison of programmed learning material and traditional methods in terms of achievement of students studying through them was done by Senapathy (1986). The study highlighted that the programmed learning material was effective in terms of achievement of students on criterion test.

Lambhate (1987) developed instructional material for teachers teaching science to class VI in rural areas of Madhya Pradesh.

Indrani (1989) made an attempt to compare the retention of Science concepts among the students of Std. VIII learnt through conventional method and video recorded instructional material (VRIM). This study revealed that VRIM was better than conventional method of training the science concepts. The medium of VRIM resembles the real life expressions very closely, because of the combination of sound, image and colour. The retention power is by VRIM because it (1) broadens and enriches the expressions of children (2) a verbal explanation supplemented by a visual aid is far more effective in halting attention, creating and sustaining interests than conventional teaching. Presenting a lesson through VRIM adds variety and breaks the monotony of the ordinary instruction. The VRIM lends reality to the classroom teaching and links instruction with real life. The mental images created by the pictorial Aimali and models are easy to recall because of the intense interest at the time of reception.

The oral skills can be developed by 1) adequate use of oral grammatical exercises 2) performance of conversations

and scenes and choral practice of specific difficulties 3) use of audio-visual aids including recorded materials, radio broadcast (video tapes and films on different subjects and situations of actual language use and 4) use of selected conversations and scene for role play.

Communicate competence can be provided by giving 1) oral practice in grammar structures and patterns 2) pronunciation with emphasis on stress and intonation practice 3) listening and ordinary comprehension 4) development of expression and composition skills in speech and writing and 5) development and control of vocabulary in general situation contexts or social area of use.

Winkle (1990) prepared a self instructional book to help people speak and write more correctly. The book presents the rules of standard English grammar in an easy to understand manner. The book has six chapters. (1) The Sentence (2) Parts of Speech (3) Case (4) Modifiers (5) Agreement and (6) Building better sentences. The sections within each chapter contain numerous example as well as practice items. A glossary of grammatical terms is appended.

Ryan (1993) prepared learning modules which help for developing "independent learning skills" for learners of English in Japan. It included techniques for creating or maximising language practice opportunities. It is noticed that the course was successful for the students.

A package of training materials for use in a professional development program for teachers was prepared by Sharpe (1993). The package consists of nine booklets and a course outline for each course. The package contains the following topics. The teaching-learning cycle, a functional view of language, language used for describing, language used for recounting, language used for instructing, language used for explaining, and language used for challenging.

Each sample unit contains subject-specific instructions and resources for using language in the ways described in the course modules.

Blummer (1994) prepared learning modules which can be employed to develop the writing skills. The objectives are : familiarise students with components of clear and direct sentences, give students practice in such sentences, familiarise students with the concept of plain English and various types of letters and memos, review basic values of grammar,

punctuation, and usage. The following topics are covered in the modules, writing diagnostic sentences; using plain English, writing memos and letters, avoiding ineffective writing, writing letters of complaint, letters requesting information, recognising different types of writing and identifying and rewriting poor writing, and reviewing basic grammar. Each module contains objectives, procedures, student handouts, and learning activities. A post-test and answers to all exercises are included.

Harris (1994) developed instructional materials for a work place communication class. Using this instructional materials, learners could develop this communication skills.

Ingram (1994) prepared a learning module designed to help non-native English speakers to develop basic work place reading and writing skills. Included in the manual are a foreword outlining the module's objectives and scope and sets of instructor notes and handouts on the following topics : skills assessment, needs assessment, general writing, company policy and forms, messages and notes, and spelling and grammar. The final section consists of brief notes and handouts for a final evaluation of students' written and verbal skills.

A module named "essential communication and documentation skills" was developed by Medina (1994). It develops listening and speaking, workplace literacy skills related to the job of the care worker. Found out that the module was very effective for the learning.

For developing communication in the workplace for non-native English speakers, Nicholas (1994) prepared a curriculum module. This contains materials for conducting a course designed to build oral and written English skills for non-native speakers. The course focuses on increasing vocabulary, improving listening and speaking skills, extracting information from various written texts, developing writing skills and learning to communicate on self-directed teams and with supervisors. The following materials are included : course rationale, list of preliminary goals and objectives, instrument to assess participants' needs for training in oral communication skills, list of job-related idioms, information on cross-cultural dialogues in the workplace, 36 lesson plans, learning activities, and self-evaluation and peer review checklists. Each lesson plan contains a statement of the grammar, social, job-related language and literacy and cross-cultural skills covered in the lesson and detailed instructions for conducting journal entry,

cross-cultural, ice-breaker and other types of oral and written activities.

Hyslop (1996) developed an educational package on evaluating writing in the elementary and secondary classroom. These educational packages are designed for implementation either in a workshop atmosphere or through individual study. This guide on writing evaluation presents a variety of materials to assist educators in designing and implementing classroom, to projects and activities centering on the topic of evaluating writing in the elementary and secondary classroom.

✓ A combined video and CAL package on Advanced level library skills for open learning students was developed by Mo Alpine (1996). Advanced level key word and subject searching of library catalogue and CD-ROMs is a skill that requires an effective strategic approach. Video and computer assisted learning (CAL) materials were developed. Key elements of instructional design and strategy that underpinned the design and development of the video and the CAL package are : (1) information theory ; (2) level of performance ; (3) expert analysis ; (4) knowledge type (5) situated learning. The first stage of the project concentrated on strategies for finding references that were known to the student. The second part of

the project dealt with searching for information in situations where there is no reading or reference list provided. At this stage, users learn that there is no single correct answers and that flexibility, a range of strategies and appropriate valuation of outcomes to meet the students own individual interests and needs is the best approach to use.

Educational packages for oral language development was made by Zhang (1996). This is designed for implementation either in a workshop atmosphere or through individual study. This presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of oral language development.

Grupas (1998) developed training manuals for interviewing and public speaking topics covered in the oral communication course. The procedures used to complete the development of these training manuals included conducting a review of competency based education literature, a re-evaluation of the original modules in the oral communication hand book, development of a formative committee, written study guides and practice cycles based on preliminary research, evaluation of supplementary module drafts related to practical application of material by another formative committee.

✓ Ludlow and Barbara (1998) developed an interactive multimedia modules to train rural special education personnel. Multimedia instructional materials represent an important resource for teacher education programmes in special education. They enable prospective special educators to observe and study important aspects of professional practice without the time and expense of actual field experiences. Computer assisted multimedia is especially appropriate for the design of self-instructional modules.

↓ A self-instructional package for Secondary School Biology teachers for their in-service learning was developed by Nath (1998). The sample consisted to two hundred biology teachers of secondary level selected from the four revenue districts of Kerala. The data were collected through the achievement tests and questionnaire developed by the researcher. The findings states that majority of the teachers had achieved marks at the range of 61-80. The study showed that the performance of teachers in the achievement tests was very good, the rate of achievement also was high and error rate comparatively low with the use of the package. The qualitative analysis showed that various aspects of the self Instructional Package was very much effective. The study further proved that self-instructional

materials can be developed with high effectiveness for the target group fixed.

Rajaswaminathan (1998) conducted a study on the impact of multimedia package on the teaching of commerce. The study focused on the effect of the inquiry training model the students academic achievement inquiry skills, creativity, autonomy in learning and tentative nature of knowledge. The findings states that inquiry training model was found to be more effective in promoting Academic Achievement, inquiry skills, creativity, and autonomy of learning.

Stremel (1998) developed a training module on integrating communication skills into functional routines and classroom activities from the early education program for children with multiple disabilities. The objectives of the module were to teach practitioners to :

- (1) gain knowledge of the different forms and functions of communication.
- (2) gain skills in developing a communication map for an individual learner ;
- (3) gain knowledge to analyse a learner's physical and social environment ;
- (4) gain skills in developing a total task analysis with frequent opportunities for receptive and expertise communication skills ;
- (5) gain knowledge in determining individual learner needs to determine interactive

competencies. Included in the module are a pre-test and post-test.

Nancy, Pagogh and James (2000) conducted a study of the effectiveness of self study interactive computer program over the traditional methods. The findings states that self instructional electronic texts provided more efficient study tools and increased the students retention of material.

Shibabudheen (2000) studied the effectiveness of programmed Instruction in learning English a second language by secondary school pupils. Programmed Instructional material for tenses in English for IX standard pupils were developed. The major objective of the study was to determine the comparative effectiveness of Programmed Instruction and conventional method of teaching on achievement in English.

Bambara and Linda (2001) conducted a study to assess effects of a Self Instructional package on complex problem-solving skills by three adults with intellectual disabilities. The training package was effective in producing generalised, complex correct problem solving skills in training and normal routines.

Mohankumar and Rajaguru (2001) prepared a multi-media instructional strategy for learning disabled children. To develop multi-media software for teaching algebra to disabled children was the main objective. The findings point out that the multi-media instruction facilitated the disabled children in learning algebra concepts that their counterparts in conventional teaching group.

Babitha (2004) developed a Self-instructional package on basic grammar in English for upper primary school pupils. The study revealed that the Self Instructional Package was an effective material for the upper primary school pupils.

## **CONCLUSION**

The investigator does not claim that the review of studies attempted in this chapter is complete. However, the review showed that research in the area of development of a multimedia package for the acquisition of communicative competence in English is still at an embryonic stage. Hence the investigator felt that developing a multimedia package in this field would be a relevant and useful one.

# **M E T H O D O L O G Y**

The present study is the development of a multimedia package for the acquisition of communicative competence in English among Primary School learners of Tamil Nadu. The methodology adopted for the study is described under three major heads.

Section A - Design of the Study

Section B - Tools used for the study

Section C - Selection of sample and experimental procedure.

**S E C T I O N - A**

## **Section-A**

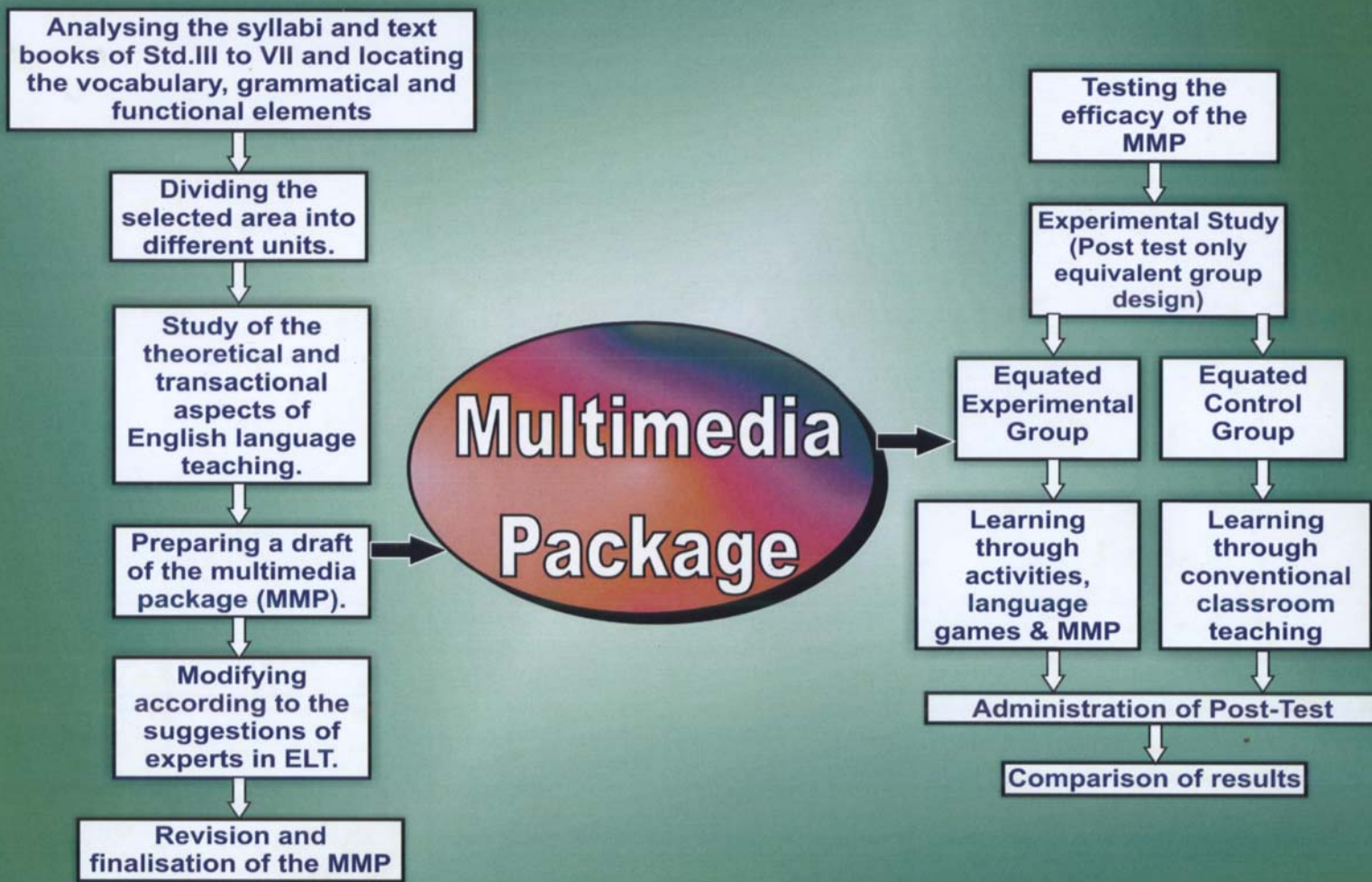
This Section has in detail the Layout or the Design in brief, Variables, Objectives and Hypotheses.

### **1. The Design in brief:**

The Layout or the design of the study reveals the various stages of development of the multimedia package, the experimental phase, administration of the post-test and the comparison of results.

A diagrammatic representation of the Design of the study is given on the next page (Page 83 A)

**Fig : 2. Diagrammatic representation of the design of the study**



## **Variables of the Study**

The present study is to develop **“A MULTIMEDIA PACKAGE FOR ACQUISITION OF COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL LEARNERS.”** The details of the Variables of the Study are described below:

### **Dependent Variable:**

Achievement in English of Primary School learners is treated as the dependent variable.

The investigator being an English Teacher, is much concerned with the low achievement and proficiency in English in schools. In today's world of cut throat competition, one needs to be competent enough to face the challenges. Communicative competence in a world language like English becomes absolutely necessary at this juncture. The investigator has experienced that the acquisition of communicative competence in English definitely helps in the Achievement in English. Hence decided to select Achievement in English as the dependent variable.

### **Independent Variables:**

Learning through classroom activities, language games and the multimedia package by the experimental group

learners and learning through the conventional classroom teaching by the control group learners are treated as independent variables for the present study.

Classroom activities that parallel the 'real world' as closely as possible along with the language games that help the learners interact continuously while playing and the multimedia package which further help in the learning process to acquire the ability to use the target language fluently, effectively, correctively, confidently and naturally in real life situations is taken as an independent variable. The other independent variable is conventional method of teaching English for the control group learners which is followed by the concerned teachers of English.

### **Controlled Variable:**

Pre-test in English grammar, vocabulary and functions for the VI Standard learners is taken as the Controlled Variable.

### **OBJECTIVES OF THE STUDY**

The objectives formulated for the present study are:

1. To develop a multimedia package for the acquisition of communicative competence in English among primary school learners.

2. To validate the developed package by ascertaining its effectiveness.
3. To compare the mean scores of the post test in Achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.
4. To assess the portfolios of the learners of the experimental group for a period of four months.

## **HYPOTHESES**

The hypotheses formulated on the basis of the objectives are:

1. There will be significant difference in the mean scores of achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.
2. There will be significant difference in the performance of experimental group learners with regard to portfolio assessment.

# **METHODOLOGY**

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***Section – A***

- ***Design of the study***

***Section – B***

- ***Tools used for the study***

***Section – C***

- ***Selection of sample and experimental procedure***
-

# **SECTION - B**

## **Section-B**

This section elucidates the tools used for the present study. The various tools used for the present study are :

- I. Pre-Test in English Grammar, Vocabulary and Functions
- II. Classroom activities, Language games and Multimedia package
- III. Conventional classroom teaching
- IV. Post-Test in English Grammar, Vocabulary And Functions

The description of each tool is given below:

### **I Pre-Test in English Grammar, Vocabulary and Functions**

The tool is prepared for equating and maintaining the homogeneity of the groups. This also measures the level of the learners with regard to their communicative competence.

This test has 20 questions of different categories. There are questions based on grammar, vocabulary and functions in English.

***Examples of questions which come under Function in English are:***

1) Activity # 1: "How would you greet your teacher whom you meet at 10 O' clock in the morning?"

This question comes under the function "Greeting"

2) Activity # 4 : "How would you express your inability to swim?"

This comes under the function "Expressing Inability."

3) Activity # 13: "Introducing Oneself" The learners ask the teacher questions to elicit more information about her.

***Examples of questions in Vocabulary:-***

1) Activity # 2: "Brainstorm round the word"

2) Activity # 17: "Word Sequencing"

***Examples of questions in Grammar:-***

1) Activity # 15: "Story Writing"

2) Activity # 17: "Guessing going to + Places."

Activities for Pre-Test in English Grammar, Vocabulary and Functions are given as **Appendix I.**

Scoring Format is presented as **Appendix II.**

The answer to each question was evaluated by giving scores ranging from a maximum of 5 to a minimum of 1 to each of the responses, after grading the response of the learners by the investigator.

## **II Classroom Activities, Language Games and Multimedia Package**

In order to prepare Classroom activities, Language games and Multimedia package a thorough analysis of the syllabi and theoretical and transactional aspects of English Language teaching was carried out.

### **A. Analysis of the syllabi**

A thorough analysis of the syllabi and text books were done before the development of the multimedia package. Though English language is introduced right from I standard, text books in English are provided only from the III standard onwards. The investigator has chosen the Tamil Nadu State Board syllabus for the present study.

#### **a. An Overview of III standard textbook**

The III standard text book presents fairly simple language elements like :

**Fill in the blanks with "in" or "on".**

Example : a) *The pen is in the box.*

b) *The pan is on the stove.*

**Say "Yes" or "No"**

Example : Is the rat on the mat? - Yes.

**Answer simple questions.**

Examples : What is your name?

How old are you?

What is your father?

What is this? -- *This is a table.*

Where is the pen? -- *It is in the box.*

Is this a clock? -- *Yes, it is.*

Is this a rat? -- *No, it is not. It is a cat.*

How many kites are there? *There are four kites.*

Are the mats on the table? -- *Yes / No.*

What is that? -- *That is a rose.*

Are you fat? -- *Yes, I am. No, I am not.*

**b. An Overview of IV standard textbook**

The IV Standard text book too shows simple language formulae like the use of 'how' and 'why', framing questions, etc. Some of the language elements presented for this standard are:

**1) Fill in the blanks with 'How' and 'Why'**

Example : *How old are you? Why are you in a hurry?*

**2) Fill in the blanks with is/are + verb + ing.**

She \_\_\_\_\_ (buy) the books. *She is buying the books.*

They \_\_\_\_\_ (give) Sweets to all. *They are giving sweets to all.*

**3) Frame questions.**

Example: This is my book. -- *Is this my book?*

A peacock can dance. -- *Can a peacock dance?*

**4) Yes / No**

Example : Have you got a pencil? --

*Yes, I have got a pencil.*

*No, I have not got a pencil.*

**5) Join the sentence with 'SO'.**

Example :

He is ill. He cannot go to School.

*He is ill, so he cannot go to School.*

**6) Join the sentence using 'because'.**

He got good marks. He worked hard.

*He got good marks because he worked hard.*

**7) Fill in the blanks with 'and' or 'but'**

Example : a) *He is poor but honest.*

b) *He works hard and he gets success.*

### **c. An Overview of V standard textbook**

The V Standard has a little higher level of learning in the sense, it teaches to answer simple questions, request politely, etc. The grammatical and functional elements which are part of this standard are:

#### **1) Answer Simple questions :-**

Example: a) What's a pen for? -- *It's for writing.*

What's a hammer for? -- *It's for driving nails.*

#### **2) How to request politely.**

Example : Take / Bag

*Please, take a bag.*

*Can you take a bag, please.*

*Could you take a bag.*

#### **3) Prepositions.**

#### **4) Positive, Comparative, Superlative (Adjectives).**

**5) May** -- Example : *May I help you?*

*May I go out?*

#### **6) Can - request**

Example : *Can you give me your watch?*

*Can you give me a chance?*

### **d. An Overview of VI standard textbook**

The VI standard English text book reveals quite a lot of topics to be covered within the academic year. The different language elements part of this standard are:

**1. Polite requests --**

Example : *Could you show me the way to the railway station?*

*Could you tell me more about computers?*

**2. Transitive, Intransitive verb.**

*Eats, likes, flies, cries*

**3. Prepositions – near, over, under, in front of, into**

**4. Phrases, Clauses**

**5. Noun, Pronoun, Verb, Adjective, Adverb,**

**6. Subject, Predicate, Kinds of Sentences**

**7. Singular, Plural (Number)**

**8. Sentence Pattern**

**9. Auxiliaries – Can, Could, May, Might**

**10. Degrees of comparison**

**11. Articles, Gender**

**12. Agreement of the verb with the subject**

**13. Connectives – and, but, if**

**e. An Overview of VII standard textbook**

In the VII standard, the learners need to learn the following grammatical elements:

**1. Sentence and sentence patterns.**

**2. Prepositions**

- 3. Tense**
- 4. The Auxiliaries**
- 5. Finite and Non-finite verbs**
- 6. Kinds of Adjectives**
- 7. Degrees of comparison**
- 8. Reported Speech**
- 9. The Future Perfect Tense**
- 10. Agreement of the Verb with the subject**

### **Abstract of the Syllabi:**

An abstract of the syllabi from III Standard to VII Standard indicate the different grammatical and functional elements to be included while preparing the multimedia package, classroom activities and language games.

#### **Standard III has functions like :**

- (1) Greetings
- (2) Polite requests
- (3) Simple dialogue in real life situations
- (4) Simple statements – positive negative and interrogative

#### **IV and V Standards have functions and grammatical elements like:**

- (1) Answer questions in short sentences
- (2) Refer to future plans/activities using Present Continuous Tense

- (3) Frame questions
- (4) Express ability and inability
- (5) Links 'and', 'but'
- (6) Habitual actions
- (7) Past activities
- (8) Narrations
- (9) About self.

**VI and VII Standards together have the following functions in English and Grammatical elements**

- (1) Introducing oneself/others
- (2) Asking for permission to do things
- (3) Types of sentences
- (4) Using present tense for habitual actions/universal truth.
- (5) Using past tense for completed actions
- (6) Planned future actions
- (7) Asking for information/giving information
- (8) Answering common questions in the classrooms from real life
- (9) Receiving and making phone calls
- (10) Concord
- (11) Reported speech
- (12) Using polite expressions in daily life

The grammatical and functional elements, part of the abstract of the syllabi were considered in preparing the classroom activities, selecting the language games and developing the multimedia package. This helped to ensure that the materials prepared and deployed are comprehensible enough and almost within the know-how of the learners.

## **B. Study of the theoretical and transactional aspects of English language teaching (for preparation of classroom activities, language games and the multimedia package)**

A careful study of the Theoretical aspects of English language teaching and acquisition was done before the preparation of the instructional materials. This helped the investigator a great deal to incorporate various aspects of second language acquisition during the experimental phase. A detailed description of the theories of First and Second Language acquisition is given in chapter II, Section A.

The Transactional aspects of English language were also studied before conducting the experiment of the study. The investigator observed the classes in English of schools in which

the experiment was going to be done. It was found that Tamil being the mother tongue of the learners, the English teacher resorted to Tamil while teaching English. The translation method was followed by the English teachers in the schools selected for conducting the experiment. The order of presenting segments of ideas in English is different from the order in which they are presented in Tamil. The learners were made to understand the contents in the order :

**English sentence**  **Tamil translation**  **Comprehension.**

When the learners were trying to express ideas in English they followed the order:

**Ideas in Tamil**  **Translation**  **Expression in English**

This process made expressions in English difficult, delayed and defective. Difficult because translation from a familiar language to a less familiar language is not easy. Delayed because the learners have to go through the difficult mediating stage of translation and defective since the word order and patterns of the mother tongue are likely to influence expressions in English.

The investigator, after observing the English classes, prepared herself to take classes for the control group.

## **Preparation of classroom activities**

After a thorough reading and analysis of the syllabi and English textbooks from Standard III to Standard VII of Tamil Nadu State Board and after studying the theoretical and transactional aspects of English Language teaching, the investigator located the grammatical, vocabulary and functional elements and listed them. Various classroom activities were planned by the investigator. Some of the activities include -

- Introducing oneself/others
- Expressing ability/inability
- Role Play
- Narration, etc

Vocabulary is learned most effectively when words and their associated concepts are practiced and used in a meaningful context. Learners can work on "Vocabulary builders" in heterogeneous co-operative groups so that they learn from each other and every one can contribute. These activities can be used as "brain storming" for initial teaching or reinforcement of already familiar concepts. A list of "Vocabulary builders" is presented as **Appendix III**.

## **Preparation of Language games**

A good number of language games were also selected to be practiced in class. Some of the language games selected were

- Ball game
- Word Association
- Act out an activity
- Guessing a word from a drawing *etc.*

A list of some language games is presented as **Appendix IV** for reference.

Classroom activities and language games help to sustain interest and work. It helps teachers to create contexts in which language is useful and meaningful. These can be used to give practice in all the skills, in all the stages of teaching and learning and for many types of communication like explaining, agreeing, encouraging etc., They also act as a trigger to create a lively atmosphere in the class for effective teaching-learning process.

## **Preparation of the Multimedia Package – (Social Interaction)**

After the syllabi and the English text books from III standard to VII Standard of Tamilnadu State Board were thoroughly analysed and the grammatical and functional elements were located, it was discussed with senior teachers and resource persons handling English at primary level and above. 60 functions were listed out by the investigator to be part of the multimedia package. Out of the 60 functions listed out by considering the suggestions put forward by the resource persons in the field of English Language Teaching (ELT), the investigator made certain changes and deletions and the number of functions to be included was reduced to 45.

The functions listed out were again subjected to scrutiny as each of the function elaborated had to be strictly within the grammatical knowledge of the learners. As such the number of functions to be included in the multimedia package was reduced to 35. Finally the different functions along with their structures to be part of the package were listed by the investigator. Care was taken to include the known vocabulary of the learners. The functions were further divided into three levels of formality namely, General, Formal and Informal. Each function was so categorised taking into account the people with

whom the communication takes place, time and place. The kind of situation determines the kind of language to use. Hence the four main things, namely, the setting, the topic, the social relationship and the psychological attitude were considered in categorising the expressions in each function into General, Formal and Informal. It was felt that cartoons would create a good impact among learners. Hence cartoons are used to present different expressions.

According to the principles and various theories of language development, the investigator prepared a draft package for the 35 functions. Necessary corrections and modifications were made according to the suggestions and recommendation of English Language Teaching (ELT) experts.

A try out study was then conducted with a sample of 30 pupils. By analysing the learning strategy of the learners, certain modifications were made and finalised the package.

A multimedia package can generate a large variety of oral and visual signals. Stronger the impressing stimuli, the stronger and more durable are the schemata acquired by the learners. Repetition of stimuli and responses is essential for

adequate practice. All this is provided by the multimedia package.

To make the Multimedia Package (MMP) interesting, Cartoon characters were chosen to express various functions. The Cartoon pictures were drawn using Corel draw and Photoshop which is a Multi-page desktop publishing package. Adobe Photoshop was used for editing and processing of the Cartoons. Macromedia Flash MX was used for animating the Cartoon pictures drawn. Sound Forge was used to record Audio and also for reproduction. The animated pictures and audio were merged by using Macromedia Directors MX. The following Software were used to prepare the multimedia packages:

### **Corel Draw:**

CorelDraw Graphics Suite 12.0 is a stable and flexible suite of three programs CorelDraw, Corel Photo-Paint, and Corel Rave. These help in for editing all types of graphics, including vector, bitmap, and simple Web animation. CorelDraw itself has incredible muscle. It can handle complex illustration and multi-page desktop publishing, and it's tightly integrated with the suite's powerful image editor --- Corel Photo-paint.

## **Adobe Photoshop:**

Adobe Photoshop CS2 software, the professional image-editing standard and leader of the Photoshop digital imaging line, delivers more of what one craves. Groundbreaking creative tools helps one achieve extraordinary results. Unprecedented adaptability allows to custom-fit Photoshop to the way one works. And with more efficient editing, processing, and file handling, there's no slowing one down.

## **Fireworks:**

Fireworks MX 2004 lets users import files from all major graphics formats and manipulate both vector and bitmap images to quickly create graphics and interactivity. Images can be easily exported to Dream weaver, Flash and third-party applications.

## **Macromedia Flash MX:**

Macromedia Flash MX is the professional standard authoring tool for producing high-impact Web experiences. Whether one is creating animated logos, Web Site navigation controls, long-form animations, entire Flash Web sites, or Web applications, one will find the power and flexibility of Flash ideal for one's creativity.

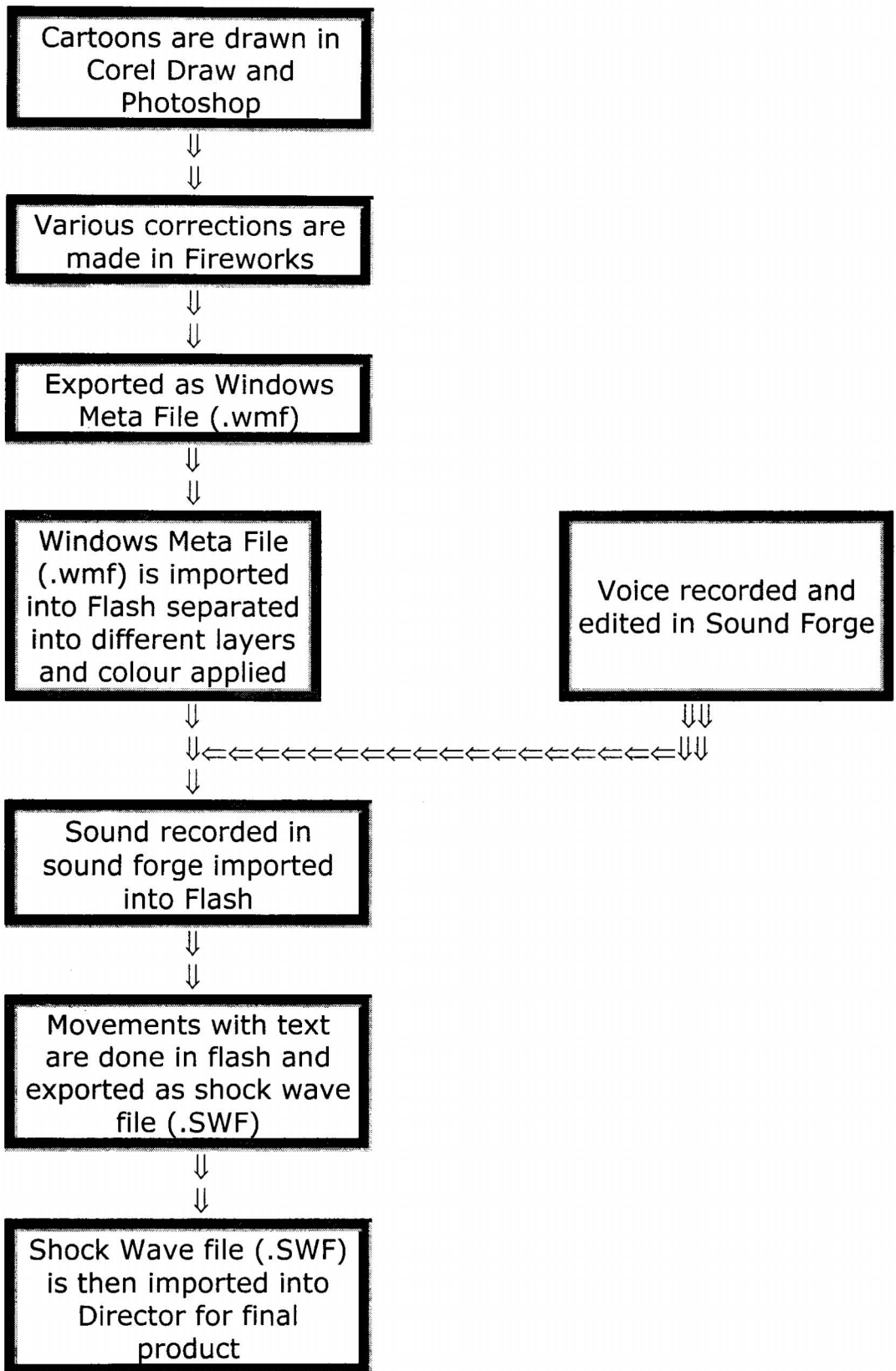
**Sound Forge:**

Sound Forge is an award-winning two-track digital audio editor that includes a powerful set of audio processes, tools, and effects for manipulating audio. Combine Sound Forge with any Windows-compatible sound card to create, record and edit audio files.

**Macromedia Director:**

Macromedia Director MX is the world's foremost authoring tool for creating interactive multimedia. Developers rely on Director to create attention-grabbing business presentations, advertising kiosks, interactive entertainment, and educational products.

The Diagrammatic Representation of the development of the Multimedia Package is given in the next page.



**Figure 3: Diagrammatic Representation of the development of the Multimedia Package**

The multimedia package is deployed for the experimental group learners during the treatment phase. The multimedia package has English language functions prepared in line with the Tamil Nadu State Board syllabi for the primary school learners. Language functions are the purposes for which people speak or write. This package has Language functions which help to say the right thing at the right time in English. It gives the common expressions in English that are used for certain purposes like Greeting, Inviting, Congratulating, Saying Sorry, Offering Something, Agreeing, Expressing Likes and so on. As in any language English too has some expressions within one function which are specially suited at certain times and rather unsuitable at others. Thus there are General, Formal and Informal expressions. The topic or what one is talking about, the setting or where one is and when, the social relationship and the attitude influence the way one speaks and helps to decide whether to use General, Formal or Informal expressions. A suitable title was given for each function that best introduces it.

It is important to say the right things at the right time because it helps people to communicate effectively. Communicative competence is the effective use of the language in social context. It is the ability to use the language

appropriate to a given social situation. Proper use of the expressions help in confirming social relationships. Hence this multimedia package is named as "***Social Interaction.***"

This multimedia package has 35 functions. It appeals to more than one sense and as such provides the learners with strong impressing stimuli. It also gives hands on experience for the learners to work out and find for themselves their knowledge of the functions in English. At the end of every fifth chapter there is an exercise of 10 questions each to test the mastery of the functions. At the very end that is after the 35<sup>th</sup> function there is a Bumper Exercise of 30 questions. Each exercise has an inbuilt scoring mechanism that allows the learners to assess themselves. The teacher can also get an idea about the mastery of the functions by the learners.

Each of the questions has three distracters as answers and one among them is the most appropriate. The learners get to know whether each response is right or wrong. There is an immediate affirmation of the right and wrong answers which enthuses the learners. The multimedia package allows the mixing of text, images in the form of cartoons, and speech making it very interesting for the primary school learners.

The 35 functions which are a part of the multimedia package are :-

### **Functions used in the multimedia package**

<b>No.</b>	<b>Functions</b>
<b>1</b>	<b>Introducing oneself</b>
<b>2</b>	<b>Introducing someone</b>
<b>3</b>	<b>Drawing someone's attention</b>
<b>4</b>	<b>Greeting someone</b>
<b>5</b>	<b>Starting a conversation with a stranger</b>
<b>6</b>	<b>Enquiring how someone is</b>
<b>7</b>	<b>Extending general good wishes</b>
<b>8</b>	<b>Extending good wishes on a special occasion</b>
<b>9</b>	<b>Congratulating</b>
<b>10</b>	<b>Saying sorry</b>
<b>11</b>	<b>Inviting someone</b>
<b>12</b>	<b>Accepting an invitation</b>
<b>13</b>	<b>Offering something</b>
<b>14</b>	<b>Asking about likes</b>
<b>15</b>	<b>Expressing likes</b>
<b>16</b>	<b>Stating your preference</b>
<b>17</b>	<b>Expressing your needs</b>
<b>18</b>	<b>Expressing surprise</b>
<b>19</b>	<b>Seeking someone's opinion</b>

- 20 Giving your opinion**
- 21 Saying you are interested**
- 22 Agreeing**
- 23 Disagreeing**
- 24 Asking for permission**
- 25 Giving permission**
- 26 Refusing permission**
- 27 Asking for advice**
- 28 Requesting**
- 29 Complaining**
- 30 Expressing your willingness to do something**
- 31 Enquiring**
- 32 Saying you do not know**
- 33 Saying you don't remember**
- 34 Asking if something is correct**
- 35 Saying goodbye**

The multimedia package in print form is attached (pages **MMP 01 to MMP 52** is attached and the **Compact disc of the Multimedia package – *Social Interaction*** is appended. The exercises which is part of the MMP is presented as **Appendix – XII.**)

# 1. INTRODUCING ONESELF

16

## Introducing Oneself General



Hello , Good morning!

Hello, Good morning! My name is Beena Mohan.  
Hello, Good Afternoon! This is Beena Mohan speaking.  
Hello, Good Evening, Mohan here.  
May I introduce myself, Beena Mohan, Teacher, St.Joseph's School, Trichy.  
Excuse me, How do you do? I don't think we have met before.  
My name is Beena Mohan.  
Excuse me, My name is Mohan. Oh! How do you do?


## Introducing Oneself Formal



You can introduce yourself by saying

(You can introduce yourself by saying,)  
First let me introduce myself, Mohan, Manager, BHEL, Trichy.  
Allow me to introduce myself, Sasikumar, Animator, Ganeshpuram, Trichy.  
May I introduce myself, Sathish, Computer Engineer, Zeetech, Trichy.

**Introducing Oneself**  
Informal




**You can introduce yourself by saying**

(You can introduce yourself by saying)  
Hello, I'm Beena, What's yours?  
Hi, I'm mohan.

## 2.INTRODUCING SOMEONE

**Introducing Someone**  
General



**Do you know Mary John ?**

Do you know Mary John ?  
This is Tom George..  
By the way, do you know each other ?  
Have you met Tom George ?

### Introducing Someone Formal



I'd like to introduce our Manager, Mr. Smith.

I'd like to introduce our Manager, Mr. Smith.  
Let me introduce our Manager, Mr. Smith.

### Introducing Someone Informal



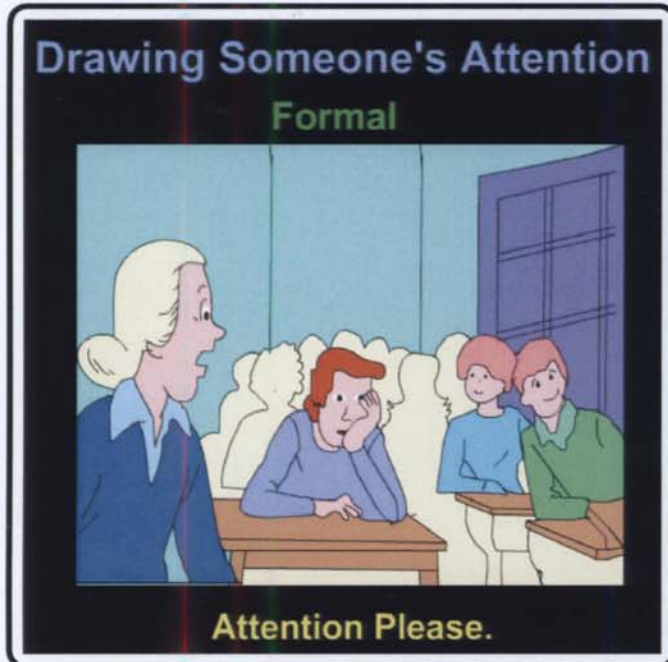
Oh! Look! here's Mary.

Oh! Look! here's Mary.  
Mary - John, John - Mary.  
Mary meet Peter  
Look here's Peter, Peter meet Lara.

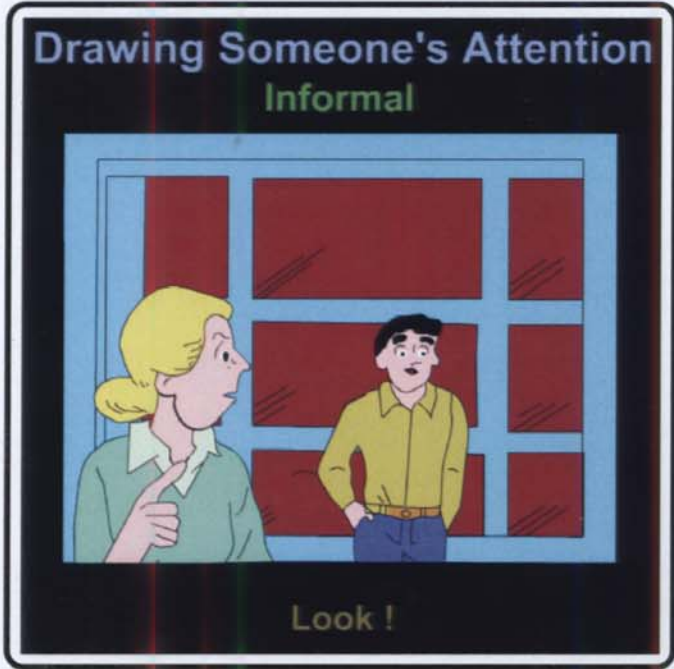
### 3. DRAWING SOMEONE'S ATTENTION



Excuse me !  
Sorry, but isn't that your pen?  
Sorry to bother you, but is it your book?



Attention Please.  
May I have your attention please ?  
Excuse me,  
I wonder if we could make a start.



Look!  
Listen!  
Hey John.  
Mary.  
Hey you.

### 4. GREETING SOMEONE



Good to see you again.  
Very nice to see you.  
Good Morning!  
Good Afternoon!  
Good Evening!



Good Morning Ladies and Gentlemen.  
Good Morning Sir.  
Good Morning Madam.



Hi, how are you?  
Fine. How are you?  
Hi there.  
Hello everybody.

## 5. STARTING A CONVERSATION WITH A STRANGER

22

### Starting a conversation with a Stranger

#### General



Excuse me, any one sitting here?

Excuse me, anyone sitting here? May I sit here?  
I hope you don't mind me asking but haven't we met before.  
(No I don't think we have.)

Sorry to trouble you but where do you come from? (I come from Trichy.)

It's a nice day, isn't it ?

oh! It's lovely! Yes!

### Starting a Conversation with a Stranger

#### Formal



Forgive me for asking,

Forgive me for asking, but do you know our Headmistress?

(Oh! I do.)

You can also say

I beg your pardon, but do you know our Headmistress?

(Oh! Yes.)

23

## Starting a Conversation with a Stranger

### Informal



Hello! are you a friend of Rani?

Hello! are you a friend of Rani?  
Yes, I am.  
Sorry! but aren't you Rani's friend?  
Yes! I am.

## 6. ENQUIRING HOW SOMEONE IS

### Enquiring How Someone is

#### General



"How are you?"

How are you?  
(Fine thank you. And you?)  
How are you keeping?  
Are you well?

Enquiring How Someone is  
Formal

20



I hope all goes well with you.

I hope all goes well with you.  
I trust you are keeping well.

Enquiring How Someone is  
Informal



"How are things with you?"

How are things with you?  
How is life?  
What's new?  
How's things?

## 7. EXTENDING YOUR GENERAL GOOD WISHES TO SOMEONE

25

Extending your General Good Wishes to Someone.

General



All the very best.

All the very best.  
Best of luck.  
I hope every thing goes well.  
Wish you every success in your new job.

Extending your General Good Wishes to Someone.

Formal



I wish you success.

I wish you success.  
I would like to wish you every success in your new business.  
(Thank you.)  
I wish you success with good profits.  
(Thank you very much.)

26

Extending your General Good Wishes to Someone.

Informal



Good luck

Good luck  
Have a nice time.  
Have fun.  
Hope things go well.

## 8. EXTENDING GOOD WISHES ON A SPECIAL OCCASION

Extending Good Wishes on a Special Occasion

General



Merry Christmas !

Merry Christmas !  
Happy New Year !  
Happy Anniversary !  
Happy Birthday !

27

### Extending Good Wishes on a Special Occasion

Formal



I would like to wish you a Happy Birthday.

I would like to wish you a Happy Birthday.  
Many Happy Returns of the Day.  
(Oh! Thank you very much.)  
I wish you a very Happy New Year.

### Extending Good Wishes on a Special Occasion

Informal



Happy anniversary.

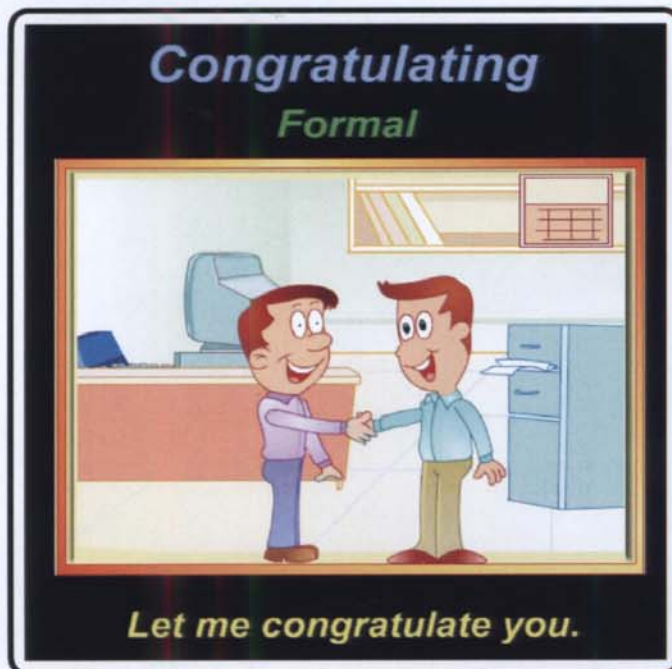
Happy Anniversary.  
Merry Christmas.  
Many Happy Returns

## 9. CONGRATULATING

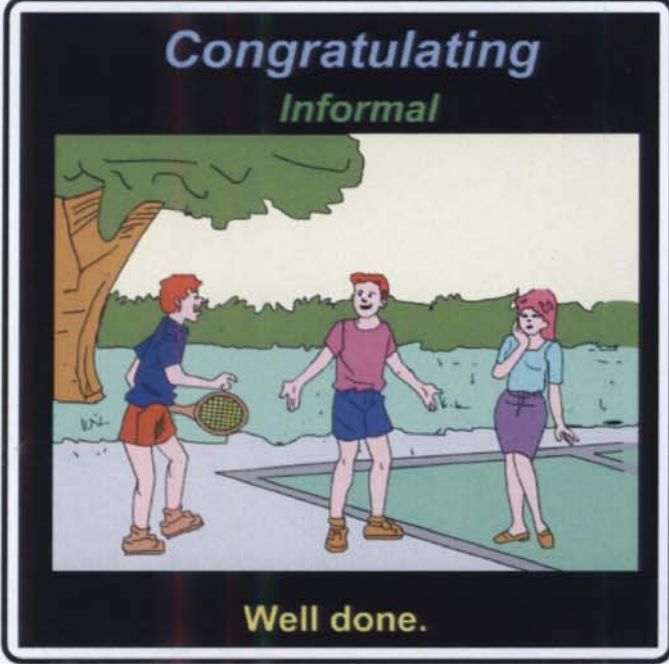
28



Congratulations !  
Congratulations on securing the first rank.



Let me congratulate you.  
I would like to congratulate you on your success.  
Allow me to offer my heartiest congratulations.  
Please accept my congratulations.



Well done.  
Fantastic !  
Nice one. It was great to hear about your victory,  
Keep it up !

## 10. SAYING SORRY



I am really sorry.  
I am very sorry.  
I am sorry, that was my fault.  
Excuse me.  
Pardon me.



Please accept my apologies.  
 Please forgive me.  
 I do apologise.  
 I can't tell you how sorry I am.  
 I am extremely sorry.



Sorry.  
 Oh! my fault , I am Sorry.  
 Sorry for being late.  
 How silly of me.

# 11. INVITING SOMEONE

31



Please do come home.  
I would be delighted if you could join me for dinner.  
Would you like to join me for the cinema?  
(Oh! thank you.)  
Won't you come for the party?



We should be delighted if you could join us for lunch.  
Would you care to join us for discussion?  
We should be very pleased if you could come and have dinner with us this evening.

32

### Inviting Someone Informal



What about joining us for dinner?

- What about joining us for dinner?
- Like to join me for a cup of tea?
- Sure, Thank you.
- Why don't you dine with us?
- Why don't you join us for lunch?

## 12. ACCEPTING AN INVITATION

### Accepting an Invitation General



Would you like to come and watch a game of cricket with me ?

- (Would you like to come and watch a game of cricket with me ?)
- That would be very nice / with pleasure.
- I would very much like to.
- Thank you.
- That sounds a nice idea.
- I would like nothing better.

### Accepting an Invitation

#### Formal

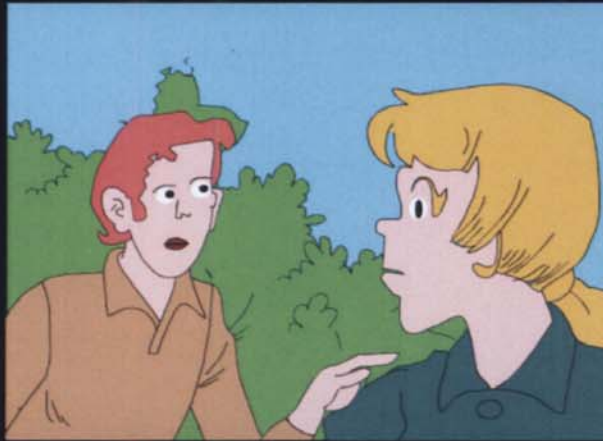


Would you care to join us for discussion?

- Would you care to join us for discussion?
- I would very much like to
- I would be delighted to
- With the greatest of pleasure.
- That would give me great pleasure.

### Accepting an Invitation

#### Informal



All right

- All right
- Great
- Ok
- I'd love to.

# 13. OFFERING SOMETHING

38

## Offering Something General



**What will you have for dinner?**

- What will you have for dinner? (Some rice please.)
- Can I offer you a drink? (Yes, please.)
- Won't you have some fish? (Oh no, thank you.)
- Would do you like to have some ice cream? (With pleasure.)
- Please take a cutlet? (Thank you.)

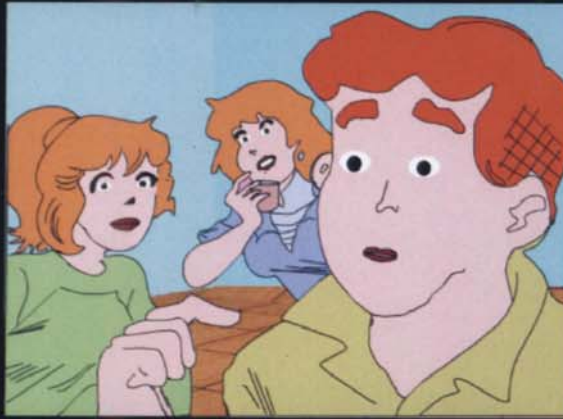
## Offering Something Formal



**Do have some apples.**

- Do have some apples.
- Would you care for some fried rice?
- Could I offer you some juice?

Offering Something  
Informal



Like some coffee ?

Like some coffee ?

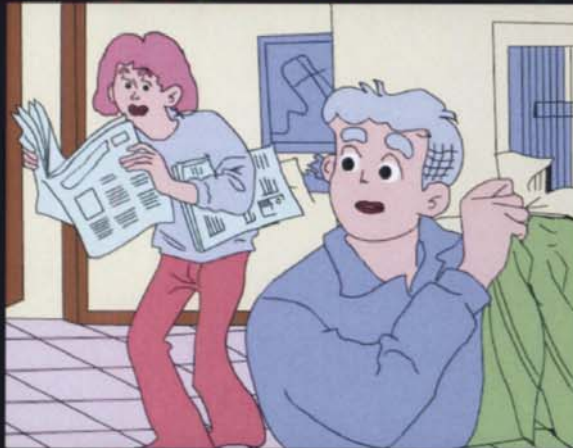
(Yes, please.)

Have a piece of cake.

(Thank you.)

## 14. ASKING ABOUT LIKES

Asking About Likes  
General



Do you like reading story books?

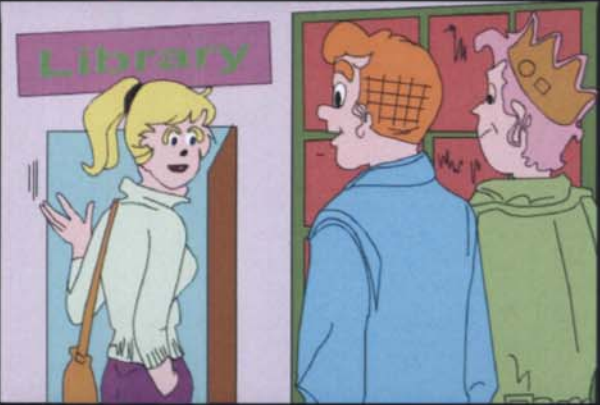
Do you like reading story books?

(Yes, I do.)

Don't you like ice cream?

Do you enjoy watching movies?


**Asking About Likes**  
Formal



**What are your feelings about the new way of learning?**

What are your feelings about the new way of learning?  
 May I ask you if you are fond of Tom and Jerry cartoons?  
 (I like it very much.)  
 Don't you find the new learning enjoyable ?  
 (Oh ! Yes.)

**Asking About Likes**  
Informal



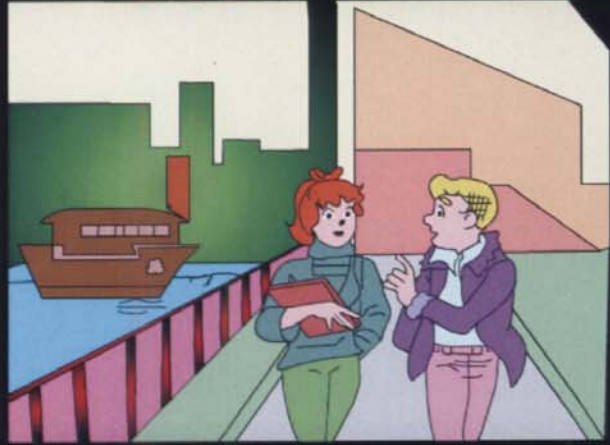
**Isn't watching a cricket match fantastic?**

Isn't watching a cricket match fantastic?  
 (I'm not so much fond of it.)  
 Don't you love Tom and Jerry?  
 (It is nice to watch that.)  
 Do you go for masal dosa?  
 (I like it very much.)

# 15. EXPRESSING LIKES

38

**Expressing Likes**  
General




**I really enjoy boating.**

The illustration shows a woman with red hair in a green jacket and a man with blonde hair in a purple jacket standing on a boat deck. In the background, there is a brown boat on the water and a city skyline with green buildings.

- I really enjoy boating.
- I like going to the park.
- I'm very keen on seeing a movie on Sundays.
- I love ice creams.

**Expressing Likes**  
Formal



**I'm really very fond of Maruti Esteem.**

The illustration shows three men in a car showroom. One man in a brown suit is pointing towards a red car on a yellow platform. Two other men, one in a light green shirt and one in an orange jumpsuit, are looking at the car.

- I'm really very fond of Maruti Esteem.
- Reading is one of my favourite pastimes.
- What I particularly enjoy is sailing.

**Expressing Likes**  
Informal

**I'm crazy about ice creams.**

I'm crazy about ice creams.  
 I really go for an ice cream every time I go to the park.  
 An ice cream on a very hot afternoon is really great.

## 16. STATING YOUR PREFERENCE

**Stating your Preference**  
General

**I enjoy boating better than playing in the park.**

I enjoy boating better than playing in the park.  
 I find reading story books more interesting than watching TV.  
 I prefer tea to coffee.  
 My preference would always be an ice cream.

39

## Stating your Preference Formal



**I have strong preference for  
The Hindu newspaper.**

I have strong preference for The Hindu newspaper.  
I'd would choose to seeing the news on TV rather than hearing it on radio.  
Jeans appeals to me more than a suit.  
I find travelling by train much more enjoyable than travelling by bus.

## Stating your Preference Informal



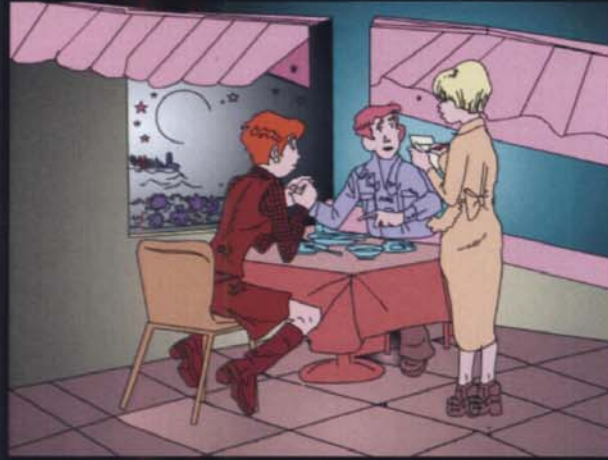
**I'd go for an ice cream every time  
I go to the park.**

I'd go for an ice cream every time I go to the park.  
If it was up to me I'd get a jeans for that money.  
I'd rather have a coffee anytime.

# 17. EXPRESSING YOUR NEEDS

40

## Expressing Your Needs General



I would like some orange juice.

I would like some orange juice.  
May I have a cup of coffee, please?  
What I need is a chocolate ice cream.

## Expressing Your Needs Formal



I very much wish to take part  
in sports competitions.

I very much wish to take part in sports competitions.  
I'm really longing to discuss the matter.  
I should really love to take photographs.

41

## Expressing Your Needs Informal



You feel like having a cool drink because it's so hot.

- You feel like having a cool drink because it's so hot.
- I'd love an ice cool orange juice.
- I want some hot tea.
- I wish I could get a cool drink.
- I must have a cup of coffee.

## 18. EXPRESSING SURPRISE

### Expressing Surprise General



Good Heavens ! What a lovely cake !

- Good Heavens! What a lovely cake!
- My Goodness! Good Lord!
- Well, That's very surprising!
- What a surprise!
- Oh! That's amazing!

let

## Expressing Surprise

### Formal

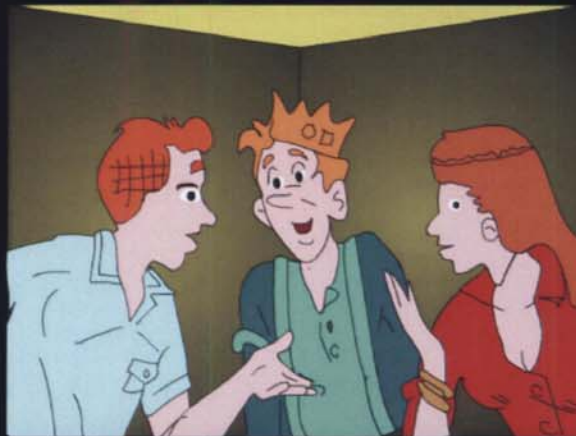


I find that very surprising.

- I find that very surprising.
- I must say it surprises me.
- How very surprising.
- I find it astonishing.

## Expressing Surprise

### Informal



What ?

- What ?
- Never !
- Oh! No!
- Fantastic!
- You must be joking.
- Are you serious?

## 19. SEEKING SOMEONE'S OPINION

### Seeking Someone's Opinion General



What do you feel about the new traffic rules?

- What do you feel about the new traffic rules? (It's better.)
- What do you think about the new uniform? (Quite colorful.)
- What are your views regarding the examinations?
- What's your opinion?
- What do you feel?

### Seeking Someone's Opinion Formal



Could I know your reactions to the new traffic rules?

- Could I know your reactions to the new traffic rules?
- Do you have any opinion on the new examination system?
- Have you got any comments on the proposed change in time table?

44

## Seeking Someone's Opinion

Informal



What about the new TV serial?

What about the new TV serial? (It's a thorough entertainer.)  
How do you feel about your new teacher? (She's good.)  
How do you see the change in time table? (A welcome change indeed.)

## 20. GIVING YOUR OPINION

### Giving your Opinion

General



I feel the time table is good.

I feel the time table is good.  
In my opinion the new traffic rules are excellent.  
Well, I must say that the new uniform would look good on the students.  
As far as I am concerned, the cost of the table is high.

us

## Giving your Opinion

### Formal



**I consider the meeting very important.**

I consider the meeting very important.  
Personally, I consider the change in time table as a good one.  
I'm of the opinion that the school uniform has to be changed.  
My own view of the problem is that it is for the good.

## Giving your Opinion

### Informal



**If you ask me,**

If you ask me, I think the new TV serial is better than the previous one.  
I'd say, the new Science teacher is very good.  
The way I see it, the change in time table is for the good of everybody.

## 21. SAYING YOU ARE INTERESTED <sup>46</sup>

### Saying you are Interested General



Are you looking for some particular book?

(Are you looking for some particular book?)

Yes, I'm interested in books on cooking.

Cooking interests me a lot.

My main interest is cooking.

### Saying you are Interested Formal



The Maha Siva temple at Tanjavur  
fascinates me.

The Maha Siva temple at Tanjavur fascinates me

Visiting temples has always interested me.

I am extremely fascinated by the Rockfort temple.

ux

Saying you are Interested  
Informal



I'm a Carnatic music fan.

I'm a Carnatic music fan.  
I'm very keen on listening to Carnatic music every day.  
Carnatic music is what turns me on.

## 22. AGREEING

Agreeing  
General



That's right.

That's right.  
Yes, I agree.  
I absolutely agree.  
Oh! Exactly.  
That's just what I was thinking.

488

Agreeing  
Formal



I agree entirely with your opinion.

I agree entirely with your opinion.  
I'm of exactly the same opinion as you have.  
I think I would accept the majority.  
That's precisely my opinion.

Agreeing  
Informal

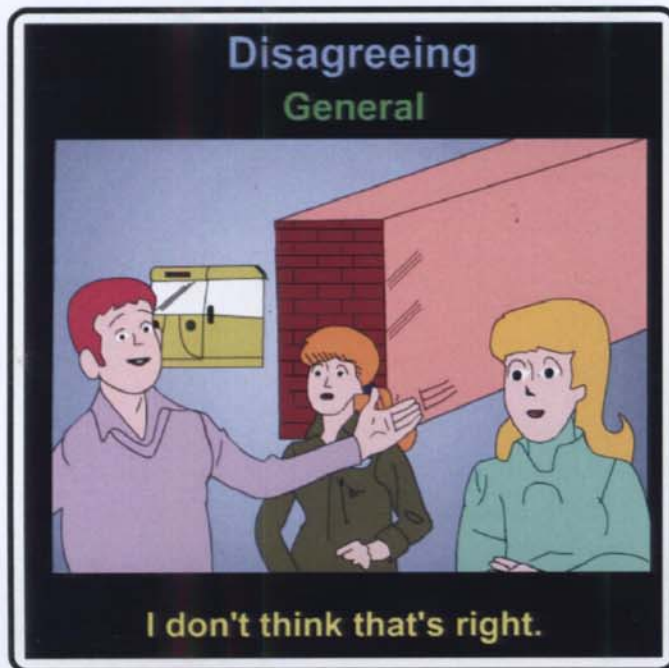


You're right.

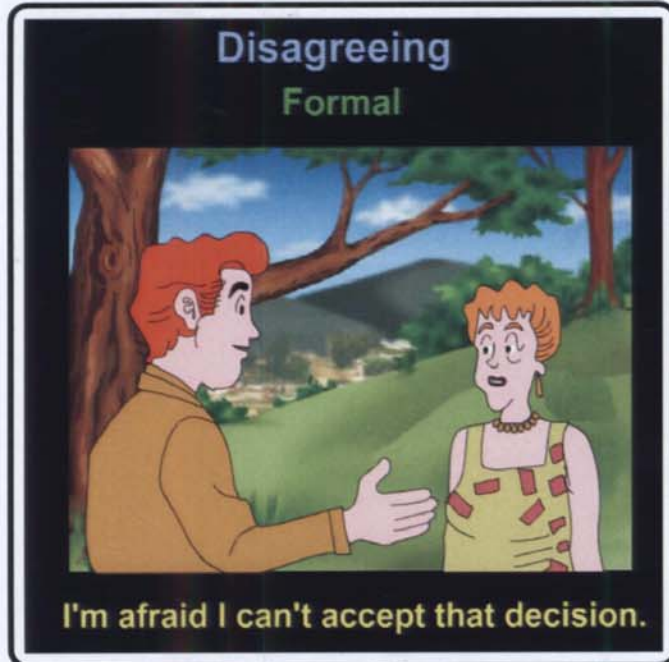
You're right.  
Yeah.  
Yes.  
That's right.

## 23. DISAGREEING

49

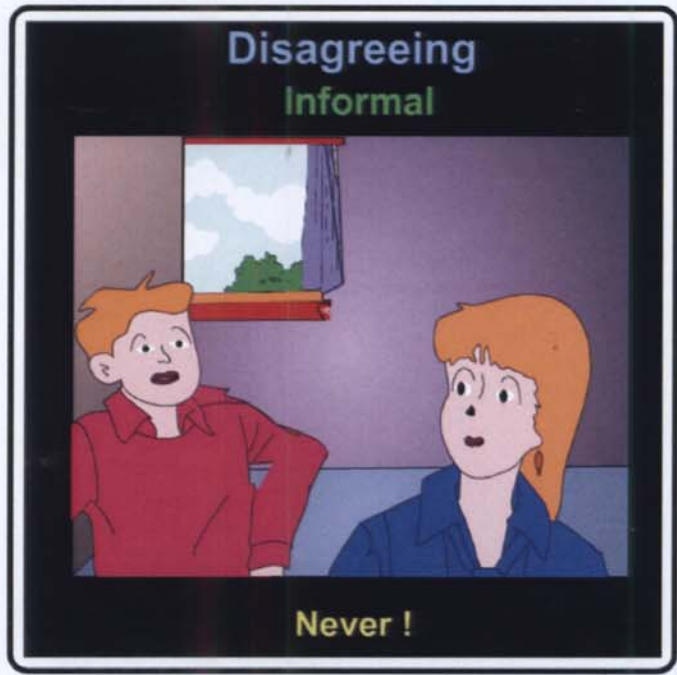


I don't think that's right.  
I don't agree with what the doctor has said.  
Not really.  
I think that's nonsense.  
That's wrong, surely.



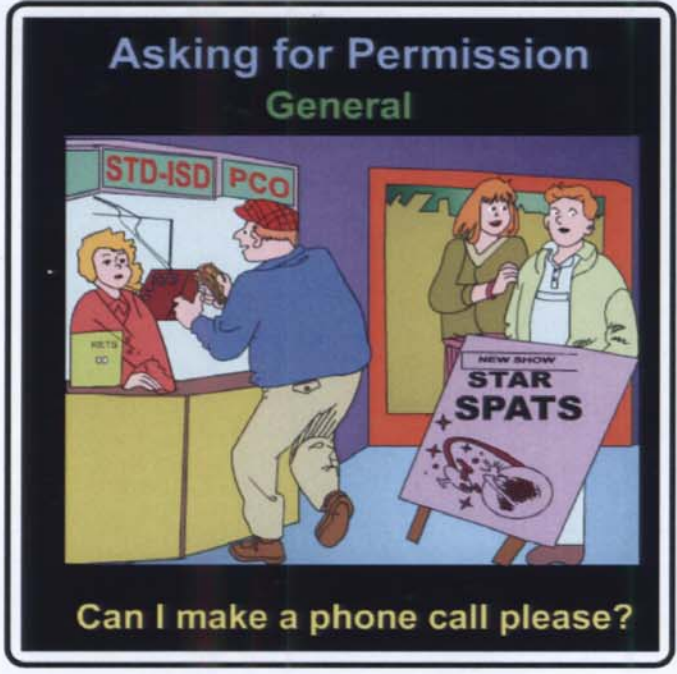
I'm afraid I can't accept that decision.  
I entirely disagree.  
I'm not convinced.  
I can't say that I share your view.

2



Never ! I can't go along with your views.  
 No way !  
 surely not !  
 Nonsense !

## 24. ASKING FOR PERMISSION

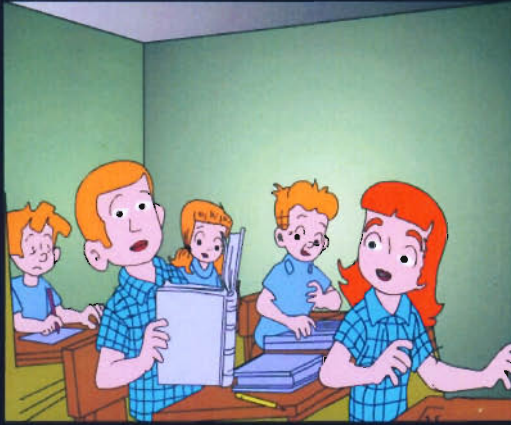


Can I make a phone call please?  
 Could I try writing with that pen?  
 Do you mind if I borrowed that book?  
 I wonder if I could get a ticket for the music programme.

## 25. GIVING PERMISSION

52

### Giving Permission General



Excuse me, could I borrow your pen ?

(Excuse me, could I borrow your pen?)

Yes, certainly.

Of course.

By all means.

Yes, that's fine.

### Giving Permission Formal



Excuse me, may I pay the fees  
after a week?

(Excuse me, may I pay the fees after a week?)

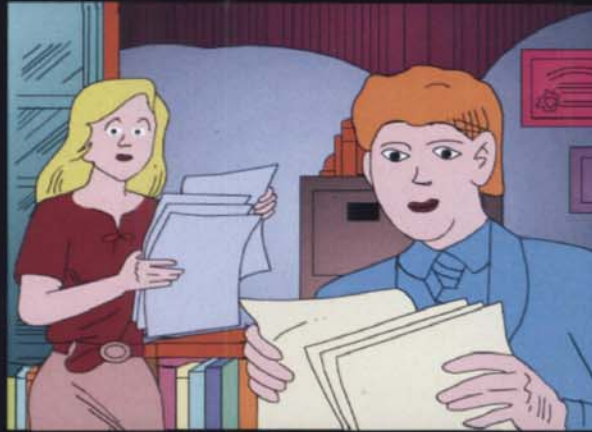
Yes, indeed you may pay it after a week .

I can't see any objection.

That seems acceptable.

5

### Asking for Permission Formal



**May I have your permission to go home early?**

May I have your permission to go home early?  
With your permission I should like to accept the offer.  
Do you have any objection ?

### Asking for Permission Informal



**Mom, mind going for a movie with my friends ?**

Mom, mind going for a movie with my friends ?  
Any chance of borrowing that book from you ?  
Ok, if I give it to you later ?  
All right to post the letter tomorrow ?

## Giving Permission Informal



That's fine.

That's fine.  
That's all right.  
Of course.  
Sure.  
Go ahead.  
That's OK.

## 26. REFUSING PERMISSION

### Refusing Permission General



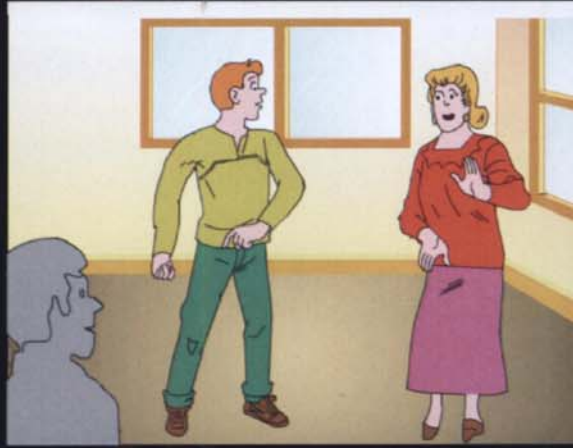
Can I borrow this book, Please.

(Can I borrow this book, Please.)

I'm sorry, I can't let you borrow books from here.  
I'm afraid not.  
I'm afraid that's not possible for you.  
I'm sorry it's not allowed.  
I'm sorry you are not supposed to.

## Refusing Permission

### Formal



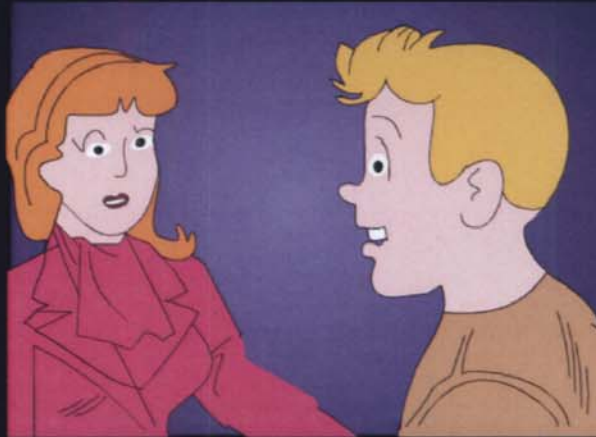
Can I touch that statue please.

(Can I touch that statue please.)

I'm afraid we can't permit you to touch the exhibits.  
I'm afraid no one is allowed to take photographs.

## Refusing Permission

### Informal



Sorry

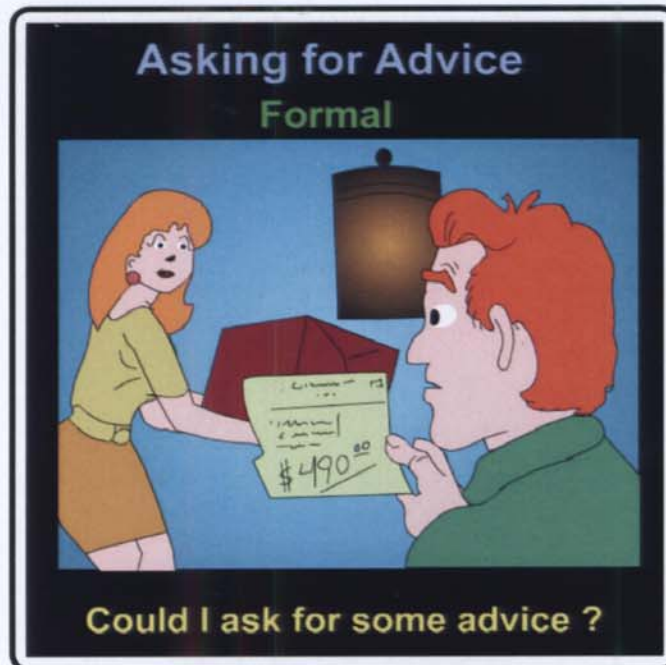
Sorry  
No way  
Sorry, Out of question  
I can't possibly permit you to take that.

## 27. ASKING FOR ADVICE

55



- What would you advise me to do ?
- What would your advice be ?
- Should I start business ?
- Would you advise me to take up that business ?



- Could I ask for some advice ?
- What would you recommend ?
- What course of action would you recommend ?

Asking for Advice  
Informal



How do you see the new project ?

- How do you see the new project ?
- What would you do if you were me ?
- What do you think I should do ?

## 28. REQUESTING

Requesting  
General



Could you give me your book please ?

- Could you give me your book please ?
- Could I ask you to move a little please ?
- Do you mind opening that window ?
- I'd be very grateful if you'd get my bag from the class.

### Requesting Formal



Would it be possible for you to phone me up before you start ?

Would it be possible for you to phone me up before you start ?  
I'm sorry to trouble you, but could you tell me the timetable once again please ?  
Could you possibly inform me about your arrival in advance ?

### Requesting Informal



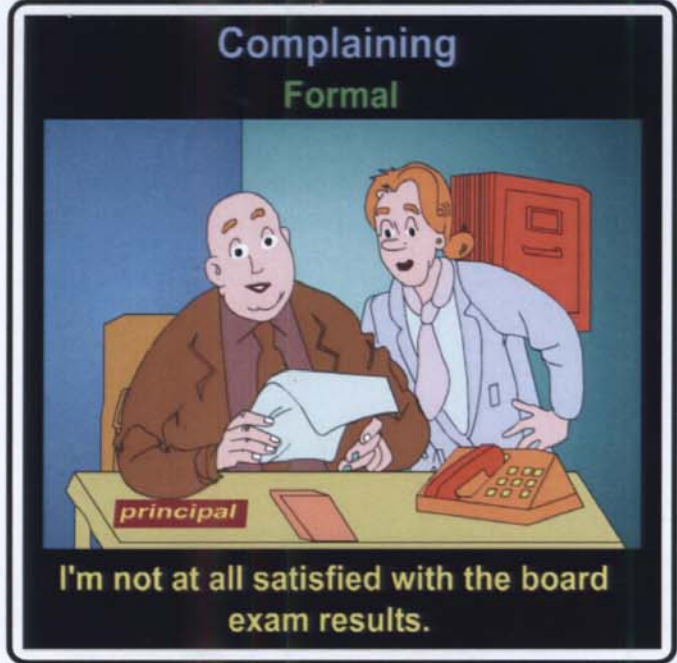
Got a sketch pen ?

Got a sketch pen ?  
Any chance of getting a ticket for the show ?  
Can you give me a cool drink, please ?  
Close the door, would you please ?

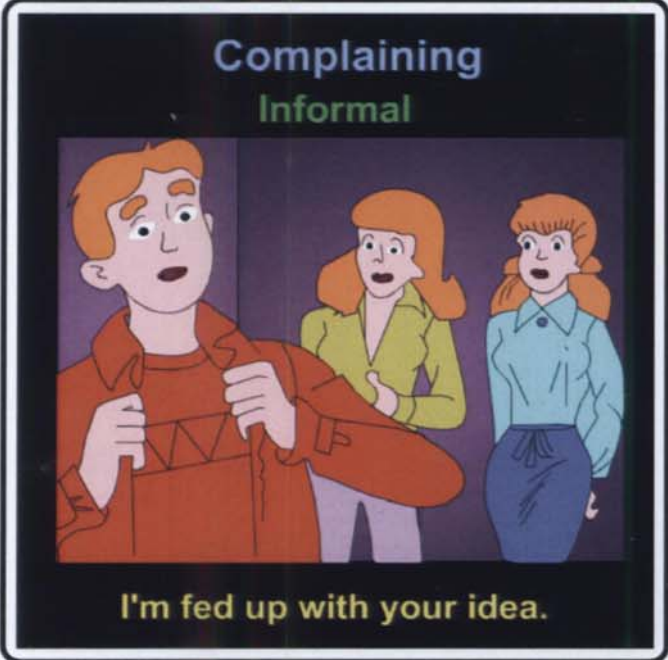
# 29. COMPLAINING



I have a complaint to make.  
 I want to complain about these pens I purchased yesterday.  
 They don't write well.  
 What are you going to do about the leak in these pipes ?  
 Something must be done about the increase in stray dogs.  
 Can you do anything about these broken windows ?



I'm not at all satisfied with the board exam results.  
 I do object to the proposed time table.  
 I wish to complain about the drainage systems in our township.



I'm fed up with your idea.  
 I wish you wouldn't do that again.  
 You are always undecided about things.

### **30. EXPRESSING YOUR WILLINGS TO DO SOMETHING**



(Will you please move a little further?)  
 Yes, Of course.  
 Certainly.  
 Yes, I don't mind.  
 Yes, I'll move further.

Expressing Your Willingness to Do Something

Formal



Will you please take Mr. Robert round the School ?

- (Will you please take Mr. Robert round the School?)
- By all means Sir.
- I should be delighted.
- I should be most pleased.
- I'm perfectly willing.

Expressing Your Willingness to Do Something

Informal



Ok.

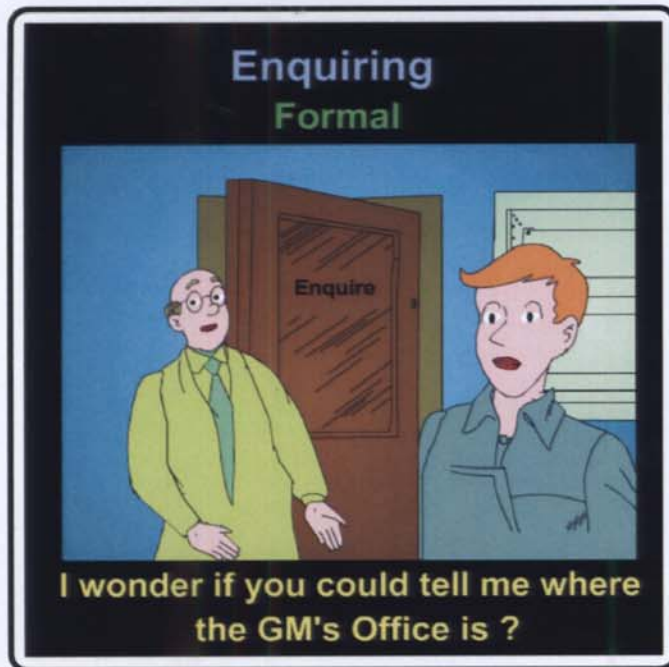
- Ok.
- Sure.
- Yeah.
- No Problem.

# 31. ENQUIRING

61




- Would you tell me the way to the Post Office, please ?
- Can you tell me where the Post Office is ?
- Sorry to trouble you, but is the Post Office nearby ?
- Can you help me ? Do you happen to know where the Post Office is ?



- I wonder if you could tell me where the GM's Office is ?
- I wonder if someone could tell me where the GM's Office is ?
- I hope you don't mind my asking but where's GM's Office ?

62

**Enquiring**  
**Informal**




**Do you know how far is the hotel from here ?**

Do you know how far is the hotel from here ?  
Any idea which direction to go?  
Any clue when the train would arrive ?

### 32. SAYING YOU DO NOT KNOW

**Saying you Do Not Know**  
**General**



**Excuse me, Could you tell me where the State Bank is ?**

(Excuse me, Could you tell me where the State Bank is ?)  
I'm sorry, I don't know. (That's OK, Thank you.)  
I'm sorry, I really don't know.  
I'm afraid I can't help you there.  
I'm afraid I've no idea.

### Saying you Do Not Know

#### Formal



Excuse me,

(Excuse me,  
 Could you tell us if there are any special summer trains to Chennai this season?)  
 I'm not able to help you with your enquiry.  
 I'm afraid we haven't got that information yet.  
 I'm afraid I have to say we know very little about that.

### Saying you Do Not Know

#### Informal



Sorry no idea.

Sorry no idea.  
 Sorry I don't know.  
 I couldn't tell you who he is.  
 I haven't got a clue.

### 33. SAYING YOU DON'T REMEMBER

#### Saying you Don't Remember General



Do you remember, when you saw  
him last Sunday ?

(Do you remember, when you saw him last Sunday?)  
I don't remember. I'm sorry I've completely forgotten.  
I've forgotten the time, I'm afraid.  
I really can't remember. I'm afraid I forgot that now.

#### Saying you Don't Remember Formal



Do you remember, when the last year  
School day was ?

(Do you remember, when the last year School day was?)  
I'm sorry, I seem to have forgotten the date.  
I'm sorry, but I must admit that I don't remember the date.  
I'm sorry, Sir, I seem to have forgotten.

**Saying you Don't Remember**  
**Informal**



**Vidya, Do you remember Radha's phone number ?**

(Vidya, Do you remember Radha's phone number?)  
 The number has just slipped my mind.  
 Sorry, my mind's gone blank.  
 It's gone out of my memory.

**34. ASKING IF SOMETHING IS CORRECT**

**Asking if Something is Correct**  
**General**



**Could you tell me if this is correct, Please ?**

Could you tell me if this is correct, Please ?  
 Have I got this right, Sir ?  
 I'd like to check that I've got this right.  
 Is this right, Sir ?

# 35. SAYING GOODBYE



Goodbye.  
We look forward to seeing you next Sunday, Goodbye.  
Goodbye then.



We look forward to seeing you soon, Goodbye.  
Goodnight.



Saying Goodbye  
Informal



See you later.

- See you later.
- Bye Bye..
- Bye for now.
- Take care, Bye.
- Look after yourself, Bye.
- Cheers !
- See you then.

## **Advantages of the Package**

1. It offers interactive learning.
2. It can repeat an activity / a function any number of times.
3. The exercises can offer more frequent feedback than a teacher.
4. It can accommodate different speeds of learning.
5. It has potential for personalised instruction.
6. The learner has the exclusive attention of the computers when he is working with it.
7. A group of learners can work at a single computer.
8. The exercises have a scoring pattern which awards points for a right answer. This creates an element of competition among the learners.
9. It provides immediate feedback with regard to the exercises. The computer takes in the correct responses and acknowledges it. It also informs the learner if the response is incorrect immediately.
10. It is interesting, motivating and challenging.

## **III Conventional Classroom Teaching**

The tool for treatment of the control group learners is the conventional classroom teaching. The investigator gathered information and observed the way in which English was taught

to the primary school learners by their respective English teachers. It was found that the learners were taught English through the Translation Method. During the treatment period the control group learners were taught the target language through Tamil by the investigator, Tamil being the mother tongue of the learners. There was minimum use of English by the investigator as was the practice in their English classes.

#### **IV Post-Test in English Grammar, Vocabulary and Functions**

For testing, the Experimental group learners and the Control group learners at the end of the treatment period, a common post-test was administered to both the groups to measure the acquisition of competencies. As in the pre-test, the post-test too has questions based on Grammar, Vocabulary and Functions in English.

***Examples of questions on grammatical aspects are given below:-***

**Question # 10** – Fill in the blank with “is/are + verb + ing”

**Question # 14** – “use appropriate Prepositions”

**Question # 3** – “Imagine you are late to the cinema and your bus is caught in a traffic jam. Describe what caused it.”

***Examples of questions on Vocabulary are :-***

**Question # 7** – “check the preferable word”

**Question # 1** – “Brainstorm round the word - Clothes”

***Examples of questions on Functions in English are :-***

**Question # 9** – “How would you accept an Invitation?”

**Question # 18** – “How would you talk about your interests?”

**Question # 20** – “How would you ask for some information?”

Post test in Grammar, Vocabulary, and Functions is presented as **Appendix V.**

Key to post-test is presented as **Appendix VI.**

**Validity of the Test**

The test has content validity since it was constructed based on the grammar, vocabulary and functions in English of the III to VII Standard syllabus.

**Reliability of the Test**

The reliability of the test was established by test-re-test method. The correlation coefficient obtained for the test and re-test scores was found to be 0.813 (N=30).

**S E C T I O N - C**

## **Section C**

This section has in detail the selection of sample, experimental procedure, portfolio assessment, and statistical techniques used in the study.

### **1. Selection of sample**

A sample of 60 learners were selected from St. Joseph's Middle School of Tiruchirappalli District at the beginning. The two divisions of VI standard learners were grouped together. Then they were divided into two groups of 30 each with more or less the same characteristics. This was the first group of sample selected. Following the similar pattern four more groups of 39 each were selected from a different school. Thus the total sample size of this experimental study is 108 VI standard learners. Each of these could be named Group-A, Group-B and Group-C. Since the investigator has close association with the school and staff and the proximity to the school, a preliminary grouping in respect of achievement, intelligence and social economic status was done with the help and opinion of concerned teachers of the respective classes.

The sample thus selected for the experimental study was 108 VI standard learners from St.Joseph's Middle School and BHEL Tamil Medium School of Tiruchirappalli District. Both the schools are following Tamil Nadu state board syllabus. The multimedia package is meant for the learners following the state syllabus because it was prepared according to the syllabus of the state board. Table (1) presents the sample selected

**TABLE - 1**  
**Sample of the Study**

No.	Name of the School	Groups	Sample Size
01	St.Joesph's Middle School	Experimental	30
		Control	30
02	BHEL Tamil Medium School	Experimental	39
		Control	39
		Experimental	39
		Control	39

The staff and learners of both the schools extended maximum co-operation and it took nine months time to complete the experiment.

## **Testing the Homogeneity**

The homogeneity of the groups A, B and C, which in turn consists of two groups in each category, was verified using a pre-test in English grammar, vocabulary and functions. The scores were analysed and results established the homogeneity of the experimental and control groups. The mean scores of the pre-test of the experimental and control groups were found to be almost the same.

## **2. Experimental Procedures**

### **Post test only equivalent group design**

For testing the efficacy of the multimedia package, two equivalent groups were considered - experimental and control group. The present study comes under the purview of Post Test only equivalent group design.

The study was conducted in three different stages.

#### **a) Equating the Groups**

The process of equating the groups - Experimental and Control in terms of achievement, intelligence and Socio Economic Status were done with the help of the concerned teachers of the respective schools. The homogeneity was further verified with the help of scores obtained from pre-test in English grammar, vocabulary and functions.

## **b) Treatment Period**

The study was conducted during the academic year 2003-2004. The experimental groups were given activities and language games and were made familiar with the different grammatical structures. As far as possible the language items, were introduced with the help of some activities and the communicative approach to language teaching along with the basic assumptions of the Monitor Model were deployed in the experimental class.

Vocabulary building exercises, story building exercises, fluency activities along with a number of language games were done in the class before the multimedia package was introduced. This was to ensure a sufficient amount of fluency, accuracy and appropriacy in the use of the language. Target language alone was used by the investigator. The learning of vocabulary and language items were made easy through language games and activities. As a result, the package was well assimilated and imbibed by the learners. Some of activities carried in the classroom are presented as **Appendix VII** and **Appendix VIII**.

The learners found that the functions were made simple enough and easy for them to understand. The functions were

selected and graded according to its estimated frequency of usage in social interaction. The learners were exposed to the multimedia package first in groups for familiarising the use of the package and then in pairs. The learners themselves slowly worked out the package in turns. There is an exercise after every fifth function. In short, after every five units it is an exercise. Then the sixth function. Each exercise consists of ten questions. Each question has three answers. The learners have to choose the most appropriate answer to each question. The experimental group was given a period of four months to complete the new learning. Portfolio assessment was done on a continuous basis on the experimental group learners for a period of four months to assess the target language acquisition.

The control groups were given instruction of the same contents through the conventional classroom teaching. All the vocabulary, grammatical elements and functions were imparted to them through Tamil which was what they followed in class. They were not so much exposed to the target language. More was done to them, through the mother tongue alone. The investigator herself took classes for the control group.

Table 2 presents the details of the procedure of the study.

**T A B L E - 2**

**Details of the procedure of the study**

SI No	Group	Standard	Pre-Treatment Stage	Treatment Stage	Post Treatment Stage	Number of Learners
1	Expt. Group	VI	Equated with Achievement and pre-test scores	Receiving Multimedia package	Administered a post-test on Grammar, Vocabulary, and Functions in English	30
	Control Group			Conventional Classroom teaching		30
2	Expt. Group			Receiving Multimedia package		39
	Control Group			Conventional Classroom teaching		39
3	Expt. Group			Receiving Multimedia package		39
	Control Group			Conventional Classroom Teaching		39

### 3. Post-Testing

The investigator prepared a test giving weightage to grammar, vocabulary and functions in English. This was administered among the experimental and control groups after the completion of the treatment period. The test consists of twenty objective type questions covering the various functions. The investigator analysed the scores of the experimental and control groups. Detailed analysis of the test scores is given in the analysis chapter.

## **Portfolio Assessment**

A portfolio is a purposeful collection of students' work collected over a period of time. There is a working portfolio and a presentation or assessment portfolio. The working portfolio is a neat collection of worksheets and assignments the learners work on during a course. What makes a working portfolio differ from a regular notebook or file is that the learners are requested to revise their first version of the assignment, so there are at least two versions of each assignment included in the portfolio; the first draft and the revised version. A second difference is the reflection attached to each assignment. The learners are requested to reflect on the learning process as well as on the product of learning.

The presentation portfolio, on the other hand, is a selective file which includes assignments used for assessment and for feedback. The teacher might want to include some core assignments in the presentation portfolio, to make sure that there is some standardisation in the assessment. The learners are invited to choose a fixed number of assignments they find best represent their present stage of learning. The learners choose what evidence of their competence will be presented and assessed.

The portfolio enables the teacher not only to find out the level of each individual learner, but also to present challenges for each learner.

Not all learners feel too happy about having ongoing revisions of their portfolios. However, in order to benefit from the dialogue with the teacher, and to benefit from the process of learning, it is necessary to undertake at least one revision. This means that each assignment is presented in two versions, the draft and the revised version. When learners want to work on revisions repeatedly in order to present a better final product, they were encouraged to do so. The learners improve based on informative feedback. The draft and revised versions of a group work is presented as **Appendix – IX A – Draft version** and **Appendix – IX B – Revised version**. The draft work and its revised version of two individual learners is presented as **Appendix – X A, X B** and **Appendix - XI A, XIB**.

It is important that the portfolio is not added to what already takes place in the language classroom. Working with a portfolio means that the teaching and learning processes take on another form. The regular homework assignments are

replaced by ongoing work on portfolio assignments. Some of the portfolio work are done in class, thus replacing other types of class-work. There is more work put into each assignment by the learner and by the teacher. The teacher puts work and time into the learning dialogue by writing constructive, corrective, informative and encouraging comments when first reading the assignment. There is also a final reading which includes the above types of comments, but also has a more judgmental side as the learners usually have to be given marks at the end.

The learners are requested to revise their assignments at least once. The assignment is not completed when handed to the teacher the first time. There is additional work on the revision and the reflection, but hopefully the process of learning is meaningful and useful. Therefore, it is recommended to work on quality instead of on quantity, meaning that the learners work on fewer tasks and assignments, but the chosen tasks are worked on in depth in a way that allows for an individual learning process.

## **Advantages Of Portfolio Assessment**

- Assessment of evidence of effort, progress and product.
- Activates learners with feedback and assistance at their individual levels.
- Activates learners and gives a profile of learner abilities.
- It enables learners to show quality of work which is done without pressure and time constraints and with the help of resources, reference materials and collaboration with others.
- It shows efforts to improve and develop, and demonstrates progress overtime.
- It is a tool for assessing a variety of skills.
- Develops awareness of own learning.
- Caters to individuals in the heterogeneous class since it is open-ended.
- Develops independent and active learners
- Improves social skills as learners are also assessed on work done together in pairs or groups, on projects and assignments.
- Helps learners become meta-cognitive.
- Helps learners realise that learning is a process and that it is permitted to make mistakes. Mistakes tell the teachers how to help learners improve.

- A great variety of assignments makes the work more interesting for the learners as well as for the teacher.
- Improved motivation for learning and thus achievement.
- Provides opportunity for learner-teacher dialogue as it enables the teacher to get to know each and every learner.

**Portfolios are extremely valid measures of literacy.**

A new approach to validity known as Consequential Validity, maintains that a major determinant of the validity of an assessment is the consequence that the measure has upon the learner, the instruction and the curriculum.

### **3. Statistical Techniques Used**

To find out the efficacy of the multimedia package the following Statistical Techniques were used. The scores obtained after conducting the post test were subjected to preliminary statistical analysis.

#### **Descriptive Statistics**

Descriptive Statistics includes Mean and Standard Deviation. The Mean is the most useful of all statistical measures. In addition to the information that it provides, it is

the base from which many other important measures are computed.

Standard Deviation is used as a measure of spread or dispersion of scores in a distribution.

**Test of significance of difference between mean scores of independent samples.**

To compare the two groups in each of the three divisions of the total sample, the data collected was subjected to the test of significance of mean difference.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

where

X1 = Mean of Experimental Group

X2 = Mean of Control Group

N1 = No. of Experimental sample

N2 = No. of Control sample

S1 = Variance of Experimental Group

S2 = Variance of Control Group

It was concluded whether the mean difference was significant at 0.05 level or 0.01 level. The detailed description of analysis of the data is given in the Analysis chapter.

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**CHAPTER IV**

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# **ANALYSIS**

- 
- *Descriptive statistics*
  - *Test of significance of difference between mean scores of independent samples*
  - *Results of portfolio assessment*
-

# **A N A L Y S I S**

The present study is intended to develop a Multimedia package for acquisition of communicative competence in English among primary school learners. Here development implies preparation as well as finding out the efficacy of the multimedia package. The results of the statistical analysis bring to light the extent of efficacy of the multimedia package when experimental and control groups are compared. The analysis was done in accordance with the major objectives of the study as mentioned below :

## **OBJECTIVES OF THE STUDY :**

The Objectives formulated for the present study are :

1. To develop a multimedia package for the acquisition of communicative competence in English among primary school learners.
2. To validate the developed package by ascertaining its effectiveness.

3. To compare the mean scores of the post test in Achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.
4. To assess the portfolios of the learners of the experimental group for a period of four months.

### **HYPOTHESES**

Based on the objectives, the hypotheses formulated for the study were as follows :

- 1) There will be significant difference in the mean scores of achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.
- 2) There will be significant difference in the performance of experimental group learners with regard to portfolio assessment.

### **STATISTICAL TECHNIQUES USED:**

The scores obtained after conducting the post test were subjected to preliminary statistical analysis.

## **DESCRIPTIVE STATISTICS**

Descriptive Statistics such as Mean and Standard Deviation. The Mean is the most useful of all statistical measurers. In addition to the information that it provides, it is the base from which many other important measures are computed.

Standard Deviation is used as a measure of spread or dispersion of scores in a distribution. Table - 3 presents the details of descriptive statistics.

**TABLE – 3**

MEAN AND STANDARD DEVIATION OF THE POST-TEST SCORES

<b>Groups</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>
Experimental Group	30	48.40	12.06
Control Group	30	36.23	8.38
Experimental Group	39	48.40	12.77
Control Group	39	30.20	10.26
Experimental Group	39	52.05	11.86
Control Group	39	39.94	10.83

## **Test of significance of difference between mean scores of independent samples.**

Effectiveness of the classroom activities, language games and the multimedia package made use of in the experimental classes were compared to the conventional classroom teaching or the method followed in the class by using the test of significance of difference between mean scores. The purpose of the experimental study was to find out if any the difference in the learning outcome and acquisition of communicative competence in English among primary school learners through activities, language games and the multimedia package and the conventional classroom teaching or the method followed in the class.

The control group learners learned through the conventional classroom teaching and the experimental group learners through the classroom activities, language games and multimedia package. Both the groups were subjected to post-test in English. The data obtained was subjected to the test of significance. Results of the analysis are presented in Table 4.

**TABLE - 4**

RESULTS OF TEST OF SIGNIFICANCE OF DIFFERENCES  
BETWEEN MEANS OF THE CONTROL AND EXPERIMENTAL  
GROUPS

		<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>t</b>
1	Control Group	30	36.23	8.38	5.78 **
	Experimental Group	30	48.40	12.06	
2	Control Group	39	30.20	10.26	3.48 **
	Experimental Group	39	48.40	12.77	
3	Control Group	39	39.94	10.83	4.70 **
	Experimental Group	39	52.05	11.86	

(\*\* indicates significance at 0.01 level)

Table - 4 reveals the results of the test of significance of differences between the mean scores of control and experimental groups. It shows that the "t" value of all the three groups exceed the table value of 2.58. This shows that the difference between the means of the three control and experimental groups is significant at 0.01 level (1%) of confidence. This leads to the conclusion that the learners who learned English through the classroom activities, language games and multimedia package could communicate better in English language than the learners who learned English through the conventional classroom teaching. Thus the acquisition of communicative competence in English was much superior in the

experimental group learners than the learners who learned through conventional classroom teaching.

## **RESULTS OF PORTFOLIO ASSESSMENT**

Portfolios of the experimental group learners were assessed with regard to the acquisition of communicative competence. It showed that there was a gradual increase in the acquisition of the target language and that portfolio assessment proved to be effective. The learner could communicate better in English and they were able to frame around 20 to 25 simple sentences in English as against five to ten sentences before the commencement of the experimental phase. As a proof, the investigator is attaching the DVD and written manuscripts (**Appendices XA, XB, XIA & XIB**) showing the responses of the learners. The experimental group learners' achievement in English was found to be much higher in the consequent examinations after the experimental phase was over. The pass percentage in English has increased considerably. This clearly indicates the effectiveness of the new learning among the primary school learners.

## **CONCLUSION**

From the above results, it can be seen that the activities, language games and the multimedia package deployed during the experimental phase were much effective and helpful to the primary school learners to acquire communicative competence in English.

# **CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS**

This chapter deals with the research process and highlights the important findings, their educational implications and suggestions for further research.

## **THE STUDY IN RETROSPECT**

### **Re-Statement of the Problem**

**“DEVELOPMENT OF A MULTIMEDIA PACKAGE FOR ACQUISITION OF COMMUNICATIVE COMPETENCE IN ENGLISH AMONG PRIMARY SCHOOL LEARNERS OF TAMILNADU”.**

### **VARIABLES**

The experimental study was designed with the following variables.

#### **Dependent Variable**

- Achievement in English

## **Independent variables**

- Learning through classroom activities, language games and the multimedia package.
- Learning through the conventional classroom teaching.

## **Controlled Variable**

- Pre-test in English Grammar, Vocabulary and Functions (upto VI Standard)

## **OBJECTIVES OF THE STUDY**

1. To develop a multimedia package for the acquisition of communicative competence in English among primary school learners.
2. To validate the developed package by ascertaining its effectiveness.
3. To compare the mean scores of the post test in Achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.

4. To assess the portfolios of the learners of the experimental group for a period of four months.

## **HYPOTHESES**

1. There will be significant difference in the mean scores of achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.
2. There will be significant difference in the performance of experimental group learners with regard to portfolio assessment.

## **PROCEDURE**

The study was designed to develop a Multimedia Package for acquisition of communicative competence in English among primary school learners. In order to test the efficacy of the Multimedia Package, an experimental study was conducted.

### **a. Sample**

The sample selected for the experimental study was 108, VI standard learners. The sample was divided into three groups consisting of 30, 39 and 39 in each of the experimental

and control groups. The sample was drawn from two schools from Tiruchirappalli District of Tamilnadu.

## **b. Tools used**

The tools used in the present study are :

for Controlling - Pre-test in English. Grammar, Vocabulary and Functions

for Treatment - Classroom activities, language games and Multimedia package.  
Conventional Classroom teaching

For Testing - Post-test in English Grammar, Vocabulary and Functions

## **c. Statistical techniques used**

1. Descriptive statistics such as Mean and Standard Deviation.
2. t-test – The parametric t-test has been employed to compare the achievements of experimental and control groups.

## **STEPS INVOLVED IN THE PREPARATION OF THE MULTIMEDIA PACKAGE**

1. Analysis of the syllabi and text books from Standard III to VII of State Board syllabus of Tamilnadu and locating the grammatical and functional elements.
2. Categorising the selected grammatical and functional elements.
3. Identifying the grammatical patterns already learned that helps in the acquisition of various functions.
4. Checking for the vocabulary, which is part of the course book that the learners would have mastered over the years.
5. Preparing a list of functions that the learners need to be acquainted with.
6. Writing out the functions with different expressions taking into account the grammatical structure and vocabulary the learners have learnt.
7. Dividing each of the functions into General, Formal and Informal.
8. Suggesting a suitable title for each function that best introduces it.
9. Preparing a draft package with exercises.

10. Consulting with teachers and experts in the field of ELT for suggestions.
11. Modifying the package according to the suggestions put forward by teachers and experts.
12. Administering the package to a sample of thirty learners.
13. Modifying the package again and consulting with experts.
14. Trying out the Multimedia package.
15. Revision and finalisation of the Multimedia package.
16. The opinion from teachers and experts were taken as indices for ensuring the validity of the Multimedia package.

## **MAJOR FINDINGS AND CONCLUSION**

The major findings of the study were :

- 1) The experimental group who learned the target language through language games, activities and multimedia package scored significantly higher than the control group who learned through the conventional classroom teaching with respect to overall scores. This shows the effectiveness of the teaching methodology and the multimedia package.

2) The significant difference in the performance of experimental group learners with regard to portfolio assessment revealed that portfolio assessment definitely helps in the acquisition of the target language in a great manner.

## **TENABILITY OF HYPOTHESES**

The tenability of the hypotheses was examined in the light of the findings.

Hypothesis (1) states that "There will be significant difference in the mean scores of achievement in grammar, vocabulary and functions in English between experimental group learners and control group learners.

The findings revealed that the mean scores of learners who learned through the Multimedia package is greater than the mean scores of the learners who learned through the conventional classroom teaching. The t-value computed was found to be significant at 0.01 level of significance as well. Hence this hypothesis is fully substantiated.

Hypothesis (2) states that "There will be significant difference in the performance of experimental group learners with regard to portfolio assessment".

The very significant difference in the performance of the experimental group learners with regard to their portfolios from the beginning of the experimental study to its completion showed that portfolio assessment is an effective tool for evaluation of target language acquisition. Hence this hypothesis is fully substantiated.

## **EDUCATIONAL IMPLICATIONS**

The findings of the present study revealed that the acquisition of the target language was enhanced considerably with the help of language games, activities, the multimedia package and the portfolio assessment.

It would be pertinent to indicate that this study can be utilised to improve upon the existing teaching practices followed in primary schools to a great extent.

The study was undertaken knowing the alarming fall of standards in proficiency of English. Hence the remedy has to begin right from the early stages of its introduction in schools. The child is born with a potential to learn. The environment providing opportunities to learn play an important role in determining how the child's potential is fulfilled.

Language teaching programmes must be oriented towards catering to the needs of the learners so that in an acquisition – poor environment, the learning of English is facilitated by the intrinsic motivation and interest of the learners. The teacher can facilitate this process by providing opportunities for active language use to the learners. The teacher needs to function as an organiser and a facilitator in the classroom and provide the learners opportunities for language use. In an acquisition– poor environment the teacher needs to be specially sensitive to the motivation or needs of the learners for learning the language. So that he/she may adopt the materials and organise the learning environment to fulfill the learner’s needs.

Communication is most important function of a language. Opportunities to communicate or “use” the language must form the core of any language learning programme. Newspaper clippings, magazine advertisements, official forms (railway reservation, telegram form), etc. can be used to motivate the learners to use English in authentic real life situations.

The study brought to light that, in the kind of language learning environment where exposure to the target language is

very limited, the language class needs to provide opportunities to the learners to use or experiment with the language. The learners should not be spoon-fed with answers to exercises at the end of the lessons as in the case of control group learners. They should be allowed to struggle to express themselves, as in the case of experimental learners, so that they learn to use the language. They should be encouraged to speak to each other and the teacher in English so that the sense of hesitation and anxiety that they feel in using the target language gradually disappears. The materials introduced should help the learners to use language effectively for their own day to day purposes.

The study revealed that teaching materials play an important role in taking the learners to the threshold of independent language use. Incorporating authentic materials, creating realistic situations and encouraging learners to participate in activities which help develop communicative skills and strategies should be a concern for the teachers. By encouraging learner's interest, challenging their intellect, teachers can provide much of the stimulation, which will motivate them to become more independent in their use of English. The study highlighted that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these

structures to their communicative functions in real situations and real time. The teachers must therefore provide learners with ample opportunities to use the language themselves for communicative purposes, which is otherwise very limited. The learner can be placed in situations where he must use language as an instrument for satisfying immediate communicative needs, and where the criterion for success is functional effectiveness rather than structural accuracy. The learner can be helped to use language as an instrument for social interaction in which emphasis is on both the communicative effectiveness and the social acceptability of the language used.

The portfolio assessment showed that as learners achieve greater independence in their learning and use of language, they will be able to move more swiftly from the initial learning of new language to the point where they have integrated it into their repertoire and can use it in more independent forms of interaction. Portfolio assessment activates learners as it is the assessment of evidence of effort, progress and product and provides the learners with feedback and assistance at their individual levels, helping learners to become meta-cognitive.

In the study, the multimedia package progresses from function to function like "Introducing Oneself", "Introducing

Someone", "Drawing Someone's Attention", etc. The learner is presented with sequences of communicative functions rather than structural patterns. However, the language through which the learner is required to express these functions is based exclusively on simple structural patterns most of which the learners have already learnt. With a functional – structural form of organisation, the teacher can "recycle functions" each time with language that is more complex to suit the learner's developing linguistic competence.

The study highlighted that the development of communicative competence can take place if learners have motivation and opportunity to express their own identity and to relate with people around them. It therefore requires a learning atmosphere, which gives them a sense of security and value as individuals. In turn, this atmosphere depends to a large extent on the existence of interpersonal relationships which do not create inhibitions but are supportive and accepting.

This study revealed that in an acquisition – poor environment, the teacher needs to be specially sensitive to the motivation or need of the learners for learning the language, so that the learner may adapt the materials and organise the

learning environment to fulfill the learner's needs and lower the affective filter.

## **SUGGESTIONS FOR FURTHER RESEARCH**

Suggestions for further research helps to locate solutions for many educational problems. The findings of the study are obviously limited in its scope and with respect to other dimensions. Some of the suggestions for further research in this area are:

1. A Multimedia package can be developed for the high school learners to improve communicative competence in English.
2. Only 35 functions are included in the present study. More functions could be made part of the package to make it more comprehensive.
3. The present package is prepared taking into consideration the Tamilnadu State Board syllabus in isolation. Other syllabus like the Matriculation could also be taken into consideration.

4. The experimental design employed in the present study is Post-Test only design. This study can be done through Pre-Test, Post-Test design also.
  
5. The present study was conducted in two schools of Tiruchirapalli district of Tamilnadu alone. This could be conducted on a larger sample in different schools throughout Tamilnadu.

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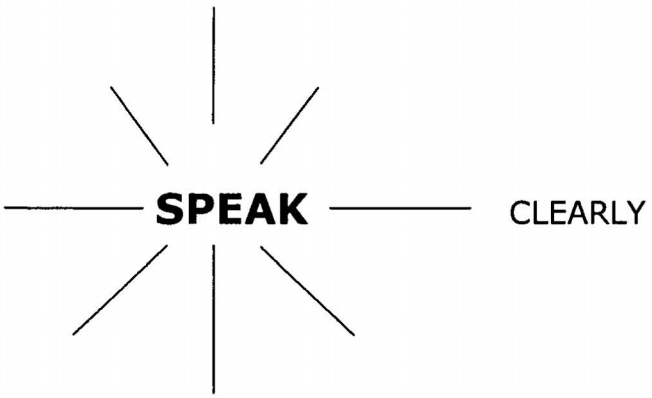
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# **A P P E N D I C E S**

### APPENDIX - I

## PRE-TEST IN ENGLISH GRAMMAR, VOCABULARY AND FUNCTIONS

<b>ACTIVITY # 1</b>	<u>GREETING</u>
DOMAIN OF THE ACTIVITY	SPEAKING AND WRITING
INSTRUCTIONS TO THE LEARNER	THE LEARNER HAS TO RESPOND IN SPEECH AS WELL AS IN WRITING
HOW WOULD YOU GREET YOUR TEACHER WHOM YOU MEET AT 10 o' CLOCK IN THE MORNING?	
<b>ACTIVITY # 2</b>	<u>BRAINSTORM ROUND THE WORD</u>
DOMAIN OF THE ACTIVITY	WRITING
INSTRUCTIONS TO THE LEARNER	ASSOCIATE THE VERB WITH ADVERBS
	
<b>ACTIVITY # 3</b>	<u>MAKE AS MANY QUESTIONS AS YOU CAN</u>
DOMAIN OF THE ACTIVITY	SPEAKING AND WRITING
INSTRUCTIONS TO THE LEARNER	BASED ON THE THEME OF THE PARAGRAPH, THE GROUP HAS TO WRITE THE MAXIMUM NUMBER OF QUESTIONS IN FIVE MINUTES AND THEN READ THEM ALOUD

27

IN A FOREST, THERE LIVED A LION. AFTER A LONG HUNT, THE LION WAS TAKING REST UNDER THE SHADE OF A BIG TREE. A MOUSE LIVING IN A HOLE UNDER THE TREE, CAME OUT AND SAW THE LION SLEEPING. THE MOUSE CLIMBED ON THE LION AND STARTED PLAYING ON ITS BACK. DUE TO THE MOUSE PLAYING ON ITS BACK, THE LION GOT DISTURBED AND WOKE UP FROM ITS SLEEP. EVEN THEN THE MOUSE DID NOT STOP PLAYING. THE LION GOT ANGRY AND CAUGHT HOLD OF THE MOUSE WITH ITS PAWS.

<b>ACTIVITY # 4</b>	<u>INABILITY</u>
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DOMAIN OF THE ACTIVITY	SPEAKING AND WRITING
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INSTRUCTIONS TO THE LEARNER	THE LEARNER HAS TO RESPOND IN SPEECH AS WELL AS WRITING
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HOW WOULD YOU EXPRESS YOUR INABILITY TO SWIM?

<b>ACTIVITY # 5</b>	<u>READ ALOUD</u>
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DOMAIN OF THE ACTIVITY	READING AND SPEAKING
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INSTRUCTIONS TO THE LEARNER	THE LEARNERS ARE INSTRUCTED TO READ A PASSAGE ALOUD AND ANSWER A FEW QUESTIONS ASKED BY THE TEACHER
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READING PASSAGE

<b>ACTIVITY # 6</b>	<u>EXPANDING HEADLINES</u>
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DOMAIN OF THE ACTIVITY	WRITING
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INSTRUCTIONS TO THE LEARNER	THE LEARNERS IN GROUPS HAVE TO EXPAND THE HEADLINES AS MUCH AS THEY CAN
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SMOKING MAY LEAD TO BLINDNESS

<b>ACTIVITY # 7</b>	<u>DESCRIPTION</u>
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DOMAIN OF THE ACTIVITY	SPEAKING
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INSTRUCTIONS TO THE LEARNER	THE LEARNERS IN GROUPS TRY TO REMEMBER WHAT CAN BE SEEN FROM THE SCHOOL FRONT ENTRANCE AND DESCRIBE
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<b>ACTIVITY # 8</b>	<u>HIDING AND FINDING</u>
DOMAIN OF THE ACTIVITY	LISTENING AND SPEAKING
INSTRUCTIONS TO THE LEARNER	TWO LEARNERS ARE SENT OUTSIDE THE CLASSROOM. THE CLASS THEN DISCUSS WHAT SMALL OBJECT THEY WOULD LIKE TO HIDE AND WHERE IT SHOULD BE HIDDEN,
<p>FOR EXAMPLE, CLASS : LET US HIDE THIS DUSTER. LET US HIDE IT INSIDE THE SHELF.          WHEN THE OBJECT IS HIDDEN, THE LEARNERS WHO WERE SENT OUTSIDE ARE CALLED IN AND ASKED TO FIND THE OBJECT BY ASKING QUESTIONS, EXAMPLE : LEARNER : IT IS ON TOP OF THE CUP BOARD?          IS IT NEAR THE BOARD?</p>	
<b>ACTIVITY # 9</b>	<u>WHAT'S BEHIND YOU?</u>
DOMAIN OF THE ACTIVITY	LISTENING AND SPEAKING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS ARE ASKED WHAT THEY THINK IS BEHIND THEM. THEY HAVE TO DESCRIBE THE THINGS THEY MENTION AND ANSWER TEACHER'S QUESTIONS REGARDING THAT
<b>ACTIVITY # 10</b>	<u>ROLE PLAY</u>
DOMAIN OF THE ACTIVITY	SPEAKING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS IN PAIRS HAVE TO THINK AND SAY WHAT PEOPLE IN THE PICTURES ARE SAYING
PICTURES	
<b>ACTIVITY # 11</b>	<u>MATCH THE HEADLINES</u>
DOMAIN OF THE ACTIVITY	READING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS HAVE TO MATCH NEWSPAPER HEADLINES WITH NEWS ITEMS.
<p>OVER 7.70 LAKH STUDENS TO TAKE STD. X EXAMINATIONS          86000 KIDS GET POLIO DROPS          COLLECTOR HOPES TO WIPE OUT LEPROSY          STEPS TO SOLVE DRINKING WATER PROBLEM IN KARUR DISTRICT</p>	

<b>ACTIVITY # 12</b>	<u>STORY NARRATION</u>
DOMAIN OF THE ACTIVITY	LISTENING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS HAVE TO LISTEN TO THE STORY AND ANSWER THE QUESTIONS
<b>ACTIVITY # 13</b>	<u>INTERVIEW</u>
DOMAIN OF THE ACTIVITY	SPEAKING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS HAVE TO ASK THE TEACHER QUESTIONS TO ELICIT MORE INFORMATION ABOUT HER
<b>ACTIVITY # 14</b>	<u>PICKING UP A SENTENCE</u>
DOMAIN OF THE ACTIVITY	LISTENING AND SPEAKING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS ARE TOLD SOMETHING THAT THE TEACHER LIKES, EXAMPLE: "I LIKE BHARATHANATYAM" THE LEARNERS ARE ASKED TO RECALL THE "LIKE" AND ADD A "LIKE" OF HIS OR HER OWN. EXAMPLE - TEACHER LIKES BHARATHANATYAM, I LIKE ICE CREAM. TEACHER LIKES BHARATHANATYAM, RAJA LIKES ICE CREAM AND I LIKE CHOCOLATES ..... ADDING UNTIL THE CHAIN BECOMES TOO LONG.
<b>ACTIVITY # 15</b>	<u>STORY WRITING</u>
DOMAIN OF THE ACTIVITY	WRITING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS HAVE TO WRITE THE STORY USING THE WORDS GIVEN BELOW : - A STORM IN THE MORNING - TREES FELL DOWN - CAR CRASHED - BACK DOOR FLEW OPEN - SOMETHING FELL OUT - THOUGHT - WOMAN - CALLED AMBULANCE - ARRIVED - DRIVER - GRINNED, -- "THAT'S A BED-ROLL!"
<b>ACTIVITY # 16</b>	<u>NARRATION</u>
DOMAIN OF THE ACTIVITY	WRITING AND SPEAKING
INSTRUCTIONS TO THE	THE LEARNERS HAVE TO IMAGINE



<b>ACTIVITY # 19</b>	<u>READ AND QUESTION</u>
DOMAIN OF THE ACTIVITY	READING AND WRITING
INSTRUCTIONS TO THE LEARNER	THE LEARNERS HAVE TO READ THE PASSAGE AND FRAME QUESTIONS.
NITIN SHOOK HIS HEAD TIREDLY AS HE WALKED DOWN THE STEPS OF THE HOTEL AND GOT BACK INTO THE CAR. "NO. THIS ONE HAS NO ROOMS EITHER".	
<b>ACTIVITY # 20</b>	<u>INVITATION</u>
DOMAIN OF THE ACTIVITY	WRITING
INSTRUCTIONS TO THE LEARNER	THE LEARNER HAS TO WRITE TO A FRIEND INVITING HIM TO HIS BIRTHDAY PARTY.

## APPENDIX - II

### SCORING FORMAT

Name of the Learner :

Dimensions measured

#### I LISTENING

	Factual Comprehension	Local Comprehension	Focused Comprehension	Global Comprehension	Analytical Comprehension
marks →					

#### II SPEAKING

	Organisation of Thought	Fluency of speech	Right Choice of words	Logical Sequencing	Correct Pronunciation	Accuracy of Grammar
marks →						

#### III READING

	Factual Comprehension	Ideational Comprehension	Local Comprehension	Global Comprehension
marks →				

#### IV WRITING

	Organi- sation of thought	Right Choice of Words	Grammatical Accuracy	Communicative Effect	Spelling, Capitalisation, Punctuation, Handwriting, etc.,	Layout
marks →						

## APPENDIX - III

### VOCABULARY BUILDERS

List the continents of the world.

List as many states as you can.

How many countries and their capitals can you name?

Write down as many cartoon characters as you can.

List as many kinds of flowers as you can.

List all the things in your living room.

Write what you would do if you saw an elephant in your backyard.

Name as many kinds of ice cream you can.

List five parts of the body above the neck that have three letters.

List as many nouns in the room as you can.

Write the 12 months of the year correctly. Stand up as soon as you are finished.

Make a list of five things you do after school.

Write one kind of food beginning with each letter of the alphabet.

Name as many holidays as you can.

List all the work tools you can think of.



List as many models of cars as you can.

Name all the colours you know.

How many parts of an auto can you list?

How many animals can you list that begin with vowels?

Name as many countries of the world as you can.

List as many kinds of transportation as you can.

How many different kinds of languages can you name?

Name as many movie stars as you can. Tell what movies they were in.

Name as many breeds of dogs as you can.

Write the days of the week correctly in order. Stand up when finished.

How many countries and their capitals can you name?

Make a list of the 10 largest things you know.

List all the foods you can that have sugar in them.

List all the foods you can that have milk in them.

Name all of the parts of speech and give an example of each.

## **APPENDIX - IV**

### **LANGUAGE GAMES**

#### **1. Words beginning with a given letter**

The teacher chooses a letter from the alphabet. Then each student must say a word that begins with that letter. If a student repeats a word that has already been said, then he/she is out of the game. The game ends when only one student remains. That student is the winner. In a high level classes learners lose if they say a past form of the verb. Example : see-saw. The difficulty can be increased by adding a timer. Only 5 seconds would be allowed to each learners to think of a word.

#### **2. Act out an activity**

This is a game-like activity to teach continuous tense.

One student simply acts out some activity (e.g. cooking) and the other learners guess what that student is doing. The student who guesses correctly acts out another activity .....

#### **3. Can you find what is different?**

A volunteer is asked to go out of the classroom. While the student is out of the room, the other learners change their sweaters, shoes, coats and so on. Bring the student who went out of the classroom

back inside. He/she has to guess the differences (speaking in English, of course).

#### **4. Fold-over stories**

Each student is given a sheet of blank paper. The following words are written on the black board in a vertical line : WHO, WHAT, HOW, WHERE, WHEN, WHY. Everyone will be required to write a sentence story. An example is written on the board, explained and suggestions asked.

1. The learners are to write someone's name at the top of their paper, i.e., their own, a classmate's, the teacher's, a famous persons that everyone knows; fold the paper over once so no one can see it, then pass the paper to the person on their right.
2. The one who receives the paper is to write on the paper what the subject did (suggest funny or outrageous actions), fold it over and pass it on to the right.
3. They are to continue to write one line, how they did it (adverbs), fold and pass; where-pass; when-pass; and last of all, why (because.....) and pass it one more time.
4. Have the learners to unfold their stories, and read them silently. Give help to anyone who cannot read what the others wrote, or doesn't understand.

## **8. Survivor Spelling Game**

This activity is used to review vocabulary:

The teacher makes a list of vocabulary covered in previous lessons. The learner's stand and a vocabulary word is called out. The first student begins by saying the word and giving the first letter, the second student the second letter of the word, the third student the third letter, and so on until the word is spelled correctly. If somebody makes a mistake they are made to sit down and the game starts from the beginning again until the word is spelled correctly. The last student must then pronounce the word correctly and give a definition in order to stay standing. The student who is left standing is the "survivor" and wins the game. Usually a small prize is given to the "survivor". If all the learners remain standing Then chocolates may be distributed to all.

The learners love it and it is a great way to practice vocabulary !!!

## **9. What's Your Name?**

One student sits in the front of the classroom (usually in the teacher's comfortable chair) with his back to the other learners. The teacher then points to learners in the class and asks "What's your name?". The student indicated responds "My name is \_\_\_\_\_" with either his own name or the name of someone in the class. The student in the Front cannot see who is speaking. The teacher is to ask him, "Is it \_\_\_\_\_?" and he says "Yes, it is" or "No, it isn't". If the

student in front is correct, he gets to stay there, but if he's mistaken, he changes place with the student who fooled him.

To make the game more interesting, the learners are encouraged to disguise their voices.

It is always done with beginners at the beginning of the year, but always at the end of the class, and for not more than 5 to 10 minutes.

(The beginners should be of elementary age).

## **10. Ball Game**

Learners stand up in a circle around the teacher. A ball is tossed to a student and the teacher asks a question, e.g.: "Say a colour". The student then responds and throws the ball back to the teacher. The teacher then throws the ball to another student and asks another question. For higher levels, such questions like "Give me the past participle of an irregular verb" etc can be asked. This is a fast game, and it is great for reviewing vocabulary.

## **11. Acting Adverbs**

This activity is a great way to introduce the idea of how adverbs affect the way a verb action is done. The blackboard is divided into two and many verbs are written on one side and as many adverbs on the other as you can (the class is made to come up with them). At this stage the teacher can also teach how adjectives "turn into" adverbs by writing down adjectives e.g. angry, happy, and adding the 'ily'. Then

5. One student at a time has to read "their" story aloud, or turn the stores in for the teacher to read. Funny!

## 5. Guessing the word from a drawing

- One student to be in front of the class. He/she is given a word that cannot be seen by other learners.
- He/She will draw (on the black board) a picture expressing the concept of the word.
- The rest of the class will have to guess the word.
- If score is kept, the one who drew the picture gets the point if the class can guess the word.

## 6. Find Parts of Speech of words in a sentence

- Prepare cards with parts of speech. These are given to the learners.
- Sentences are written on the board.
- The learners are asked to find parts of speech of words in the sentences.
- The class can be divided into teams to make the games more fun.

Example : The sentence :

<b>I</b>	<b>WENT</b>	<b>TO</b>	<b>SCHOOL</b>	<b>YESTERDAY</b>
Pronoun	Verb	Preposition	Noun	Noun

## **6. A Game for revision (review). It also works well for the last 5 minutes of class**


The teacher has to prepare a list of items for revision e.g. word fields, grammar, and facts. The teacher explains the procedure in class. Three to five volunteers leave the classroom and wait till their turn has come. The teacher appoints a student to take the exact time and another to take down a tick for every correct answer. No repetitions! (Set up or negotiate rules on pronunciation). Then the first player is called in.

- Teacher : You have 20 second to name as many things as that come to your mind.
- The topic : Parts of the body / Landmarks in the town / Sporting events or personalities / the cities of India / traffic signs / weekend shopping-list etc.
- Ready, steady, Go

Once all the volunteers have done their bit, award a small prize (e.g. a sticker) to the winner of the round. Then the class adds to the list before the next item is picked. Then the next item is taken.

More time is allowed (30 or 40 seconds) for longer answers like : What have you done so far today? / What did you do last weekend? / School rules : What do learners have to do?/ What are they not allowed to do? etc.

If this game is played in groups, it is to be ensured that the teams are evenly balanced.



the class is divided into two teams and perhaps goofy team names are given (it found they enjoy giving each other names). Then get one team to choose a verb and adverb combination and the other team has to act it out, e.g. talk crazily.

The experience with this activity has been with younger learners where some kind of reward is offered at the end like stamps or being the first team to leave at the end of class. Own rewards can be thought of (or penalty) to motivate the class. It can be a lot of fun with both the actors and the 'directors' enjoying making fools out of themselves or watching others make fools of themselves.

## **12. Suppose that**

This works well as a fluency activity. The teacher asks hypothetical questions and the learners answer like:

1. You are the black sheep of your family. Explain to us why.
2. You won a motorcycle and you are planning to embark on a voyage. Explain where you go.
3. You arrive face to face with a person who you owe 100 rupees to. What do you say?
4. You help an old woman across the street. It turns out that she is a magician. To thank you, she offers you four wishes. What do you ask for?

5. You arrive home at midnight, you open the door and  
.....

### **13. Cut-Up Sentence Kabbadi**

Some cut up sentences are prepared from the grammar or vocabulary area where the teacher had been working on and placed on a table at the front of the class. The learners are arranged into teams, standing behind a line or marker. They have to run to the table and arrange the words into correct sentences, however, they are not allowed to breathe in. To prevent this the student have to repeat "kabbadi" over and over. If they stop saying the word they have to return to their teams. The first team to correctly arrange all their sentences is the winner. This can get a bit wild but it's fun.

### **14. Martin**

The class is told you are a Martian and you are inhabiting a human body to study human ways. Then they are asked about virtually anything in the room, and ask follow up questions :

What is this?

It's a pen.


What's a "pen"?

You use it to write.

What is write?

You make words with it on paper.

What are "words"? etc.



It can be made as difficult as possible for higher level learners; at some point, though, it would be necessary to say "OK, understand", and go to the next object. Even the best learners will eventually get stuck on this one!

## **15. Punctuation Game**

This game would help the learners understand what the marks of punctuation are. A period is drawn (.), a comma (,), a question (?), exclamation mark (!), and an apostrophe (') on the board and a few inches is left between each symbol. The learners are told the name of each and have to repeat each name. When they are comfortable with the names, begin by pointing to each one in succession. Once they are proficient at this, the speed is increased. This is where the fun starts. Once they are able to say the names in order, the order on them is changed. Speed is increased each time to get the kids excited. As a final tactic, each student has to go through the names of the symbols at a slow pace and then speed up. The teacher gives the one who can say the most right a piece of candy or a sticker. It is great fun and a big improvement in the knowledge on punctuation is felt.

## **16. Good Morning Balls**

1. You have three different coloured balls, (they should be very light weight, small balls).
2. Get the class to make a circle.
3. Then give three people a ball.
  - Red Ball – Good Morning
  - Green Ball – How are you?
  - Blue Ball – Fine thank you and you?
4. The class members pass or gently throw the balls and the person who receives them says the meaning of the balls.

This is fun and gets the class going first thing in the morning.

## **17. The Miming Game**

This is a simple game which requires little preparation. Divide your learners into groups of 2 people (there may be two groups or more). Give each group a sentence that includes grammar and / or vocabulary already practiced, and underline the words that should be guessed exactly. One of the learners in the group has to mime the sentence and the other has to guess. Of course the other groups will also be allowed to guess, which will create competition.

as if it were a discussion between two people. For example : student 1, "Hi how are you Joe?"; student 2, "Oh pretty good Sue. How about you?", student 3, "Well, not so good". Student 4, "Why not?", etc. The dialogue must proceed in such a way that the last person concludes the discussion and they bid each other goodbye. You never know where the conversation will load and it's excellent for listening, even without a point system!.

## **20. Stop**

### **STEP 1:**

On the top of a page each student writes the following :  
category names:

NAME, PLACE, ACTION, ANIMAL, OBJECT, FRUIT/VEGGY and  
TOTAL.

### **STEP 2 :**

Some one starts saying the alphabet, A, B, C..... etc... then some  
one else interrupts the alphabet-teller shouting : STOP !!!

### **STEP 3 :**

Let us suppose the alphabet teller was interrupted on letter "K".  
All the participants in the game would try to find words that  
start with "K" to fill out the category chart. For example one  
may write : Kansas for "PLACE", koala for "ANIMAL", key for  
"OBJECT", kiwi for "FRUIT" and so on.

### **STEP 4 :**

The participant that finishes filling all categories first shouts  
STOP !! and all the others should stop writing.

#### STEP 5 :

The participants compare their words. The words repeated by two players are worth 50 points, the words repeated by three or more are worth 25. The words that are not repeated by anyone are worth 100 points. The empty categories are "0". Each player adds up all the points he got for the letter in turn and put the result in the "TOTAL". At the end of the game all the subtotals are added and the one who gets the highest score is the winner.

## 21. Verb Review Game

This game can be played in teams or individually, depending on the size and knowledge of the learners.

#### Step 1:

The teacher gives the learners 5 minutes to review a list of both regular and irregular verbs.

#### Step 2 :

Then the teacher writes something like this on the board :  
"things we do with our feet".

#### Step 3 :

The learners then have exactly one minute to write all the verbs related to this topic, such as : walk, kick, dance, run, jump, etc.

#### Step 4 :

After the time is up, the teacher checks the learners' lists of verbs. Each verb counts for one point. Any verbs appearing in more than one list are eliminated.

Then the teacher writes another topic on the board, "things we do with our mouth", for instance :

The student or team with the most points is the winner.

NOTE: This game can be used to review not only verbs but also adjectives, nouns, etc.

## **22. Village Fair**

Aim : To practice interrogatives; suggestions; acceptance; refusal; etc.

Each student decides what wares he is carrying to market to sell. Also what he wants to buy to take home.

Melee: Learners move around classroom trying to sell their wares ; haggling over prices, quantities, etc. They use language such as How about.....? ; Could you make that .....?, That's a deal ; No deal, etc.

End of 10 minutes all learners report to rest of class what sales they made, what they couldn't sell and what they bought.

Depending on the proficiency of the class, language help may be provided at the beginning.

## **23. Add a Word**

Rationale : Learners practice grammar and syntax.

Materials : None.

Levels : All levels, though better for more advanced learners, because the same is more fun at a quick pace.

Method : One student begins a sentence by saying only one word. A second student must say a word which continues the sentence. A

third must continue, and so on, until someone says a word that does not fit syntactically or grammatically. If the sentence comes to a logical end without error, the next student may say "Period" and beginning a new sentence with a new word.

The teacher may suggest a topic to get things started. What the learners say may also be recorded and played back, so the class can discuss the error that stopped the sentence.

Example :

Teacher : The topic is "pets".

First student : "My ....."

Second student : "..... dog"

Third student : "..... Has ....."

Fourth student : ".....spots....."

Fifth student : ".....brown....."

The sentence would stop here. The teacher would ask the learners, why, hoping someone explain that the adjective brown 'normally comes before and not after the noun 'spots'.

## **24. Time Indicators**

Rationale : Learners practice using different subject pronouns, verb, tenses, and the time words and phrases that go with them. They must also be able to recognise different forms of the same verb, especially irregular verbs.

Materials : None.

Levels : All. Beginners can play using only four verb tenses (present, past, future, and present progressive). More advanced can play using all the tenses.

Method : One student says a time word or phrase (e.g. next year, a few days ago). A second student must complete a sentence using the proper verb tense. That student then says a different time word or phrase. A third student uses it to form a sentence, but may not use the same verb or subject pronoun the second student used.

Verb, tenses may be repeated if necessary, but verbs may not, and subject pronouns may be repeated only after they have all been used once.

The game can continue as long as the teacher wants, though two runs through all the subject pronouns is an appropriate length. The teacher may write the full sentences on the board, but should at least keep track of which subject pronouns and verbs have been used.

Example :

First student : "At the moment . . . ."

Second Student : ". . . I am sitting in a class room".

Second Student : "Last year . . . ."

Third Student : ". . . . they went to Europe".

Third student : "Every day . . ."

Fourth student : ". . . she takes the bus to work".

## **25. Adverbial Charades**

Each student is given a card with a familiar adverb on it – i.e. quickly, angrily, loudly, happily. Then the class tells the student to do something so they can guess what adverb is on the card. They can tell the student to do things in pantomime, like drink a bowl of soup, or really do it in class, like open a door or take a book from the teacher.

## **26. Last Letter**

This is actually a variation from the Ball Game. The last letter of the word must be the first letter of the next word. You will need a ball, but a screwed up piece of paper is fine. The teacher throws the ball to one student and says a word, such as "dog". The student must reply with a word starting with "G," such as "girl". When answered, the ball is thrown back to the teacher and it is then thrown to the next student, who continues. The sequence may then be (for example): girl, look, king, go, octopus, student ... and so on. You can have the learners throwing to each other. i.e., student A = "Cat," throw to student B = "Today," throw to student C = "Yes," etc. Please be warned, you may have some fastball pitchers in the class!

## **27. What's behind you? (memory game)**

Tell the class not to turn round. Ask them what they think is behind them. They might list other people in the class, furniture, pictures on the walls, etc. Ask for descriptions for the things they mention. The

teacher may also ask what the learners can remember of the street outside the school, e.g.: Teacher: Think about the street outside the school. What can you remember? Student: There are some trees... Teacher: Are there trees on both sides of the street? ... In a variation of this game, a student is asked to close his eyes and describe his neighbours appearance .

## **28. Chinese Whispers:**

Divide the class into even rows. The last member of each row (at the back of the class) is taken out of the class room. A "key" letter, word or sentence (depending on level) is given. The learners run back inside the class and whisper the "key" to the next student in their row. It is whispered down through the row until the last member writes it on the board. The first student to write it correctly on the blackboard is the winner!

## **29. Fast Words**

The class is arranged into rows. The first person in each row is given a piece of chalk. The blackboard is divided into sections. No more than six teams. The teacher calls a letter and the learners must write as many words as they can beginning with that letter, in the allocated time. Their team-mates can call out hints, but be warned, this is very noisy. Next, the second member gets the chalk and goes to the board

and the teacher calls out a new letter. The team with the most correct words is the winner.

### **30. Word Association**

The teacher starts the game by saying a word, such as "Hotel".

For example:

Teacher	:	Hotel
Student A	:	Bed
Student B	:	Room
Student C	:	Service
Student D	:	Food
Student E	:	restaurant
Student F	:	Chinese

Any association is ok.

If the student can't answer (5 second limit) he or she must stand up.

The last student seated is the winner.'

## APPENDIX - V

### POST – TEST IN ENGLISH GRAMMAR, VOCABULARY AND FUNCTIONS

Time – 25 Minutes

Class-VI

Max.Marks - 25

#### POST – TEST IN ENGLISH

1. Brainstorm round the word "Clothes".
2. Your cousins invite you to go with them on a picnic. You like the idea. How would you say so?
3. Imagine you are late to the cinema and your bus is caught in a traffic jam. Describe what caused it.
4. Check in each sentence, the word you believe is grammatically preferable.
  - (a) (Who, Whom) are you looking at?
  - (b) He was (lying, laying) down for a nap, when the phone rang.
5. How would you offer an ice-cream to your close friend?
6. How would you ask for a ruled note book at a shop?
7. Check the preferable word
  - a) Has the kitten found (it's, its) mother?
  - b) Harsh sound (affects, effects) nerves.

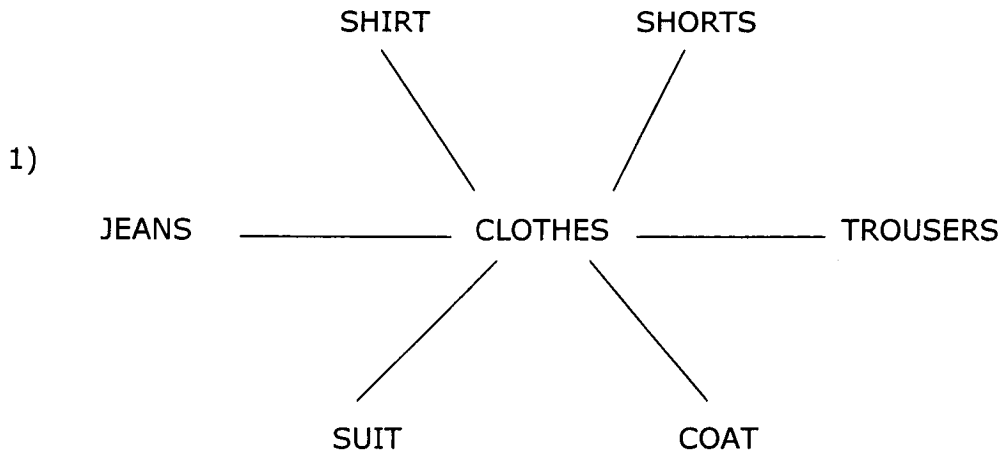
8. Your boss has been promoted. How would you congratulate?
- a) Allow me to offer my heartiest congratulations on your promotion, Sir!
  - b) Well done, Sir!
  - c) Nice one, Sir!
- 9) Miss. Anushree formally invites you to a dinner party on the 31st December. How would you accept it formally?
- a) O.K.
  - b) With pleasure
  - c) Alright.
- 10) Fill in the blanks with is/are + verb + ing.
- a) They \_\_\_\_\_ (give) sweets to all.
- 11) Join the sentence with "SO".
- a) He is ill. He cannot go to School.
- 12) Combine the sentence with "and" or "but".
- a) He works hard. He gets success.
- 13) How would you request politely?  
Take / Bag
- 14) Use the appropriate prepositions.
- a) There is a cow \_\_\_\_\_ the field.
  - b) He is fond \_\_\_\_\_ tea.

- 15) Your friends are going on a tour to Ooty. You are not going with them because you are down with fever. How would you wish your friends?
- a) I wish you success.
  - b) All the very best.
  - c) Have a nice time.
- 16) Your Headmaster asked you to get your class register from the staff room. As you were giving it to him, it fell down. What do you say?
- a) I'm extremely Sorry, sir.
  - b) Oops ! Sorry, Sir !
  - c) I feel bad about having dropped that down, Sir.
- 17) You are in the park with your friend Unni – discussing problems at work. What do you say?
- a) I wish to complain in the strongest terms about it.
  - b) It is most unsatisfactory.
  - c) I'm fed up with it.
- 18) You are very much interested in photography. How would you talk about your interest to your teacher?
- a) Photography intrigues me a great deal.
  - b) Photography is what turns me on.
  - c) I have great interest in photography.

- 19) You can't remember the name of a book which your friend asked you. How would you say you have forgotten?
- 20) You are at the Railway Station information counter. How would you ask if the Rockfort Train is running on time?

## APPENDIX - VI

### KEY TO POST TEST



- 2) I'd love to
- 3)
- 4) a) Whom  
b) Lying
- 5) Chocolate/Strawberry/Vanilla?
- 6) May I have a ruled note book, please?
- 7) (a) its ; (b) affects
- 8) (a)
- 9) (b)
- 10) They are giving sweets to all.
- 11) He is ill, so he cannot go to school
- 12) He works hard and gets success.

13) Please take a bag/can you take a bag, please!

Could you take a bag?

14) (a) in (b) of

15) (c)

16) (a)

17) (c)

18) (c)

19) It slipped my mind / Sorry, my mind's gone blank /

It's gone out of my memory.

20) Excuse me, do you know if the Rockfort Train is running on  
time?

Can you tell me .....Please?

Can you help me? Do you happen to know .....?

I'd like to know ..... Please.

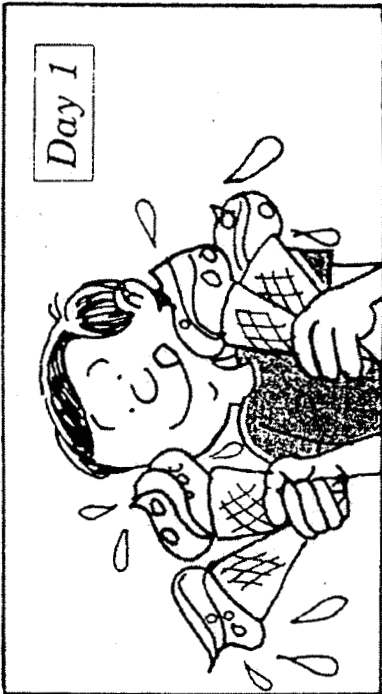
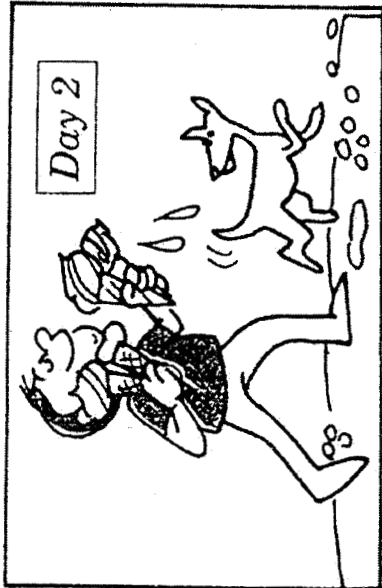
APPENDIX - VII

CLASSROOM ACTIVITIES



APPENDIX - VIII

CLASSROOM ACTIVITIES



## Appendix - IX A

GROUP - 3

### WHO IS GEETHA?

Hello friends! How are you doing? I'm Geetha. I'm 14 years old. I live in Trichy, but I was born in Chennai. My house is very big and the garden has a lot of red roses and green grass. It is a lovely garden! My school is very beautiful and small. My teacher is nice, she's tall and beautiful. My friends are smart and they are good. I'm short, my eyes are brown and my hair is black. I'm not fat and I am thin. Actually, I am very beautiful! My mother and my father are nice and they are tall and fat. My father is an engineer, he is very strict and my mother is a doctor. My favourite fruits are bananas, apples, oranges and grapes. The colours I like best are pink, blue, brown and yellow.

Now answer the questions.

- What's her name? my name is Geetha
- How old is she? she is 14 old
- What's her city? I live in Trichy
- Where was she born? I born in Chennai
- Is her house big? Her house very big
- What is her garden like? her garden has a lot of roses
- What colour is the grass? colour is the green grass
- Is her school small? her school is small
- Is her teacher nice? her teacher nice
- What colour are her eyes? she brown eyes
- What colour is her hair? she is black
- Is she fat or thin? I is thin

## Appendix - IX B

GROUP 3

### WHO IS GEETHA?

Hello friends! How are you doing? I'm Geetha. I'm 14 years old. I live in Trichy, but I was born in Chennai. My house is very big and the garden has a lot of red roses and green grass. It is a lovely garden! My school is very beautiful and small. My teacher is nice, she's tall and beautiful. My friends are smart and they are good. I'm short, my eyes are brown and my hair is black. I'm not fat and I am thin. Actually, I am very beautiful! My mother and my father are nice and they are tall and fat. My father is an engineer, he is very strict and my mother is a doctor. My favourite fruits are bananas, apples, oranges and grapes. The colours I like best are pink, blue, brown and yellow.

Now answer the questions.

- What's her name? her name is Geetha.
- How old is she? she is 14 year's old.
- What's her city? she live in Trichy
- Where was she born? she's born in Chennai
- Is her house big? Her house very big and has
- What is her garden like? her garden, red roses.
- What colour is the grass? grass colour green.
- Is her school small? her school is small.
- Is her teacher nice? Teacher nice
- What colour are her eyes? her eyes colour brown.
- What colour is her hair? her hair is black.
- Is she fat or thin? not fat and i am thin



## Appendix - X A

UMA

kalqimathi  
VI B

Hi! I am your new friend!!! My name is Uma. I live in Chennai in South India. I like the city very much. I study in a very beautiful and big school called Nehru Primary School. What's your city? And what's your school? Is your school big or small. About me, I'm fair, my eyes are light brown, and I am big too. I am a little bit fat, actually! I like to eat very much! But anyway, I am very happy! I have a big dog, his name is Tiger! What's the name of your dog?

1 - Now answer these questions:

- What's her name? Uma
- Is she from England? No England
- What's her nationality? nationality
- Is London her city? No
- What's her country? my country India
- What's her opinion about Chennai? opinion
- What's her school? St Joseph school
- What's her opinion about her school? opinion
- Is she fair? yes
- Are her eyes blue or light brown? light brown
- Is she big or small? big
- Is she happy? happy
- Is her dog big or small? big dog
- What's the name of her dog? Tiger

## Appendix - X B



அமைதி  
V B  
**UMA**

Hi! I am your new friend!!! My name is Uma. I live in Chennai in South India. I like the city very much. I study in a very beautiful and big school called Nehru Primary School. What's your city? And what's your school? Is your school big or small. About me, I'm fair, my eyes are light brown, and I am big too. I am a little bit fat, actually! I like to eat very much! But anyway, I am very happy! I have a big dog, his name is Tiger! What's the name of your dog?

1 - Now answer these questions:

- What's her name? Her name is Uma
- Is she from England? No not from England
- What's her nationality? Indian
- Is London her city? No not her city
- What's her country? India is her country
- What's her opinion about Chennai? I like Chennai very much.
- What's her school? Nehru primary school
- What's her opinion about her school? her school beautiful and big
- Is she fair? She fair, yes
- Are her eyes blue or light brown? her eyes light brown.
- Is she big or small? She is big
- Is she happy? Very happy
- Is her dog big or small? her dog is big
- What's the name of her dog? her dog is Tiger

## Appendix - XI A



P. MOHAN KUMAR  
VI A  
UMA

Hi! I am your new friend!!! My name is Uma. I live in Chennai in South India. I like the city very much. I study in a very beautiful and big school called Nehru Primary School. What's your city? And what's your school? Is your school big or small. About me, I'm fair, my eyes are light brown, and I am big too. I am a little bit fat, actually! I like to eat very much! But anyway, I am very happy! I have a big dog, his name is Tiger! What's the name of your dog?

1 - Now answer these questions:

- What's her name? Her name uma
- Is she from England? Is she from England no
- What's her nationality? \_\_\_\_\_
- Is London her city? London her city no
- What's her country? \_\_\_\_\_
- What's her opinion about Chennai? Her city like very much
- What's her school? Primary School
- What's her opinion about her school? \_\_\_\_\_
- Is she fair? Fair
- Are her eyes blue or light brown? Blue or light brown
- Is she big or small? She big
- Is she happy? happy
- Is her dog big or small? Tiger big
- What's the name of her dog? Tiger

Appendix - XI B



P. MOHAN KUMAR  
VI A  
UMA

Hi! I am your new friend!!! My name is Uma. I live in Chennai in South India. I like the city very much. I study in a very beautiful and big school called Nehru Primary School. What's your city? And what's your school? Is your school big or small. About me, I'm fair, my eyes are light brown, and I am big too. I am a little bit fat, actually! I like to eat very much! But anyway, I am very happy! I have a big dog, his name is Tiger! What's the name of your dog?

1 - Now answer these questions:

- a) What's her name? Her name is Uma
- b) Is she from England? No she not from England
- c) What's her nationality? India
- d) Is London her city? No, London is not her city
- e) What's her country? Her country is Chennai in India
- f) What's her opinion about Chennai? She like Chennai very much
- g) What's her school? Her school is Nehru Primary School.
- h) What's her opinion about her school? her school is very beautiful and big.
- i) Is she fair? Yes, she is fair.
- j) Are her eyes blue or light brown? Her eyes are light brown
- k) Is she big or small? She is big
- l) Is she happy? She is very happy.
- m) Is her dog big or small? Her dog is big.
- n) What's the name of her dog? name of her dog is Tiger.

## Appendix – XII

### EXERCISE - I

1. **At the meeting in the presence of the Chairman of the Company, you (Pradeep) are asked to introduce yourself. Which of these expressions would you choose?**
  - a) Hi, I am Pradeep.
  - b) Hello, this is Pradeep speaking.
  - c) May I introduce myself.... Pradeep, Senior Manager, Maruthi Limited, Delhi.
  
2. **You are at the Railway Station and want to find out when is the next train to Chennai. How would you ask a person standing next to you. He is a stranger whom you do not know.**
  - a) Excuse me for asking, but when is the next train to Chennai?
  - b) Hai, When is the next train to Chennai?
  - c) Do you know when is the next train to Chennai?
  
3. **You are with your friend Bindu in the park, you meet your classmate Meena there. How would you introduce Bindu to Meena?**
  - a) Bindu meet Meena my classmate.
  - b) Let me introduce my classmate Meena.
  - c) It is with great pleasure that I introduce Meena, my classmate.
  
4. **At the bus stop you find a purse fallen down near another person waiting for the bus. How would you draw the other person's attention?**
  - a) Hey! Is that your purse?
  - b) May I have your attention please?
  - c) Excuse me, is that your purse?
  
5. **You accidentally meet your friend, Anand after a long time at the vegetable market. What would you say?**
  - a) Long time no see ! Anand.
  - b) Good Morning Anand.
  - c) Hello Anand.

## EXERCISE - II

1. **Your sister is going for the annual examination. How would you wish her?**
  - a) Wish you every success in your new job.
  - b) Have a nice time
  - c) Best of luck.
  
2. **A Student of your school wins the president's medal for being the test NCC cadet. How would you congratulate ?**
  - a) Nice one.
  - b) Congratulations!
  - c) It was great to hear about your award.
  
3. **Your class teacher asked you to get the register from the staff room. As you were giving it to her, it fell down. What do you say?**
  - a) I'm extremely sorry, Madam.
  - b) Oops! Sorry Madam!
  - c) I feel bad about having dropped that down, Madam.
  
4. **Someone has been ill. How would you ask how he is?**
  - a) What is new?
  - b) Are you well?
  - c) Lovely to see you.
  
5. **What would you say to everybody you know on the first of January?**
  - a) Happy Anniversary!
  - b) Happy Easter!
  - c) Happy New Year!
  
6. **How would you ask your friend how she is when you see her after a year?**
  - a) How is life?
  - b) I hope all goes well with you.
  - c) We trust you are keeping well.

- 7. Both Anil and Mohan hit each other by mistake when they were running to the class after interval. What would Anil tell Mohan?**
- a) I must really apologize for what happened.
  - b) Oh, my fault, I'm sorry.
  - c) Please accept my apologies for what happened.
- 8. Mr. Tyson, the President of the company wishes Mr. Anil on starting a new business. Which of the following is most appropriate?**
- a) Hope things go well.
  - b) I would like to wish you every success in your new business.
  - c) I wish you success.
- 9. Your boss has been promoted. How would you congratulate?**
- a) Allow me to offer my heartiest congratulations on your promotion, sir!
  - b) Well done, sir!
- 10. It's your friend's birthday on the 3rd of May. What would you say?**
- a) Happy Day.
  - b) Many Many Happy Returns of the Day!
  - c) Happy New Year.

## EXERCISE - III

1. **Your friends invite you to go with them on a picnic. You like the idea. How would you say so?**
  - a) I'd love to.
  - b) We'd very much like to.
  - c) That's very kind of you.
  
2. **Your friend Babitha is telling you about the company outing next week. You are very fond of outing. How would you express this to your friend?**
  - a) What I particularly enjoying is outing .
  - b) I do like outing.
  - c) I'm crazy about outing.
  
3. **At a meeting of the Board of Examiners, one of them has a very bad cough. Another person sitting next to him has some cough sweet with him and says...**
  - a) Would you like some cough sweet?
  - b) Like a cough sweet?
  - c) What can I get you?
  
4. **How would you invite your close friend to your Birthday party?**
  - a) You must join me tomorrow evening to celebrate my birthday.
  - b) I would be very pleased if you could come and join my birthday party tomorrow.
  - c) Would you like to join my birthday party?
  
5. **Whom would you ask this? "May I ask you if you are fond of India?"**
  - a) to a close friend.
  - b) to a guest at the International conference.
  - c) to your sister/brother.

- 6. You go to the staff room and invite your teachers for a class get together on a Sunday. They all like the idea and agree. Which of the following is the most appropriate?**
- a) We'd be delighted to join the get together.
  - b) Rather!
  - c) I'd like nothing better.
- 7. Your close friend is very fond of ice creams. How would you offer her an ice cream ?**
- a) Could I offer you an ice cream?
  - b) Will you have an ice cream?
  - c) Chocolate/Strawberry/Vanilla?
- 8. You like old furniture. You would like to ask another customer in the shop if he likes old furniture.**
- a) Aren't old furniture fantastic?
  - b) Do you like old furniture?
  - c) What are your feelings about old furniture?
- 9. When would you say "Reading is one of my pastimes."**
- a) When a teacher asks you what you do in your leisure time.
  - b) When your friend asks what your favourite way of spending the weekend is.
  - c) When your cousin asks you about your activities during leisure time.
- 10. How would you invite your Headmistress to the farewell party?**
- a) Won't you come for the farewell party?
  - b) Why don't you come for the farewell party?
  - c) We should be very pleased if you could come for the farewell party.

## EXERCISE - IV

**1. Your school has announced a shift system. How would you give your opinion at a meeting?**

- a) In my opinion the shift system would prove to be good.
- b) Well, to my mind, the shift system would be good.
- c) If you ask me, I'd say the shift system would prove to be good.

**2. At the Executive meeting of the association, the Chairman, states that two of its members are dismissed. It surprises you, What do you say?**

- a) You must be joking.
- b) Oh! No!
- c) I must say it surprises me.

**3. You are at the vegetable shop to buy some tomatoes. How would you ask for them?**

- a) May I have a kilo of tomatoes please?
- b) I 'd love to have a kilo of tomatoes.
- c) I very much wish to have a kilo of tomatoes.

**4. The sales girl asked you - "do you prefer the red one or the white one" how would you say?**

- a) I'd go for a white one.
- b) I'd rather choose buying a white one than a red one.
- c) I prefer white one to red one.

**5. In the canteen you are with a group of friends discussing a TV serial. How would you ask one of them for his opinion?**

- a) Do you have any particular views on the new TV serial?
- b) Excuse me, what do you feel about the new TV serial?
- c) What about the new TV serial?

**6. Your sister finishes first in the 100 meter running race with a record. It was a big surprise for everybody and all are happy about it. How would you express your surprise?**

- a) Oh! No!
- b) Fantastic!
- d) Indeed?

**7. You are with your friends enjoying a sunny day at the beach. All of you are thirsty. How would you say you want some juice?**

- a) What I should really like is an ice cool orange juice.
- b) I'd love some ice cool orange juice.
- c) I should really love an ice cool orange juice.

**8. A friend of yours, Preetha, is talking to you about a new TV programme she happened to see last week. She has narrated the whole programme to you and asks you your opinion. What do you say?**

- a) Well, I'd say it's a thorough entertainer.
- b) My own view of the programme is that it is a thorough entertainer.
- c) I'm of the opinion that the programme is a thorough entertainer.

**9. You phone up a hotel at Bangalore to arrange for a two day stay. Please state your preference for the kind of room you want.**

- a) My preference would be a single room with AC.
- b) I'm crazy about single room with AC.
- c) If it was up to me, I'd go for a single room with AC.

**10. You are enjoying an evening with a close friend of yours at the park. How would you ask your friend his opinion regarding the grading system in schools?**

- a) How do you see the new grading system?
- b) Could I know your reaction to the new grading system?
- c) What are your views regarding the new grading system?

## EXERCISE - V

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1. **You would like to borrow a new book that has just come to the library. How would you ask the librarian?**
  - a) Any Chance of borrowing that book?
  - b) Ok if I borrowed that new book?
  - c) Do you mind if I borrowed that new book?
  
2. **You are representing your company at an important meeting. You are talking to a person from another company whom you have just met . "And what are your interests apart from work" ? which of the below answers would be most appropriate ?**
  - a) Reading novels has always interested me.
  - b) Reading novels is what turns me on.
  - c) I go for reading novels in a big way.
  
3. **You watch the Pogo channel everyday. You like it very much and tell your friend that it's one of the most interesting channels. Your friend agrees with you... and says... Which of the above remarks is the most appropriate ?**
  - a) yes, it's one of the best channels.
  - b) I absolutely agree.
  - c) That's precisely my opinions.
  
4. **There has been a discussion on the new time table. The Principal asked Mrs. Susan her opinion. She is not so much convinced with the change. What would she say?**
  - a) I am not at all convinced.
  - b) I can't go along with your views.
  - c) I think that's nonsense !
  
5. **Whom would you ask this "May I have permission to go home early please?"**
  - a) To your close friend.
  - b) To your class teacher.
  - c) To your cousin.

6. **At the conference the Chairman expresses the view that there is no point in discussing the future investments as the company was running at a loss. The Vice-Chairman agrees with this. What would he say?**
- a) Yeah.
  - b) You are right.
  - c) I'm exactly of the same opinion.
7. **In the park, a stranger asks if he can have some water from your water bottle. What do you say?**
- a) Go ahead.
  - b) I can't see any objection.
  - c) By all means.
8. **You tell your brother that Mathematics is the most difficult subject. But your brother completely disagrees with you. What does he say?**
- a) I don't agree with what you say.
  - b) Surely not !
  - c) I entirely disagree.
9. **You and your close friend are chatting about leisure activities. Your favourite pastime is gardening. What do you say ?**
- a) I am extremely fascinated by gardening.
  - b) I am very keen on gardening.
  - c) I find gardening quite fascinating.
10. **A close friend of yours wants to have your bicycle for going to the shop. His bicycle is under repair. How would you give him permission to take your bicycle?**
- a) of course, you can have my bicycle.
  - b) I can't see any objection.
  - c) There seems to be no reason why you shouldn't....

## EXERCISE - VI

1. **You are with a friend at the beach discussing problems at work .What do you say?**

- a) I really must object to the new rules.
- b) Something will have to be done about those new rules.
- c) I'm fed up with the new rules.

2. **When would you say this ? "What course of action would you recommend ?"**

- a) To a close friend at home.
- b) To your cousin at the shop.
- c) To your boss in a formal meeting.

3. **In an important business meeting a colleague suggests that the department be reorganized. You are willing to co-operate. How would you say this ?**

- a) Ok.
- b) I should be delighted.
- c) No Problem.

4. **Arun wants to borrow your brand new, very expensive camera. He is your close friend. He is very often very careless so you don't want to give him your new camera. How do you refuse permission ?**

- a) sorry, no way.
- b) I'm afraid I can't permit that.
- c) I'm sorry you are not supposed to.

5. **A mega music night is organized at the club. You would like to ask your close friend regarding the tickets. What would you request?**

- a) Any chance of getting a ticket for the show?
- b) Could you possibly inform me about the availability of the tickets?
- c) I'd be grateful if you'd get me a ticket for the show.

**6. How would you express your willingness to change places in the train ?**

- a) I should be delighted.
- b) Yeah.
- c) Yes, of course.

**7. Suppose your school has morning shift as well as afternoon shift. A teacher of the school wants to change her shift from morning to afternoon , so she goes to the Principal to get permission. But the Principal does not allow her to change. What would he say ?**

- a) sorry.
- b) I'm afraid I can't permit that.
- c) Sorry, out of question.

**8. When would you say this? "Could I ask you to move a little please?"**

- a) At the auditorium to the person sitting next to you.
- b) At the hotel to your close friend.
- c) At the theatre to your brother.

**9. You are the Chairman of a company. At the Board meeting you talk about the falling profits. What do you say?**

- a) I am not at all satisfied.....
- b) I wish you wouldn't do this again.
- c) I'm fed up with it.

**10. When would you say this -"What would you do if you were me ?"**

- a) To your client.
- b) To your close friend.
- c) To your class teacher.

## **BUMPER EXERCISE**

1. **You (Radha )meet a new student in your school bus. How would you introduce yourself ?**
  - a) Hello ! Radha here.
  - b) Hi, I am Radha. What's yours ?
  - c) Allow me to introduce myself....
  
2. **It is raining outside and there is lightning and thunder too. You are in the town shopping and because of rain many of you are waiting in the shop for rain to stop. How would you talk to a stranger standing next to you?**
  - a) Excuse me, terrible rain isn't it ?
  - b) I hope you don't mind me asking but terrible rain isn't it ?
  - c) Terrible rain, isn't it ?
  
3. **What would you say on the 22nd of December to your neighbour you won't see on Christmas day?**
  - a) Happy New Year !
  - b) Please accept my best wishes !
  - c) Merry Christmas !
  
4. **Mr. Roshan formally invites you to a dinner party on the 30th of December. How would you accept it formally?**
  - a) OK.
  - b) With pleasure.
  - c) All right.
  
5. **You are talking to your close friend about learning English. You say that English is easy to learn. Your friend agreed with what you say. What would be her answer? Which of the below remarks would be the most appropriate?**
  - a) you're right .
  - b) I absolutely agree.
  - c) That's just what I was thinking.

6. **You are in an important meeting. The committee agrees to allow the staff to have two weeks of summer holidays in turns. You are asked if the decision is alright. You agree with it. What do you say?**
- That seems perfectly acceptable.
  - That's all right.
  - Yes, why not?
7. **You are colouring a cartoon to be taken to class tomorrow. You want a blue sketch pen. How do you ask your sister if she would give hers?**
- would it be possible for you to give me your blue sketch pen?
  - could I ask you to give me your blue sketch pen, please?
  - got a blue sketch pen?
8. **Who would you say this to? "I wonder if you could tell me Mrs. Vidya's phone number?"**
- To an old friend.
  - To one of Mrs. Vidya's colleagues, whom you have never met.
  - To the gardener of Mrs. Vidya.
9. **You are with an old friend at Delhi. He asks you when you first came to Delhi. You have forgotten. How would you say this?**
- I'm sorry but I must admit that I don't remember the date.
  - I'm sorry sir, I seem to have forgotten.
  - It's gone out of my memory.
10. **You are at the bus stand and would like to check if the Palani Fast Passenger bus leaves at 12 O' clock. How would you ask this?**
- I was told Palani Fast Passenger leaves at 12 O' clock. Is that right, please ?
  - Palani Fast Passenger leaves at 12 O' clock am I right ?
  - Palani Fast Passenger leaves at 12 O' clock, right?

- 11. When would a teacher say "May I have your attention please?"**
- a) To close friends at the Cinema.
  - b) To the students during assembly when she is making some announcements.
  - c) To the Principal of the school.
- 12. You meet a teacher from your school at the exhibition. How would you ask how she is?**
- a) Hello ! How are you, Madam ?
    - a) Hello ! How are things with you, Madam ?
    - b) Hello ! I hope all goes well with you, Madam ?
- 13 Your close friend gets the best singer award the third time. What would you say?**
- a) Fantastic, keep it up !
  - b) Please accept my heartiest congratulations.
  - c) May I congratulate you !
- 14. At the party the host asks you what you want for dinner. How would you express what you want?**
- a) I'd like some biriyani please.
  - b) I must have some biriyani.
  - c) Some biriyani would just suit me.
- 15. When would you say this?" I'm afraid I can't accept that decision "**
- a) You are chatting with a close colleague at work.
  - b) You are talking to the head of the department in which you are an employee.
  - c) You are having a conversation with your sister.
- 16. At the theatre, a stranger comes and asks if the seat next to you is free. Actually, it's your brother's who has just gone out to buy something. What do you say to the stranger?**
- a) sorry, I'm afraid it's taken.
  - b) I can't possibly permit you to sit here.
  - c) I'm afraid you are not allowed.

**17. You bought a pair of shoes from the Bata shop. Unfortunately, when you went home, you saw that they are torn. How would you complain to the salesman at the shop?**

- a) I want to complain about these shoes. I bought them yesterday.
- b) I'm fed up with these shoes.
- c) I wish to complain in the strongest terms about these shoes.

**18. You are with your friend at the park. You see a familiar face there and ask your friend about him. But your friend does not know him. How would he say this ?**

- a) I'm afraid I have to say I know very little about him.
- b) I'm sorry, I really don't know.
- c) I haven't got a clue.

**19. Mr. Peter met with an accident. The police came to investigate and asked about the colour of the car that hit his car. But Peter seems to have forgotten as everything happened in a flash. What would Mr. Peter reply?**

- a) I'm sorry, sir, I seem to have forgotten the colour.
- b) The colour has slipped my mind.
- c) It's gone out of my memory.

**20. You are saying good-bye to your friend. What would you say?**

- a) I look forward to seeing you soon.
- b) Bye for now !
- c) good bye.

**21. You are working overtime in your office. It is 8 P.M. Your boss comes in for something. How would you greet him?**

- a) Good to see you again Sir.
- b) Good evening Sir.
- c) Hello Sir.

**22. Your friends are going on a tour to Ooty. You are not going with them because you are suffering from toothache. How would you wish your friends?**

- a) I wish you success.
- b) All the very best.
- c) Have a nice time.

**23. It's a meeting of the school union. You are the Secretary. When the Chairman was speaking, you suddenly sneeze. What would you say?**

- a) Excuse me.
- b) I feel bad about ...
- c) Please accept my apologies.

**24. Your friend, Joji, who is in the X standard usually gets the 10-15th rank in the class. He secured the 1st rank in the X standard board examination. You just saw this news in the newspaper. What would be your reaction?**

- a) What !
- b) I find this very surprising.
- c) I must say this surprises me.

**25. You want to go for a movie with your friends. How would you ask your mom for permission?**

- a) May I have your permission to go for a movie?
- b) Mom, mind going for a movie with my friends?
- c) Mom, I wonder if I could go for a movie with my friends.

**26. You have passed the 12th standard with very good marks. What would you ask your teacher?**

- a) What would you advice me to do?
- b) What would you do if you were me?
- c) Can you sort me out on this?

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**27. How would you ask a man on the road, the way to the General Post Office ?**

- a) Can you help me ? Do you happen to know where the General Post Office is?
- b) Any clue with

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**27. How would you ask a man on the road, the way to the General Post Office ?**

- a) Can you help me ? Do you happen to know where the General Post Office is?
- b) Any clue where the General Post Office is ?
- c) Any idea where the General Post Office is?

**28. At the market, a stranger comes and asks you how to use the Public telephone. You don't know. How do you say this?**

- a) Sorry, no idea.
- b) I'm not able to help you with your enquiry.
- c) I'm sorry I've no idea.

**29. You would like to ask your close friend if your common friend Dhiren's phone number is correct. How would you ask this?**

- a) I'd like to check that I've got Dhiren's number right.
- b) Would you mind telling me if this number is correct, please ?
- c) I've got Dhiren's number right, haven't I ?

**30. When would you say "goodbye then"**

- a) seeing a close friends off at the airport.
- b) seeing a colleague off at the airport .
- c) seeing a cousin off at the airport.

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