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A Peer-Reviewed Journal

To the Contributors:

ELT Quarterly (ELTQ), as a rule, publishes only original and unpublished texts on the following focus areas:

- *Innovative classroom practices.*
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From the Editors' Desk

Dear colleagues,

We are pleased to bring to you the first issue of the ELT Quarterly for the Academic year 2014-15.

The present issue is an integration of articles, research papers and book reviews that throws light upon various aspects of English Language Teaching and English Literature. This issue largely contains the studies that are based on classroom practices, and research projects carried out on various levels that ranges from secondary schooling to graduate, post graduate and pre-service teacher education. A few papers include aspects like evaluation in English , strategy building and task preparation for ESL. One of the papers focuses on Review of UGC programmes for English teaching. Some papers discuss creativity and creative writing. One of the papers discusses materials production for improving reading skill. Papers on emerging area of study like corpus approach, participatory approach and cooperative principles of Grice are also noteworthy. This issue includes two book reviews as well.

We hope this issue provides the readers and scholars a wide variety in ELT and literature studies and opens up the new dimensions of learning and sharing of experiences. We thank all the contributors for their efforts in the area of ELT and English Literature. We do encourage the research scholars to continue their journey of learning, sharing and further endeavors of study.

Enjoy Reading!!!

Editors

$\mathscr{C}$ONTENTS

A REVIEW OF THE UGC PROGRAMMES FOR TEACHING ENGLISH

Bose Vasudevan

Abstract

The present study focuses on the strengths and weakness of the ELT video programmes produced by UGC for its Country Wide Class Room. In this paper the investigator presents the process of the construction of the questionnaire and observation schedule, their administration and the actual review of the software. The outcomes are described in detail and a few suggestions are made for the improvement of such materials.

Introduction

Use of video in English Language Teaching has gained considerable importance in recent years and a number of reviews, articles and books about its nature, format and use have already appeared in different forums. The review presented here is a part of a research carried out at H.M.Patel Institute of English by the writer. The materials reviewed here are produced for UGC's Country Wide Classroom by English and Foreign Language University (EFLU), Hyderabad and other media centres in India. The ELT experts' views and suggestions are presented with a view to improve the format of these programmes.

The Questionnaire for ELT Experts and Materials Producers

An open-form questionnaire was constructed to make the study more naturalistic rather than relying on data collected through statistical methods. Since one of the objectives of the study was to review the UGC programmes in ELT, it was necessary to prepare an open-form questionnaire to facilitate the study unbiased.

The process of construction:

Since the open-form questionnaire was to be used to collect qualitative data it was beyond the scope of this study to employ statistical analysis to establish the validity and reliability of the instrument. However this research instrument was carried through the stages of design, piloting and revision.

The first draft of the questionnaire was worked out keeping in mind the types of the programmes, objectives, mode of presentation and the content of the UGH-ELT programmes. This draft was piloted with ELT experts at CIEFL (EFLU) Hyderabad. As a result of this piloting, it was realized that the questionnaire should be revised and other relevant aspects like the timing of the telecast, reasons for watching these programmes, the extent of effectiveness, optimum length of the programmes, content coverage, comparison with international programmes, teacher preparation to use the materials, viewer involvement, feedback and viewer preparation should be included. The first draft and the final version of the questionnaire is given in Appendix - B_1 & B_2

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The Rationale:

An important aspect of the present study is review of the UGC programmes in ELT. In order to carry this out, it was necessary to record all the open responses of the ELT experts and material producers systematically so as to enable the researcher to cover all the relevant aspects of the UGC programmes. So the response to each question was summarized for ready reference.

ELT experts and Material Producers.

The details of the ELT experts and Material Producers are given in Appendix A$_2$.

Defining the Sample

The sample which is randomly selected represents the ELT experts and material producers in India. In other words they represent the population of ELT experts and material producers at EMRCS, RIEs, ELT Institutes, British Councils and ELT Centers at different Universities. Fifty ELT experts were selected and the questionnaires were sent to them. Out of fifty ELT experts and material producers twenty-nine sent back the filled up questionnaire. The details are shown in the following table.

Table 1   Respondents

Sample	Total	Respondents	Percentage
ELT Experts and Material Producers	50	29	58%

The Review of UGC-ELT Programmes

As mentioned earlier, for the convenience of ready reference, the responses of the ELT Experts and Materials producers are listed or tabulated.

Viewership of UGC Programmes

Out of twenty-nine respondents (see the above table) twenty three used to watch these programmes. The following table shows the data about the viewership of UGC programmes.

Table. 2 Viewership: ELT Experts and Material Producers

Sl.No.	Responses regarding Viewing	No. of Respondents	Percentage %
1.	Sometimes	10	34.48
2.	Regularly	09	31.03
3.	Very rarely	04	13.79
4.	No	06	20.69
	Total	29	100.00

The above table shows that only 31.03% of the respondents watch the UGC programmes regularly. 20.69% of the respondents do not watch these programmes as the time schedule is not suitable to them.

UGC Time Schedule

The following table shows the responses of the viewers to the present time-slot.

Table.3 UGC Time Schedule: Response

Sl.No.	Responses	No. of respondents	Percentage %
1.	Convenient	06	20.69
2.	Inconvenient	19	65.52
3.	Uncertain	04	13.79
	Total	29	100.00

65.52% of the total respondents find the present time schedule of CWCR programmes inconvenient and 13.79 % are not sure about it.

Proposed time-slot

The respondents find that the present time-slot is not suitable for everyone. They suggest a new time-slot and give reasons for this. The following table gives the details.

Table .4 Proposed time-slots

Sl. No.	Proposed Time-slot	No. of Respondents	Percentage %	Reasons
1.	6 PM to 8 PM	04	13.79	Students may view these programmes.
2.	8 PM to 10 PM	09	31.03	Viewers are free from their regular work.
3.	Early morning & Late evening	02	06.89	No reasons
4.	No change	06	20.69	Present time is O.K.
5.	Uncertain	08	27.59	-
	Total	29	100.00	-

51.71% find telecasting these programmes in the evening would be more beneficial.

Specific reasons for watching the UGC programmes.

The following are the relevant reasons given by the ELT Experts and Materials producers for watching the UGC programmes in ELT.

- For research purposes
- For raising awareness
- To get a deeper understanding about content organization; media selection and exposition.
- To keep in touch with the quality of the programmes.
- To find out if our producers have learnt how to make more entertaining programmes.
- To explore the possibilities of applying the pedagogic techniques used in
- the programme to real classroom situations.
- To get acquainted with the latest developments in language teaching.
- To see whether these programmes can be used by teachers as `supplementary materials'.

- To use these programmes in Distance Education.

- To see whether these programmes can be used to develop listing and speaking skills in English.

- Nothing specific, though enrichment cannot be ruled out.

Overall assessment of the programmes.

The respondents' overall assessment of the UGC programmes is listed under as **positive opinions** and **negative opinions.**

Positive opinions.

- These programmes are innovative, generating enthusiasm and bringing in a new atmosphere in learning.

- Most of the programmes are good in quality and authentic in their themes.

- These programmes are tolerable.

- These programmes are useful, yet some of them could be improved upon.

- Some programmes are excellent.

- Some programmes can be seen as resource materials for learners.

- Some are good for dealing with complex or ambiguous situations. e.g. `A World of English'.

- Most of them are just bearable. Once in a while you come across an interesting or effective production. e.g. `A world of English'.

Negative opinions

- Not sufficiently attractive.

- Really mediocre.

- Much too `educational', verbal, bookish and hardly entertaining.

- Often there is too much of discussion and less of visuals.

- Not satisfactory. Once in a blue moon you do get to watch a nice programme.

- Some seem to be a little vague and one is not sure which level they are meant for.

- Sometimes unrelated to the courses of studies offered in conventional Universities. (IGNOU Programmes have a specified target audience)

- Boring, overloaded with information and zero interaction.

Effectiveness of the programmes.

Out of the twenty three respondents eight found the programmes not effective, three found they are effective to a larger extent. The following table shows the details.

Table .5 Effectiveness of the Programmes.

Sl.No.	Response	No. of Respondents	Percentage
1.	Effective to a larger extent	03	13.04
2.	Effective to a moderate extent	05	21.74
3.	Ineffective	08	34.78
4.	Uncertain	07	30.43
	Total	23	100.00

The other relevant responses regarding the effectiveness of the UGC Programmes are listed below.

- They are effective but it is difficult to know the extent of effectiveness in the absence of a feedback.

- Effective to those who know the language.

- Effective to those who understand the subject matter in the language of presentation.

- They provide concrete examples to illustrate abstract ideas or principles.

- They provide a lot of information along with interesting visuals to the learners.

- The effectiveness can be ascertained only through audience research studies.

- They are effective to make you switch off the TV!

The objectives of the UGC programmes

The UGC programmes are designed to "upgrade, update and enrich the quality of education, while extending its reach. They seek to overcome the obsolescence of the syllabus and present the latest advances in all fields, including the newly emerging ones. The programmes are also meant to arouse interest of the viewers, to whet their appetite and to broaden their horizons. The aim of these ETV programmes is to stimulate and not satiate" (UGC 1989).

The objectives of the UGC programmes as understood by the ELT Experts and Material producers are enlisted below.

- To provide distance education through open classroom.

- To supplement the formal school and college curricula.

- To offer an alternate media to print media.

- To offer a wider variety of topics for discussion.

- To equalize the educational opportunities.

- To provide general enrichment programmes to undergraduates.

- To provide wider coverage and opportunity.

- To impart education and entertainment for college students.

- To supplement the classroom teachers' work.

- To provide expert guidance.

- To use the latest methods of classroom presentation.

- To demonstrate effective use of teaching aids.

- To clarify difficult ideas and to `enrich' the viewers

- To educate through elucidation, illustration, and exposition on matter of wide, general interest.

- To make the university students familiar with the experts in different fields all over India and the world.

- To provide support of educational transaction through communication technology to those who stay at home or at a distant place.

- To educate ELT Teachers and learners of English as a second language

- To provide an English model to the students and teachers

- These objectives are general except the ones marked with asterisks. A few respondents were not sure about the objectives while a few commented negatively but the researcher found them relevant to the present study. These responses are also listed below.

- Supplementary in function but very often there are no well defined objectives.

- Don't know about over-all aims. Each particular programme has probably got its own objectives

- Can't guess what the producers might be trying to achieve through these programmes.

- It is necessary to find out whether these objectives are realistic or not.

- They are realistic to the extent that a number of home-board people are able to avail the programmes. To others the timings are not convenient.

- The first objective is more theoretical but the second one can be achieved with a little more efforts to telecast the programmes at suitable time. The first objective can also be achieved if some curriculum based video films are telecast.

- These objectives are more realistic than they ever seemed in the past.

- Objectives are fulfilled to a larger extent. But the main focus should be on the need of English, non-conventional way of speaking. To advanced learners show what they should do and what they should not.

- In CWCR situation it is taken for granted that the prevailing state of affairs is the same everywhere in the country. To that extent the objectives may not be realistic. Some co-ordination between the regular classroom and CWCR is necessary.

- On the whole these objectives are realistic. Otherwise there would have been a lot of protest against them. Suggestions have been made to improve the programmes.

- Some programmes may interest one group and not all. Unless the viewers provide feedback the production centers won't know if the objectives are realized.

- The objectives are realistic because what the learner misses in the classroom becomes accessible through CWCR.

- The objectives are not realistic because there is no proper selection and grouping of information.

- The focus should be on ESP, on New Approaches to language teaching.

The above statements are the relevant views of the respondents on the objectives of UGC programmes. 30.43% of the respondents find the objectives realistic to some extent, 34.78% find unrealistic and 17.39% is uncertain about the objectives.

Presentation Formats

The opinions and suggestions of the respondents about the presentation formats are listed below.

- Presentation techniques are quite modern. More learner involvement can make the programme better.

- Programmes on science have one pattern and programmes on English Language have another (e.g. A World Of English).

- Not watched enough programmes to identify any uniformity. However, some of the teachers seem a little wooden while presenting information.

- Lecture method is used in most of the programmes. More student-centered methods can improve the quality of these programmes.

- Find very few programmes that are learner centered.

- The content seems to be selected off handed according to the availability of materials from different centers.

- The learners' involvement is very limited because there are no direct interactions between the teacher and the taught.

- The pattern of presentation is confined either to narration or to lecturing.

- In most of the cases the format is more or less the same.

- Most of the programmes are studio based production. and there are too many talking heads.

- Only one uniform pattern-- a negative one-- is too much of talk and dialogue and inability to exploit the visual media to the fullest extent.

- All the programmes are uniformly dull, uninteresting, presenter oriented and have no perceivable main focus and sub-focuses.

- Certain uniformity is bound to occur in terms of techniques, presentation etc.

- The statements with asterisks mark are important and relevant to the present study. The investigator sought the suggestions of the experts about the other possible modes of TV/Video presentations. The following are their responses.

Proposed Formats for TV/Video presentations.

Dramatization

Simulation

Animation

Street Plays

Back Ground commentary

Snippets of different modes

Discussion

Brain storming

Role Plays

Real Situations

Group Methods

Classroom demonstrations

Panel discussion

Quiz

Language Games

Pre-listening, while listening and Post -viewing talks.

The optimum length of the programmes.

The following table shows the respondents' views on the optimum length of the ELT TV/Video programmes.

Table 6: The optimum length of the programmes.

Sl.No.	Duration	No. of Respondents	Percentage (%)
1.	10 to 20 Mts.	09	39.13
2.	15 to 25 Mts.	10	43.48
3.	20 to 40 Mts.	02	08.69
4.	30 to 45 Mts.	02	08.69
	Total	23	100.00

The present UGC-ELT programmes are of 8 to 20 Mts. length. The responses of ELT Experts and materials producers show that there can be programmes with 10 to 45 Mts. length. If the programme is task oriented the length should be less. If the programme is topical and interesting it can be lengthy.

Content Coverage of the Programmes.

Most of the respondents are of the opinion that the content coverage depends on the subject matter. The other views are as follows.

- Academic content could be in the form of three or four points. That also depends on the area of knowledge.

- Each lesson should be confined to a single unit at a time.

- As much as it is possible for an average undergraduate to grasp in the period allotted for the presentation.

- It depends on the subject and level of treatment.

- It should not be a `lecture class' on video as some programmes are.

- It is not the content coverage that matters but how well the concepts are introduced, presented, drilled and internalized.

- An in-depth study of one aspect would be better.

Accessibility of the programmes.

The respondents offer a number of suggestions to make the programmes more widely accessible. They are listed below.

- There should be multilingual, multicultural programmes with dubbing facilities.

- There should be captions in different languages.

- There should be local level production and telecast

- Study centers should be established throughout the country where students can view these programmes under supervision of experts.

- A separate channel for these programmes (not cable based) should be provided.

- There should be countrywide network of teacher-supervisors to see the efficacy of the programmes.

- Information about the programmes should reach the learner well in time.

- A trained area wise representative could guide the learners and provide feedback for the improvement of the programmes.

- The producers should undertake a real field-survey to find out if their objectives are being satisfied fully.

- The programme should be telecast and the opinion of the audience be sought.

- The timings could be changed and the telecast be repeated.

- Interested educators could prepare `worksheet' for their students and have discussions based on these programmes.

- Through constant 'interaction' viewers should be encouraged to be less passive in their viewing.

UGC Programmes and International Programmes in ELT: A Comparison.

BBC Television English and Sesame Street are some of the much acclaimed international ELT programmes. How do these programmes compare with UGC-ELT programmes? Let us examine the following responses of the ELT Experts and Material producers in India.

- 20 to 25% of the UGC programmes match very well with international programmes.

- Almost equal standards except the technological aspects.

- Their standards are high. We can also achieve their standards with additional   technology.

- Those programmes are meant for the international community. CWCR programmes are exclusively for our needs.

- Such comparisons are not valid. BBC makes programmes for a different audience. As for about production values they had a head start over us. Their budgets and resources are vastly different. ✡ But they are more imaginative.

- UGC programmes are found too artificial and formal. Most of the time is spent for unimaginative use of media. And so they are nowhere near the international programmes.

- It is incorrect to compare from the point of view of the targeted audience. Yet there are many features which should be made use of by us and them.

- There can't be comparison between CWCR and BBC or Sesame Street. They are for different target groups / age level and education level and the objectives are different. BBC programmes are rather professional.

- CWCR programmes should be considered according to their relevance to I our society and educational scenario in India.

- Some of them are comparable. Some unfortunately are not.

- Our programmes are rather poor in quality of production and software design.

- 'Sesame Street' and other programmes keep the viewers fully involved; attract and maintain their concentrated attention on what is telecast.

Though a comparison to a larger extent is not possible as UGC has different viewers and objectives, the investigator feels that we need to design the ELT programmes more real-life like and learner centered. The mixed opinions of the experts and material producers (especially the ones with asterisks marks) helped the investigator to prepare a new design for Video and TV materials.

Teacher guidance in using the UGC Programmes.

This section sums up the guidelines given by the experts regarding the teacher's role in using the UGC programmes. The teachers can be guided by:-

- Prior distribution of programme guides, gist of topics and probable questions on each topic for classroom discussion during post-telecast.

- Encouraging schools and colleges to include a formal time slot for watching the UGC programmes.

- Informing the viewers the objectives of each programme and checking from time to time whether the objectives are realized.

- Providing special handbook and orientation.

- Producing programmes for teachers and teacher-trainers.

- Providing 'pre-telecast' preparatory materials and 'post-telecast'

evaluating worksheet which should be checked by somebody.

- Organizing workshops with hands on experience and preparing manuals for teachers.

- Producing video materials showing real classroom where a teacher has used such programmes.

- Incorporating these materials into their training programmes.

- Organizing special workshop for the use of such materials in teaching English.

All the opinions are worth noticing and especially the opinions with asterisk marks. It is a fact that we don't have many indigenous ELT TV/Video materials for teachers and teacher-trainers. And so there is need to design such materials for teachers.

One of the views (that is not included in the above list) is 'any material requiring teacher-intervention is not worth producing'. The investigator agrees with this view. Let the learner find out what techniques are used in the presentations or what method or approach is followed or what the content is in a particular programme.

Viewer Involvement.

Is it really possible to make the UGC programmes interactive and can the viewer really be involved and made to interact through this medium? The respondents' views are enlisted below.

- We have been successful in organizing viewers' discussions with subject teacher for 20 to 30 minutes during post-telecast

session.

- If the UGC programmes are better organized through workshops and contact programmes in local centers like distance education programmes in open universities.

- Through phone, computer, fax and other fast communication technology, it is possible to involve viewers.

- Interaction is possible through multi-media and CD.

- No direct interaction is possible. Some human agency is necessary to provide a living contact between the programme and its viewers.

- Talk-back devices could be used.

- Quiz after programmes and telephone tutoring could be organized.

- A large scale interaction is not possible. Such interaction is possible at the local level where teachers could plan how to use them in the class.

- Some programmes could be based on questions asked by viewers.

- Viewers could be involved by preparing `pre-telecast' materials and `post-telecast' evaluatory worksheet.

UGC used to telecast a question-answer programme on science but hardly find any such programme on ELT programmes.

Objective Feedback.

How can the materials producers get objective feedback from the target group- that is, the teacher-educator, the classroom teacher and the learner? The following are the responses of the experts and materials producers.

- On each programme a questionnaire should be supplied to teacher educators.

- Material producers can ask all the persons involved to write to him or ask them to fill in questionnaires about it.

- Feed-back is possible through correspondence, group meetings, interviews and even confidential reports.

- -----These are system based inputs which are at work. The feedback has to be multilevel and properly coordinated.

- ✿---Surveys should be conducted at regular interval.

- Once the material producer gets the feedback can he rely on it? Some norms of measuring the reliability of the feedback are suggested by the experts and material producers.

- -----Norms may be decided by a committee of experts assigned for the purpose.

- Reliability depends on the type of data that the material producer wants. This approach should depend on his / her need for either qualitative data or quantitative data.

- Some device for cross-checking and periodic tests can be helpful. Validity, objectivity, and uniformity should be taken into account.

- By Triangulation of data as:

Materials Producer's /
Researcher's point of view

Viewer's / Teacher-educator's point of views   **Experts' Point of view**
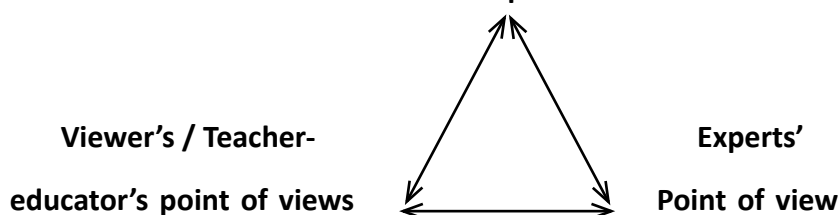
- Qualitative analysis through diary study, journal entry of teachers and students. Study of observation schedules of classroom, Audio-Video recordings of classroom, and close analysis of such programmes.

- Quantitative analysis of questionnaires.

- Ensure the target group is clear about the objectives of the programmes and why it should be used in the classroom.

- It should not be impressionistic, one-off, once in a while and based on limited sample.

Adaptations of Video Software.

If we decide to use ELT materials prepared abroad we need to modify them and prepare the viewers to comprehend such programmes. The respondents give a wide range of suggestions in this context.

- Dubbing should be made for language style or dialect. Questions related to the Indian concepts should be added.

- Select or modify the software according to the needs and standard of our group.

- They could be used as such without any alteration. If

materials involve cultural aspects, adequate measures need to be taken.

- The situations should be changed to local settings.

- Viewers must be made aware of the difference in pronunciation and intonation pattern.

- Explanations are needed on culturally alien themes and visuals.

- 'Voice over' facility with commentary should be given by an Indian speaker whose speech is intelligible in a Pan Indian Context.

Views on the Production of TV / Video Materials in ELT.

Relevant responses of the ELT Experts and Material producers on the production of ELT TV/Video materials are listed below.

- Video materials in ELT must be systematic in relation to specific programmes which form part of a course that one would like to offer. A project oriented approach could be introduced by the UGC wherein experts could collaborate with teachers to produce materials.

- Identify needs of the target population, select content,

techniques, media, approaches, strategies that would bring in actual exposure.

- Don't teach English as subject. It can be taught incidentally while teaching other subjects. We can then see how much English is being learnt through those.

- Just as we train teachers in designing new type of courses in print, we need to train teachers and teacher-educators in preparing audio-scripts, Video-scripts and video materials, so that they can prepare their own materials tailored to their needs.

- It would be useful to prepare different types of video materials for different types of learners.

- In India we have largely only imported materials in ELT. We don't have indigenous ELT materials though of late there have been production of some materials by EFLU, Hyderabad and other ELT centers. Since the international programmes are not for viewers in India we need to produce indigenous ELT Materials.

- The Indian teacher is literature oriented. To improve the present scene we should produce a number of programmes based on the new approaches and thinking, particularly on CLT.

Conclusion

On examination of the above opinions of the ELT experts and materials producers about the UGC programmes the researcher has come to the conclusion that we need to produce ELT materials with new designs for the mini-screen, that should be based on Communicative Language Teaching and Learning and Constructivism. And these materials would be more valid if they are produced in relation to specific programmes offered to a group of learners. The statements with asterisks marks support this view.

Reference:

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Development and Implementation of a Strategy to Enhance Communicative Approach for English Language Teaching among the Student Teachers

Bhavesh Thakkar & Harsh Patadia

INTRODUCTION :

English language teaching is a global phenomenon. Teachers all over the world have become conscious about English language teaching and the researchers round the world are engaged in studying the issues related with 'English language acquisition' and the 'Innovative practices of English language teaching - learning process'. With this transformation, come new demands and challenges for teaching English as a second or foreign language. The existing system of teaching and learning English language is highly expected to suffice the knowledge and skills that can enable the learners to cope up with the changing scenario. At this stage, the appearance of the concept of the communicative approach in language known as Communicative Language Teaching (CLT) brought a new revolution in the area of English language teaching.

When the present study was conducted, the communicative approach oriented English language textbooks were to be implemented from secondary level. Throughout the investigation, the researcher found only a few In-service Teacher Training Programmes with limited time duration for training the English teachers in teaching through communicative approach and no research based designs for training the teachers through communicative approach at Pre-Service Teacher Education Programmes. Even, in most of the Pre-service Teacher Education Programmes such as B.Ed., the researcher did not find any provision in advance for training the student teachers to get acquainted with the functional aspects of communicative approach. Hence, the researcher felt it timely to conduct a research work providing sufficient opportunities to the future teachers to be prepared to teach through the communicative approach at the earlier stage.

RATIONALE OF THE STUDY

The developmental history of teaching and learning of English as a first language or second language in India has always been glorious. With the passage of time, various attempts have ever been made to overcome the limitations and shortcomings felt in the process of teaching and learning of English language which has ultimately led to the origin of various methods, approaches and techniques. As a result of the various experiments made on the process of teaching and learning English language, a new ideology came into existence aiming at developing the communicative competence. This particular development in the field of second language teaching gave birth to Communicative Approach as the learner

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centered approach to language teaching. Thus, considering the importance and inevitability of Communicative Language Teaching with respect to the prevailing scenario, the researcher found that this was the area where a lot of attention was needed to be given.

Among all the studies reviewed by the researcher, four studies conducted by Soumini (1984), Mohanraj (1988), Desai (2002) and Raja (2005) were found to be the most relevant and of the utmost importance. While dealing with these mentioned studies in the context of level of the study, content items stressed upon, the course selected in the studies, sample selected in the studies, and the years when these studies were conducted, the researcher came to know that these studies were carried out at secondary as well as undergraduate level; content items were limited to the science subject of standard IX and X, English subject of standard IX, and F.Y.B.Sc. Course; the sample selected belonged to students; students and teachers; and these studies were conducted in 1984, 1988, 2002 and 2005 respectively.

From the analytical review of these related and most relevant studies, the researcher developed an insight that in the absence of research based English Teacher Preparation Programmes, the great need of an hour is to conduct research at the professional degree courses for the student teachers who are the would be English teachers and following communicative approach that had been introduced from June 2005 at secondary and higher secondary level. Hence, that time (Year : 2005) was felt to be an appropriate stage to make the student teachers well-equipped with communicative abilities so that they could feel quite confident during the actual classroom practice teaching of English language without being affected by any other conventional method.

With the gradual introduction of the new syllabus in standard VIII, IX, X, XI, and XII in Gujarat by Gujarat Secondary and Higher Secondary Education Board from June 2005, a major shift from the Structural Approach to the recent Communicative Approach had taken place. As it was confirmed that the communicative approach was to be implemented at the school level, the question arose whether the teachers of the schools were well trained for this approach ? Only a few In-service Teacher Training Programmes with limited time duration were found to be conducted for training the English teachers in teaching through communicative approach as this approach was newly introduced with the introduction of the new syllabus, and also no research based designs were found available for training the teachers through communicative approach at Pre-Service Teacher Education Programmes.

In most of the Pre-service Teacher Education Programmes such as B.Ed. it is mostly found that there is no provision in advance for training the student teachers to get acquainted with the functional aspects of communicative approach. The student teachers are provided the theoretical knowledge of the communicative approach throughout their concerned syllabus but they are not provided the practical knowledge and experience of the communicative approach in actual classrooms. Looking from this point of view, the researcher felt the requirement of conducting the research work providing

sufficient opportunities to the future teachers to be prepared to teach through the communicative approach at the earlier stage. Hence, on the basis of the implication of researches reviewed and the existing scenario of English language teaching at the school level, where English is being taught through conventional methods in spite of communicative approach's being introduced through new syllabus, it seemed timely to the researcher to propose a study to enhance Communicative Approach among the student teachers.

STATEMENT OF THE PROBLEM

Development and Implementation of a Strategy to Enhance Communicative Approach for English Language Teaching among the Student Teachers.

OBJECTIVES OF THE STUDY

(1) To develop a strategy to enhance communicative approach for English language teaching among the student teachers.

(2) To implement the strategy developed for the student teachers.

(3) To study the effectiveness of the developed strategy

a. in terms of the achievement of the student teachers.

b. in terms of the opinions of the student teachers towards the strategy.

OPERATIONALIZATION OF THE TERMS
Strategy

The strategy for the present study meant a suitable combination of different

components such as methods, media and techniques utilized for enhancing the communicative approach among the student teachers with the specialization of English language teaching in the context of the syllabus of standard VIII, IX, X, XI, and XII framed by Gujarat Secondary and Higher Secondary Education Board.

This strategy encompassed different components namely vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks utilized in suitable combinations to enhance communicative approach among the student teachers.

Communicative Approach

The communicative approach in the present study meant an approach which was integrated in the strategy developed by the researcher for the enhancement of communicative abilities among the student teachers.

Achievement

The actual scores obtained by the student teachers on pre-test and post-test (constructed by the investigator on the Communicative Approach based English textbooks of Standard VIII, XI, X, XI, and XII prescribed by Gujarat Secondary and Higher Secondary Education Board) as well as the level of implementation of communicative approach of the student teachers observed by the investigator during the practice teaching programmes in schools are termed as achievement for the present study.

Effectiveness

Increase in the score from pre-test to post-test, enhanced implementation of

communicative approach in the teaching aspect of the student teachers during the practice teaching programmes and internship programme in schools noticed by the researcher through observation schedule, and the positive reactions given by the student teachers to the opinionnaire were termed as effectiveness for the present study.

HYPOTHESIS

The following null hypothesis was framed for the present study.

'There will be no significant difference in the mean achievement scores of the student teachers on the pre-test and post-test.'

TYPE OF THE STUDY

The present study was Developmental cum Experimental Study by nature.

In the present study, the main focus of the researcher was to enhance the communicative approach among the student teachers and to study the effectiveness of the strategy developed for the said purpose. With the intention of enhancing the communicative approach among the student teachers, the researcher carried out an experiment in a natural setting. The researcher also did not observe the strict and controlled laboratory type experimental situation which is generally observed while conducting purely experimental research but the care was taken that entire experimentation takes place in a systematic and logical framework of a formal experiment. On one hand where the present research followed certain prescribed criteria of an experimental study, on the other hand the present study was not carried out in a purely controlled situation considering extraneous variables. Thus, whatever the researcher developed in the present research was implemented in an available natural setting without controlling the extraneous variables and that is why the present study was developmental cum experimental type of study.

RESEARCH DESIGN

The present study was developmental cum experimental study. A single group pre-test post-test design was adopted for the present study. To implement this design, the students having English as their major method were selected as an experimental group.

POPULATION OF THE STUDY

The present study was conducted for the student teachers (B.Ed. Students). All the student teachers from non grant-in-aid B.Ed colleges affiliated to the Hemchandracharya North Gujarat University, Patan, Gujarat with 'Teaching of English' as a major method constituted the population for the proposed study.

SAMPLE OF THE STUDY

All those B.Ed students having 'Teaching of English' as a major method and belonging to the Banaskantha Kadva Patidar Sanskar Mandal, College of Education, Palanpur (B.K. District, Gujarat) constituted the sample for the present study.

DELIMITATIONS OF THE STUDY
(1) The present study was delimited to only one self-financed

B.Ed. College affiliated to the Hemchandracharya North Gujarat University, Patan.

(2) The present study was delimited to only those student teachers who were having English as a major method of teaching at B.Ed. level.

PLAN AND PROCEDURE OF THE STUDY

The present study was carried out in three phases as follows.

Phase - I Development of a Strategy

(1) Identification of the Entry Behaviour of the Student Teachers by the means of an Information Schedule

(2) Formulation of the Objectives in terms of the Desirable Changes

(3) Selection of the Instructional Inputs for Developing a Strategy

(4) Administration of the Pre-test

(5) Finalization of a Strategy

Phase - II Implementation of the Developed Strategy

Phase - III Study of the Effectiveness of the Developed Strategy

(1) Observations of Student Teachers during actual Classroom Practice Teaching Programme

(2) Administration of Post-test

(3) Administration of an Opinionnaire

(4) Evaluation of the Observation Schedule, Post-test and Opinionnaire

(5) Comparison of the results of Pre-test and Post-test

TOOLS OF THE STUDY
Information Schedule

The researcher designed an Information Schedule to be familiar with the background of the selected sample of student teachers and to identify their entry behaviour. The information schedule comprised of both close-ended items and open-ended items. While responding to the close-ended items, the respondent had to put a tick mark according to their perception. While responding to open-ended items, the respondent had freedom to express their views in a written form.

Pre Test and Post Test

The researcher constructed parallel type of pre-test and post-test to study the effectiveness of the developed strategy in terms of the achievement of the student teachers. The pre-test was administered with the intention of testing the previous knowledge of the student teachers in the area of English communication prior to the implementation of the developed strategy. The post-test was administered to determine the achievement of the student teachers after the implementation of the developed strategy.

Observation Schedule

The observation schedule was constructed to make a note of the application level of communicative approach in the actual classroom teaching process by the student teachers and to observe the expected desirable changes in the teaching aspect of the student teachers due to the implementation of the developed strategy. The observation schedule was validated with the help of experts in the area of English education.

Opinionnaire

The Opinionnaire was designed to study the effectiveness of the developed strategy in terms of the opinions of the student teachers towards the strategy. The opinionnaire contained open ended as well as close ended items included in two different sections i.e. Section - A and Section - B. Section - A comprised of the close ended items in the form of twenty five statements including both positive and negative statements by nature. These statements were to be responded by the student teachers by putting a tick mark against the term they felt most appropriate out of the given five rating points. Section - B comprised of open ended items in the form of three questions.

DATA COLLECTION

Throughout the study, data were personally collected by the researcher using Information Schedule, Observation Schedule, Pre-test, Post-test and Opinionnaire. The data collected through these tools were different in form and nature.

By the means of information schedule, the researcher got the information about the background of the selected sample of student teachers as well as identified their entry behaviour from various perspectives. The pre-test was administered to test the previous knowledge and understanding of student teachers with respect to vocabulary, comprehension, grammar, activity, writing tasks, pronunciation, and speaking tasks. During the implementation period of the strategy, two practice teaching phases and an internship programme were arranged in various schools where the researcher made a use of observation schedule to observe the desirable changes in the behaviour of the student teachers in terms of their teaching aspects as a result of the implementation of the strategy. These collected data were qualitative in nature. After implementation of the developed strategy, the researcher administered the post-test to find out the effectiveness of the implemented strategy. At the end of entire procedure of data collection, opinionnaire was given to the student teachers to know about their opinions towards the implemented strategy.

DATA ANALYSIS

The data collected in the present study were analyzed quantitatively as well as qualitatively. The data collected through the information schedule were analyzed with the help of content analysis, frequency distribution and percentage analysis. The data obtained through the pre-test and post-test were analyzed both quantitatively and qualitatively. The contents explained in the given answers of the pre-test and the post-test were analyzed qualitatively while the marks obtained in the tests as a whole by the student teachers were analyzed quantitatively by using t-test. The data obtained through the observation schedule were analyzed qualitatively. The data collected through the observation schedule were in the form of observation details of the student teachers teaching English subject in actual classroom situation during the practice teaching programmes and internship programme which were analyzed through content analysis and percentage analysis based on frequency distribution of the moves of communicative approach. The data collected through the opinionnaire were analyzed qualitatively through content analysis, frequency distribution, percentage analysis and quantitatively through chi-square.

MAJOR FINDINGS OF THE STUDY

The obtained t-values for all the language components namely 'vocabulary', 'comprehension', 'grammar', 'activity', 'writing task', 'pronunciation', and 'speaking task' were found higher than the critical t-values.

Out of the total number of techniques / activities that the student teachers learnt through the strategy implementation, 77.78 % (70 out of 90) of the techniques / activities were used by the student teachers while the rest 22.22 % (20 out of 90) of the techniques / activities were not used by the student teachers.

Out of total twenty five statements bearing positive as well as negative nature, the computed chi-square values for nineteen statements were found to have higher values than the χ^2 χ^2 critical values for 4 df as given in the Table - E i.e. 13.277 at 0.01 and 9.488 at 0.05 level of significance. The computed chi-square values for four statements were found to be higher at 0.05 level of significance but not at 0.01 level of significance and for the rest two statements, the computed chi-square values were found to be lower than the chi-square table value 13.277 at 0.01 and 9.488 at 0.05 level of significance.

70 % of the student teachers were of the view that the strategy had succeeded to a great extent in increasing their general awareness regarding the communicative approach and through this strategy they could uplift their conversational fluency and interactive abilities. 30 % of the student teachers felt betterment in their speaking and writing skills, and acknowledged to have improvement in their use of English language for carrying out their day to day activities.

All the student teachers admitted the present strategy's being superior to the traditional classroom teaching.

IMPLICATION OF THE STUDY
Learners :

The communicative nature of the developed strategy presented English language teaching - learning procedure in such a way that learners learnt English language without taking much pain in memorizing its rules and could express themselves in such an atmosphere where committing errors is considered as a part of learning and does not have any negative impact on students' learning. Function based nature of the present strategy discouraged the learners to speak on the basis of memorizing and sufficed them with plenty of such situations where the learners got opportunities to use a range of expressions fulfilling their multiple needs in diverse situations e.g. thanking, requesting, apologizing, etc. Considering the above mentioned features of the strategy, the present study is of great importance for the learners at large.

Teachers :

The practicing teachers can benefit the most from the present strategy.

In the present study, the researcher has taken care that the role of a teacher should not stay limited to just a tutor with chalk and talk method. The teachers need to change their authoritarian role and get ready to adopt radical changes by fixing their roles as per the requirements of the activities or situation. By adopting various modes of learning like class work, group work and pair work, the practicing teacher can help the learners to take their own responsibility. In place of becoming a centre of the activities, the teachers have to make a sincere effort to increase language exposure. It doesn't mean that the teacher does not have any role to play. While monitoring an activity, the teacher has to monitor the responses of the learners and tell them whether they are on the right track

or not. Without interfering the activities of the learners, the teacher has to facilitate the communication process among them and should get ready to offer advice or help wherever it is felt necessary.

Training Institutes and Teacher Trainers :

The implication of the present study for the teacher training institutes and teacher students is that the general awareness programmes with respect to communicative language teaching should be held frequently for the practicing teachers as well. On demand, experts and resource persons from the area of Communicative Language Teaching (CLT) should be invited to guide them in this area. The teacher trainees should be provided with plenty of communicative approach oriented materials and guidelines for how to prepare such material on their own.

For Testing and Evaluation :

In the present study, the researcher had made constant attempts to see that the performance of the student teachers should be tested and evaluated not in a traditional way of just an exam, but in the course of a continuous assessment of their communicative attainment as well as expression in different activities. The implication of the present study for the testing and evaluation is that the on-going assessment of the students through their oral presentation and written assignments should be the initial step for the testing and evaluation procedure. Periodic assessment of the learners should be arranged. The learner should be assessed on the basis of the fluency of the language expressed by them in the given task than the accuracy of the language. It does not mean that errors should not be corrected, the errors should be corrected but it is advisable to handle one or two grammar items on the basis of difficulty value. The errors should not be corrected at a time. At the end of the activities, the most frequently committed errors should be pointed out and corrected in general. In short, the best way to evaluate the learners' performance should be to assess the learners as a part of pair or a group and not as an individual.

SUGGESTIONS FOR FURTHER RESEARCH

The sample of the present study being small for getting more conclusive picture and greater generalization ability, a study involving a larger sample may be carried out.

A similar type of study can be replicated by including all the student teachers who have English as their principle subject and those who don't have English as their principle subject.

The strategy can be developed to enhance communication ability of the teachers teaching at primary level.

Similar type of instructional strategy can be developed and implemented for the student teachers of other than Gujarati medium to judge its effectiveness.

Research in the development of strategies dealing with each component in isolation also deserves attention.

Various CALM (Computer Assisted Learning Material) and CAIM (Computer Assisted Instructional Material) can be developed by taking an account of the material used in the present strategy.

This strategy can be used for the students of other faculties also with necessary modifications and changes if necessary.

The same experiment may be carried out by adopting other experimental designs of experimental study.

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Language as an element of protest against the rigidity of institutions of socialization in Jamaica Kincaid's *Annie John*

Hina. D. Dobariya

Abstract:

The present article tries to highlights the use of language in Jamaica Kincaid's fictional work *Annie John*. The writer has used language as weapon to attack on the rigidity of social institutions in Antigua. The use of the language as an element of protest shows Kincaid's sheer rage against the colonial master. The present article even tries to highlight that how language has got its new use in the postcolonial writings. Writers like Kincaid use it as weapon with sharp edge. Even it emotionally stirs the readers.

Annie John is a fictional work which tries to describe the process of maturation. This kind of novel is normally known as bildungsroman or coming of age story which shows the gradual process of maturation of an individual. The protagonist of this novel is ten years old girl who is exceptionally brilliant and person with sharp receptivity. She has a fine blending of the head and heart. She is the only child of her parents and she has been brought up with utmost care. She is provided with all possible facilities and comforts.

An attempt has been made to analyze the element of protest that the protagonist expresses towards the institutions of socialization in *Annie John*. These include the school, the church, the institution of marriage etc… The narrative talks about the rebellious tendencies that the girl child expresses on several occasions. What she resents most is that the parents have assimilated the culture of colonizers and accordingly they attempt to mould her life too. She comes in conflict with mother when she realizes that she is being shaped in accordance with the norms described by a Christian society. This dos and don'ts create a conflict in her mind because she has reached the most delicate stage of her life - the adolescence period. This is the period when a child normally exhibits a tendency to revolt against the convention of society. These imposed conventions are against the dictates of her inner being. She therefore tries to chalk her path in the most individual manner. The areas of protests are (1) sexuality, (2) protest against the education system (3) protest against the church (4) protest against gender discrimination and (5) protest against the process of colonization. There are instances where Kincaid employ both covert and overt modes of protest.

Beginning with the first, Kincaid talks about the graveyard which is full of tombstone of the colonial master. It becomes place for a young girl to experience the secrets of erotic feelings. In a way it's an exploration of physical body and the mystery of the sexuality. It's a place where the young girls dance and sing showing no reverence for the sanctity of the place. What a height of sacrilege!

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On our minds every day was our breasts and their refusal to budge out of our chests. On hearing somewhere that if a boy rubbed your breasts they would quickly swell-up, I passed along this news... what perfection we found in each other, sitting on these tombstones of long dead people who had been masters of our ancestors! (p.50)

The elements of protest here are cleverly woven in the texture of the novel. On the one hand there is an act of transgression by indulging in forbidden activities. On the other hand the irreverence for the colonial masters makes this discourse a double edge. It may not be a deliberate act of protest but it is indeed an act of irreverence towards the dead colonizers and also towards the Christian code of conduct. According to Moira Ferguson:

Kincaid holds colonialism responsible for everything noxious that she hints at and intuits in *Annie John* (p.18).

In order to express her keen rage, Kincaid in one of the chapters show one of the teachers in the schools busy reading Shakespearean play called *Tempest*. The postcolonial critics have labeled the work as the work of colonialism. It is a text which talks about imperialistic force which controls the distant land and oppressed people. Kincaid deliberately brings in references to *Tempest* which is treated as a text of colonialism.

Kincaid builds up another instance of subtle and ironic protest in the text where there is reference to punishment meted out to Annie John for her discourteous behavior. She is asked to copy two Books, Book-I and Book-II of Milton's *Paradise Lost*. The reference to Milton's classic text and especially the first two books talk about Satan's rebellion against God and how he is expelled from there with his followers. Moreover, how Satan poses a challenge to the authority of God and in no mood to compromise.

The school desires to punish Annie John's behavior through imposition which in fact deals with disobedience. The rebellious Annie is exposed to the equally rebellious character of Satan and indirectly one thinks it would further strengthen her rebellious tendency.

Annie John finds no interest in the history lessons taught to her in the school. It is in a way the history of the colonizer which at all time creates in the native students' mind a sense of inferiority. For Annie John Columbus represents the individual responsible for the imperial force to control their island, people and culture. She inadvertently disfigures the picture of Columbus and it is interpreted as disrespect for the colonial power. For her it is he who initiated the process of colonization.

It is also significant that the most of the teachers imparting education hail from U. K. or Canada. Moreover they are members of the church and most of the lady teachers are sisters living the life of the spinsters. Therefore, in matters of discipline, the educational institutions are traditional and rigid. The mode of penalizing the students especially the girls is rather humiliating.

The dance cap was in the shape of a coronet with an adjustable opening in the back, so that it could fit any head. It was made of cardboard with a shiny gold paper

covering and the word 'Dunce' in shiny red paper on the front … Each Friday morning we were given a small test to see how well we had learned the things taught to us all week. The girl who scored lowest was made to wear all week. The girl who scored lowest was made to wear the dunce cap all day the following Monday. (pp.74-75)

Kincaid sarcastically talks about the unscientific approach of punishment to the learners. There is a strong element of protest in the above words. Annie John who is also the prefect of the class is penalized for attempt to disfigure and defile the picture of Columbus whom Annie considers responsible for the beginning of imperialism. She is taken to the principal of the school who removes her from the position of prefect and asks her to copy the first two books of Milton's *Paradise Lost*. Ironically it's a punishment which is very harsh and at the same time absurd. The element of subtle portent is felt here. The most ironical element here is the form of punishment. The purpose of punishment should be a corrective one. Instead the student is compelled to write about Satan's revolt against God and his fall.

The centrality of the issue of protest is presented by Kincaid through Annie John's process of maturation. Annie John registers her protest against all the inhibitions and restriction imposed on her. On the one hand we see her in a total defiance against the colonial ideology and on the other hand it is also against her own mother who has made up her mind to make her an ideal lady. Kincaid represents the protest through Annie John's activity against the colonizers' rule and her mother as well.

One of the major institutions that shape the psyche of the colonial subject was the Christian church. The presence of the church maps the common Caribbean docile obedient and god-fearing. The masses fail to rebel. There is hardly any instance where in the masses register a sense of resistance and dissidence against the covert and overt exploitation. However there are exceptions like Annie John who have tendency to defy the imposing influence of the colonial culture. However, the colonial process of socialization is not hundred percent successful. There are stray instances wherein the protest against the institutional hegemony is registered. Kincaid also points out that the psyche of the average Caribbean is pro-colonial and he is indoctrinated to the colonial discourse but the process of indoctrination is not complete. The average Antiguan in times of crisis shows the tendency to seek help from the indigenous culture into which she is rooted in. This ambivalence is visible in the character of Annie John's mother who is bent upon making her daughter a lady in the true sense of the word.

Annie also revolts against the gender discrimination decided by the society. She finds it such a futile that all restrictions are limited to girls only. When boys create any nuisance, society will connive at but if girls will simply talk with any boy or man then society will call them 'slut'. This biased discrimination creates fury in Kincaid.

Some restrictions about sex, rigidity of education system and church, gender discrimination, cruelty of colonial masters etc…which have strongly harmed the Antiguan society, are made the target for condemnation.

However, it is very difficult to change the society especially when someone alone is trying for it. Even the thing would be finished when a woman is trying for the same. Finally the person will choose to go away for new and liberal life.

The novel *Annie John* has also certain patterns of departure from home in order to realize one's potential. This is visible in the case of Annie John's mother who at the age of sixteen left her own home defying the codes of convention imposed by the society. Similarly Annie John's father's parents also left for Latin America leaving young boy in the fold of her grand mother. A similar step of departure is taken up by Annie John herself when she defies all the attempts on the part of the parents to make her young ladylike. This is a step of protest against the colonial system which suffocates the aspiration of the young women. She takes it up as a challenge to plunge herself into a world completely unknown. This is where the protest is strongly felt and the novel remains an open-ended one, leaving the reader to decide the justification for such a bold decision.

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Development of a model evaluative rubric for the assessment of pre-service student-teachers' performance in E-lessons in English

Kiritbhai K. Vaniya & Anil Varsat

Abstract:

The present paper is an attempt of classroom based small scale research work with qualitative methods carried out not only for the further betterment of teacher education in general but also in particular an attempt of bridging the void of an evaluation tool through developing a rubric for evaluating performance in practice teaching in the area of second language testing. This paper is based on field experiences of real classroom practices. It discusses about rubric in general and the development of performance evaluation rubric in particular which is useful for assessment of E-lesson/s delivered or submitted at English language teacher education institution. It also talks about the possible potentials for being an objective formative assessment tool for trainee's practical performance evaluation of general lessons delivered during practice teaching phase in B. Ed (English) programme at H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar.

Key Words:

Continues and Comprehensive Evaluation, formative assessment, performance evaluation rubric, E-Lesson

Introduction:

The role of assessment in educational setup is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better. Opportunity for feedback, leading to revision and improvement of performance, should constantly be available to learners. (NCF, 2005). NKC (2005) also states, "There is a clear need for continuous internal assessment which empowers teachers and students alike, just as it breathes life back into the teaching-learning process. Such internal assessment would also foster the analytical and creative abilities of students which are often a casualty in university-administered annual examinations. (NKC report, 2009.p.68) It is therefore various national agencies and committees of education advocated Continues and Comprehensive Evaluation (CCE) in school and college education. Although summative assessment (i.e. terminal examination) has been highly glorified and has been influencing the very nature of teaching, learning and evaluation; Formative assessment (i.e. continues periodically conducted tests of different kinds through variety of tasks) is equally important component of school education. As Assessment of the skill and practical performance in the field of second language testing itself is a challenge, in modern times rubrics are considered as valid and reliable tools of

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assessment .Here a need based attempt is made for the development of an Analytic Rubric of Performance Evaluation which can serve both purposes, that is to say, for teachers to evaluate and for the students for self evaluation and self monitored improvement. Analytic rubric that is considered the most appropriate rubric for objective testing of basic language skills is provided here as specimen in appendix.

The present scenario of secondary teacher education:

Secondary teacher education is today in the state of flux from its set up, delivery system of curriculum and methodology of teaching, learning and assessment. Similar is the case with English Language education and every now and then we find a new approach or method which guides or changes our course of action and practices. Although the practicum in teacher education programmes is very crucial for the development of values, attitude and personality of the student teachers, perhaps the most neglected and ignored area in teacher education is the internal assessment of the student-teachers performance during practice teaching while students-teacher deliver their lesson. Partly because almost each general or language secondary teacher education institutions in India in general and in Gujarat in particular have their own method and tools of evaluation of the performance of the student teacher. The matter of concern are -Do teacher educators use standardized or improvised tools/scales for the evaluation of student-teachers' performance during lessons delivered in practice teaching school? Do teacher educators follow a scientific procedure of assessment? Do teacher educators set

standardized criteria for the most objective, unbiased, unprejudiced judgment or decision of awarding marks or grades? All of these questions lead us to think that there is a need to bring an objectivity, reliability and validity of the evaluation of the performance of student teachers.

What is a Rubric?

A rubri*c* is an explicit set of criteria used for assessing a particular type of work or performance. A rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. Rubrics can be used for a variety of assignments: research papers, group projects, portfolios and presentations. Arter & Chappuis (2006) had given several definitions of rubric by finding characteristics of rubrics. They state that rubrics identify complex, meaningful tasks and allow for consistent judgments regarding the quality of student work. The features of quality work of the students which are observed are what a rubric defines. Rubrics are able to align with standards and outcomes of what the students have learned. Asmus (1999) says that rubrics are a guideline for rating students' performance. (Mianto, n.d.)

A scoring rubric is an efficient tool that allows you to objectively measure student performance on an assessment activity. (Arbor, 2013) A rubric is a scoring and instructional tool used to assess student performance using a task-specific range or set of criteria. To measure student performance against this predetermined set of criteria, a rubric contains the essential criteria for the task and levels of performance (i.e., from poor to excellent) for each criterion.

Most rubrics are designed as a one- or two-page document formatted with a table or grid that outlines the learning criteria for a specific lesson, assignment or project. Rubrics can be created in a variety of forms and levels of complexity, but they all:

-focus on measuring a stated objective (performance, behavior, or quality)

-use a range to rate performance

-contain specific performance characteristics arranged in levels indicating the degree

-to which a standard has been met. ("Utilizing Rubrics as Assessment Tools", n. d.)

In the view of Mianto, (n. d.), 'there are **four components** to a rubric. They are a task description, task dimensions, a performance scale, and cell descriptions (Steven & Levi, 2004). The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created based on the objectives of course syllabus or the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program's learning outcomes. The performance scale indentifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points make it more difficult to differentiate between performance levels. Finally, cell descriptions prepare what each level of performance means for each dimension. These may include check boxes beside each element of the performance description in the cell. They help convey why the student is given a particular score.

There are two major types of rubrics:

Holistic rubric involves one global, holistic rating with a single score for an entire product or performance based on an overall impression. These are useful for summative assessment where an overall performance rating is needed, for example, portfolios. Analytical rubric divides a product or performance into essential traits that are judged separately. Analytical rubrics are usually more useful for day-to-day classroom use since they provide more detailed and precise feedback to the student. ("Utilizing Rubrics as Assessment Tools", n. d.)

Mianto (, n. d.) suggest two more categories as per use: Scoring rubric and evaluative rubric. Others consider even single trait and multi-trait types of rubric. Arter, (2000) states there are four types of rubrics in scoring students' performance (in Mianto (, n. d.)).They are holistic rubrics, analytic rubrics, general, and task specific. Each type has its own characteristics. They also provide benefits and drawbacks. The teacher can choose what rubrics they need to score his students.

Andrade, Heidi Goodrich in his article 'Understanding Rubrics' gave the following information on creating rubric. The **rubric design process** should engage students in the following steps: *Look at models:* Show students examples of good and not-so-good work. Identify the characteristics that make the good ones good and the bad ones bad. *List criteria:* Use the discussion of models to begin a list of what counts in quality work. *Articulate gradations of quality:* Describe the best and worst levels of quality, and

then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work. *Practice on models:* Have students use the rubrics to evaluate the models you gave them in Step 1. *Use self- and peer-assessment:* Give students their task. As they work, stop them occasionally for self- and peer-assessment. *Revise:* Always give students time to revise their work based on the feedback they get in Step 5. *Use teacher assessment:* Use the same rubric students used to assess their work yourself.

The following are a few uses of Rubric such as **1. Useful for teachers: A.** for assessing student learning, Rubrics provide instructors with an effective means of learning-centered feedback and evaluation of student work. -Rubrics help instructors in the following ways: -Assess assignments consistently from student-to-student. -Save time in grading, both short-term and long-term. -Give timely, effective feedback and promote student learning in a sustainable way. -Clarify expectations and components of an assignment for both students and course Task -Refine teaching skills by evaluating rubric results.**B.** As instructional tools, rubrics enable students to gauge the strengths and weaknesses of their work and learning. **C.** As assessment tools, rubrics enable faculty to provide detailed and informative evaluations of students' work. **2. Useful for Students:** Rubrics also help students in the following ways: -Understand expectations and components of an assignment. -Become more aware of their learning process and progress. -Improve work through timely and detailed feedback.

Merits of using rubrics:- They allow assessment to be more objective and consistent. -They clarify the instructor's criteria in specific terms. -They clearly show students how their work will be evaluated and what is expected. -They promote awareness of the criteria to use when students assess peer performance. -They provide benchmarks against which to measure progress. -They reduce the amount of time teachers spend evaluating student work by allowing them to simply circle an item in the rubric. They increase students' sense of responsibility for their own work. Rubrics are powerful tools for both teaching and assessment. They can improve student performance, as well as monitor it, by making teachers' expectations clear and showing students how to meet those expectations. -Students become increasingly able to spot and solve problems in their own and others' work, resulting in improvement in its quality. Other benefits of using rubric include:-Communicate expectations with students-Bring objectivity to subjective scoring. -Allow for easy scoring and recording of it. -Communicate grades to students.

What is E-lesson?

E-Lessons are full-length interactive presentations of lessons providing the teacher and students a better visualization of ideas through the use of multimedia. E-Lessons' creative use of text, animation, graphics, and sounds stimulates the students' imagination and allows them to better understand the content of the lessons. This fresh and interesting way of presenting lessons motivates students to study more. The various activities included engage them in learning. E-Lessons will definitely turn the classroom atmosphere into one that's more conducive to

learning. (E-lessons. (no author); (n.d.) [(http://celearning.ph/index.php/products/ e-lessons retreieved on 28-03-14 copy right CE-learning publications 2010)] One of the meanings given in WordSense. eu.Dictionary is E-lesson (n): a live lesson broadcast over internet. [(E-lesson: meaning, definition, origin for e-lesson (n.d.) http://www.wordsense.eu/e-lesson/)]

Rationale and Purpose of the study:

H. M. Patel institute of English Training & Research, Vallabh Vidyanagar is unique in itself as it offers BEd (English). The practicum includes practice teaching in various phases. The institute had introduced three e-lessons as compulsory component of practice teaching of 40 lessons. There is an absence of definite scale or schedule of observation and tool of assessment of E-lesson. Hence, a need was felt to prepare a model evaluation rubric which can serve both purposes i.e. for teachers for the assessment and feedback and for learners for self-assessment and improvement.

Research questions:

1. Can student-teachers' performance during delivery of E-lesson be evaluated objectively with comprehensive grading system?

2. What is the tool of evaluation of performance based on observable behaviour?

Statement of the problem:

Development and try out of a model rubric for the assessment of student-teachers' performance in E-lessons in English

Objectives:

1. To review and identify through analysis of related literature and standardized rubrics on various aspects of teaching-learning.

2. To construct an evaluative rubric based on parameters of observation of E-lesson performed by the student teachers.

2. To try out the developed rubric with the student-teachers to check its usefulness and practicality.

Operational definition of terms:

E-Lesson: E-Lessons are full-length interactive presentations of lessons with creative use of text, animation, graphics, and sounds that stimulates the students' imagination and allows them to better understand the content of the lessons having better visualization of ideas through the use of multimedia.

Evaluative Rubric: Model Evaluative rubric refers here as a qualitative scale or scoring and instructional tool using a task-specific range or set of criteria to do objective assessment of student-teachers' performance on E-lesson delivery.

Plan & procedure of the study:

The present study was an action research type developmental study using qualitative methods.Thus,the study was carried out through three phases: **Phase one** includes review of work already one for the development of rubric for various purposes and to identify useful rubrics for the present purpose. **Phase two** involves

evolution of rubric based on predetermined criteria of performance. **Phase three** involves try out of rubric and modification of rubric based on feedback from faculties and student-teachers who participated in the study and finalizing the rubric.

Methodology adopted for the development of the rubric (data collection and analysis):

As this was a developmental study, through qualitative method, first of all, the need was identified and two of the faculties had a formal meeting to decide the objectives and plan of the work. A review of work was carried out and a few standardized rubrics were identified as sample for development of rubric. Student –teachers of B. Ed (English) in the academic year 2013-14 were randomly selected for the study as sample for the study. The groups were formed randomly from the present enrolled 96 student-teachers, seven groups were formed using random numbers at the interval of seven, and each group consisted of 13-14 students. From the seven groups two groups were selected purposefully to carry out the study. There were 13 participants in group A supervised by first researcher and 14 participants in group B, supervised by second researcher.

The researchers first discussed formally on the scale components, level of performance, elements of traits or descriptor. The discussion resulted in a rough draft of evaluation rubric. An orientation-cum-discussion session with selected group members was conducted before the actual implementation of evaluation rubric. There were comments and suggestions made by participants and accordingly a few changes were made in the draft. Each student-teacher delivered two lessons and each of the students-teachers worked in pairs for the preparation and presentation of the E-lessons. Student-teachers had choice for selection of type of lesson, i.e. reading comprehension, grammar, poetry and composition. Student–teachers selected the content from standard 5 to 12 of first or second language textbooks prescribed by GSHSEB, Gandhinagar. After delivery of first E-lesson, once again the two researchers had a formal meeting to discuss the problems faced, difficulties emerged and subsequently changes were made in the rubric. After completion of two e-lessons, the scores, feedback given by two researchers were compared and results were analyzed using qualitative method to arrive at conclusion. To check the reliability of the rubric, inter-rater technique was used. The content validity was checked with the help of the language experts on the campus. The grades that were obtained at the end of presentations of two e-lessons by each participant in the two groups were compared and contrasted and the data (i.e. feedback in the form of open-ended responses) derived from the evaluation by two researchers were analyzed using content analysis technique. The practicability and usefulness of the rubric was also checked by its frequent use and necessary modifications were made as per requirement. The final product of evaluation rubric is attached herewith the paper for the reference.

Findings:

It was found that the evolved evaluative rubic was useful to the teacher-educators for assessing the performance of student-teachers during e-lesson delivery and equally to student-teachers for self-evaluation and improvement. The involvement of student-teachers in such developmental qualitative study had resulted in the betterment of the rubric.

Concluding remarks:

Designing of rubric is a laborious task and equally time consuming also but when it's done, it can be used for longer time by bringing changes in it time to time as per new needs arise. As it is known that many institutes have developed such tools of performance evaluation but it is a question whether its trustworthiness and credibility have been checked. The present study was an attempt to design and use an evaluative rubic, although it is neither considered a final one or standard as each teacher/institutes should develop such objective and authentic tool of classroom performance based assessment. There is always a scope for the modification in the present qualitative scale of evaluation, as any tool has the scope for betterment...

Acknowledgement:

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Appendix: 1: Rubric for evaluating performance of student-teacher during delivery of e-lessons

Name   of   the   student-teacher: _____   Roll/Exam   no: _____

Date: _____   Time duration: _____

Task Description (Task based performance outcome of learning): **Student-teachers will perform in the task of delivery of e- lessons at B.Ed (English)**

Specimen Table of rubric:

Criteria/Performance Area →	Level of Performance(Elements of Observable & measurable behaviour traits)					Obtained Score/grade(scores assigned out of percentage of weight-age to each dimension)
	Fails to meet expectations/Poor/Unsatisfactory	Below Expected Level/satisfactory	At Expected Level/Good	Above Expected Level/Very Good	Exceeds expectations/Outstanding/Excellent	
Points☐	0	1	2	3	4	
Grades☐	E	D	C	B	A	
Value Judgment☐	Poor	Satisfactory	Good	Very Good	Excellent	
Preparing learning environment and declaration of objectives (2%)	No introduction of topic. No declaration of Objectives	Introduced Topic ineffectively. Declared objectives of the e-lesson without much clarity.	Introduced Topic effectively but less clearly, and purpose of talk was made clear. Declared objectives of the e-lesson with much clarity.	Introduced Topic effectively and clearly, and in an interesting way. Purpose of talk was made clear.	Introduced Topic very effectively and much clearly, Outline of points was given. Declared objectives of the e-lesson with much clarity.	

Criteria					
Development and cohesion (2%)	No attempt is made for the development and linking	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.	Higher linking and outstanding development of topic
Ability to engage and involve audience (1%)	No techniques used to engage audience were minimal, or totally ineffective.	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.	Speaker sometimes monitored audience and adapts presentation at some extent. An interesting or new approach taken to the topic. Speaker used limited techniques to engage audience.	Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used various techniques such as visual aids and props, anecdote, humor, surprising facts, direct audience participation.
Suitability of presentation for stated purpose and audience (1%)	No or little attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading.	Attempts were made to tailor the presentation content to the intended purpose of informing, but less interesting or persuading.	The presentation content and structure was tailored at some extent to the audience and to the intended purpose of informing, and somewhat interesting or persuading.	The presentation content, structure and delivery were tailored at most of the extent to the audience and to the intended purpose of informing, interesting or persuading.	The presentation content, structure and delivery were highly/closely tailored to the audience and to the intended purpose of informing, interesting or persuading.

Criteria					
Use of language & focus on Language skills: oral and written (accuracy/ correctness and appropriateness) (4%)	The vocabulary of the presentation was not appropriate for the topic. The presentation content was not at all grammatically correct. Pronunciation occasionally correct, but most of the time hesitant and inaccurate. Speaking extremely slowly and in low voice.	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct. Pronunciation occasionally correct, but often hesitant and inaccurate. Speaking too slowly and with soft volume.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct. Pronunciation and intonation is usually correct. Speaking generally at normal speed	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct. Pronunciation and intonation is correct and confident. Varying speed to convey intended meanings and feelings	The vocabulary of the presentation was extremely correct and appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically accurate. Pronunciation and intonation are correct and confident. Varying speed to convey intended meanings and feelings. Very good sense of pauses and varying flow of speech.
Performance/pre-sentation **Skills & Voice: (clarity, pace, fluency)** (2%)	Speaking without attending to content or meaning Having no idea to use tone to convey meanings or feelings Presenter occasionally spoke clearly and at a good pace.	Speaking with some attention to content or meaning. Has little idea to use tone to convey meanings or feelings. Presenter sometimes spoke clearly and at a good pace.	Making some use of gestures and / or facial expression to convey meaning and intonation Making little effort to use tone to convey meanings or feelings Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Making good use of gestures and facial expression to convey meaning and intonation Varying tone to convey intended meanings or feelings Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.	Making good use of gestures and facial expression to convey meaning and intonation Varying tone to convey intended meanings or feelings Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.

Criteria					
Answering questions from audience (2%)	Not all questions could be answered.	Questions answered with difficulty, and little knowledge of the topic was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Few questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.	All questions answered with ease and clarity. Demonstrated Very good knowledge of the topic. Language was correct and fluent.
Multimedia (in variety)Support and Visual Aids: Charts, animation, graphs, handouts, posters, videos, slides, sound (5%)	No use of multimedia or uses it in distracting or ineffective manner.	Presentation includes little use of multimedia or uses it in distracting or somewhat effective manner (difficult to read, has errors &/or typos, etc.).	Presentation includes limited multimedia that enhance the overall presentation. Easy to read and informative, but not outstanding.	Presentation includes greater use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free) Little variety of multimedia found.	Presentation includes a balanced use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free).
Organization (Sequencing of elements/ideas) (2%)	Information and ideas are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.	Presenter does not follow logical sequence (jumps around in presentation)	Presenter follows logical sequence, but fails to elaborate.	Presenter follows logical sequence and provides explanations/ elaboration.	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.
Time management & concluding remarks (2%)	Speaker does not finish on time, takes extra time or finishes before allotted time. No attempt was made to conclude the presentation.	Speaker does not finish on time or finishes well before allotted time. An attempt was made to conclude the presentation.	Speaker finishes on time but has to rush through last points to finish on time. The presentation was summed up clearly.	Speaker uses the allotted time effectively. Finishes on time. The presentation was summed up clearly and effectively.	Speaker uses effectively the allotted time Finishes well on time. The presentation was summed up clearly and effectively, with key points emphasized.

Resourcefulness and innovation (2%)	No use of reference or resource materials. Nothing new or stereotype work and exercises.	Very few reference or resources used, but ineffective	Some reference or resources used with some effectiveness	A good number of reference or resources used and were logically connected in content	Variety of references or resources used with great effectiveness and have acknowledged in bibliography.	
Effective Communication Involves how well a learning partner communicates and stays connected with team members. **Confidence and use of body language (5%)**	Comments are most of the times vague and has trouble getting a point across; Negative tone used. No eye contact Moving around, fiddling, nervous; no facial expression used to get message across	Comments may be less positive in tone or sometimes argumentative. Some eye contact Some moving around and fiddling, little facial expression used to get message across /Being nervous or standing still without attending to audience (e.g. no eye-contact)	Is usually an effective communicator; gives feedback that is often helpful. Eye contact most of the time Making some use of body language to help express ideas and feelings (e.g. eye-contact) Developing confidence, used some body movement and facial expression to get message across	Comments are almost positive, properly understood; when giving constructive criticism, feedback is somewhat timely, specific, and behaviorally focused. Making good use of body language to help express ideas and feelings (e.g. good eye-contact) Confident, used body movement and facial expression to get message across	Comments are always positive, very easily understood; when giving constructive criticism, feedback is timely, specific, and behaviorally highly focused. Maintained excellent eye contact	
Overall score/						
Grade☐						

How to interpret the scores/grades: (Maximum 30 % weightage)
Comments and Feedback for Improvement:

Advanced (Autonomous) (A grade) (Excellent)   24 or more
Exceeds standards (above average) (B grade) (Outstanding)   19 – 24
Meets standards (sufficient) (C grade)   (Very Good)   13 – 18
Needs improvement (beginner/developing) (D grade) (Good)   06-12
Fails to meet standards (E grade) (Poor)   ≤05   Name & Sign of Evaluator with date: _____

Note: Anyone can make use of this rubric for the observation and objective assessment of lessons delivered by student-teachers at any phase of practice teaching and necessary modifications can be made as per local needs.

Corpus Approach to Language Studies and Research: Some Reflections

Kiritbhai Kasambhai Vaniya

Abstract:

From last few decades till date, Constructivist Approach has been a leading and dominating theme in the field of education, social science, teacher education in theory and practices and consequently in research in these area. Similarly, Corpus Approach in the field of language, linguistics and pedagogy is the new potential developing area of study and research. Although it advocates quantitative approach to create meta-data bank and statistical analysis, it has a long way to go even for qualitative approach. The use of rapidly developing computer technology in these fields has not only supported but has boosted and developed the Corpora Approach. This area promise of opening new arena having potential for wide applications in newer fields and it also calls the budding researchers to take up investigation. An attempt is made hereby through this article to make aware those who are interested in computer related research in the field of English language education, especially foreign language teaching, second language teacher education. It describes the concept, meaning , examples of corpora and explains its variety of applications, and also discusses the prospects and challenges that it poses.

Key words: Corpus, corpora, corpus linguistics, software for corpus, ELT, ESL

Introduction:

Johnson(1997)stated in one of his articles, "the traditional responsibilities of language teaching specialists in teacher education, particularly in situations where language teachers are not native speakers of the target language, involve methodology, and instruction in the second language to raise the level of teachers' second language proficiency. A further responsibility, the subject of this chapter, should be to help all teachers to use the language resources that they have as effectively as possible in the classroom". (Johnson, 1997) This is true for school education as well as for general and special teacher education programmes. In the last decade, the field of education has witnessed a shift in paradigm as moving from 'behaviorism' to cognitivism', till the latest 'constructivism'. The similar scenario of change is taking place at global level with the application of Corpus Approach in linguistics, language teaching, language research and language teacher education. In views of Ghadessy, et al.,(n.d.) 'recent developments in this field of small corpus studies, largely brought about by the personal computer, have yielded remarkable insights into the nature and use of real language. (Ghadessy, et al..(n. d)

In recent years a lot of investigation has been devoted to how computers can facilitate language learning. One specific

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area on the computer frontier which still remains quite open to exploration is Corpus Linguistics. Scholars and experts had declared that corpora will revolutionize language teaching and pedagogy, consequently one becomes curious to know what corpus studies have to offer the teachers, teacher educators and educational researchers and at what extent such an implementation can be feasible. This article is aimed to address those questions by examining what corpora is, what corpus approach is , what are its uses and applications, how it can be applied to teaching, learning of English and pedagogy in general, and some of the prospects, challenges, issues that are contained with it. A bird's eye view is given on various resources to assist anyone who is interested in pursuing this line of study further. (Krieger, D.; n. d)

Origin and historical background of Corpus studies:

Corpus linguistics is a fairly new approach to language which emerged in the 1960. Other notable developments include Randolph Quirk' Survey of English usage, the project started in 1950, English Lexical Studies (OSTI report) in London 1963 by Sinclair 1970-the London Lund Corpus and Lancaster-Oslo-Bergen corpus; the Brown Corpus 1960 ; the Collins COBUILD English Language Dictionary by Sinclair (1987) was published as the first 'fully corpus-based' dictionary. (McEnery & Xiao,2005)

(T, Wolfgang & C, Anna.,2007) Thus, it is not surprising that corpus linguistics emerged in its modern form only after the computer revolution in the 1980s. The Brown Corpus, the first modern and electronically readable corpus, however, was created by Henry Kucera and W. Nelson Francis as early as the 1960s. (*www.cl2011.org.uk/)*

Concept, meaning and definition of ' Corpus' (What ? Aspect of Corpus Approach):

The term 'corpus', plural 'corpora' is a collection of linguistic data, either compiled as written texts or as a transcription of recorded speech. (Crystal, D. ,1992).

CORPUS (from Latin *corpus* body. The plural is usually *corpora*): (1) A collection of texts, especially if complete and self-contained: *the corpus of Anglo-Saxon verse*. (2) Plural also *corpuses*.

A corpus is a collection of texts, written or spoken, which is stored on a computer. In the past the term was more associated with a body of work, for example all of the writings of one author. However, since the advent of computers large amounts of texts can be stored and analysed using analytical software. Another feature of a corpus, as Biber, Conrad and Reppen (1998) point out, is that it is a *principled* collection of texts available for *qualitative* and *quantitative* analysis.(O'Keefee, Anne, McCarthy & Carter, R. ,2007)

Although "corpus" can refer to any systematic text collection, it is commonly used in a narrower sense today, and is often only used to refer to systematic text collections that have been computerized.

Corpus linguistics deals with the principles and practice of using corpora in language study. A Corpus linguistics studies data in any such corpus. Corpus linguistics

is a study of language and a method of linguistic analysis which uses a collection of natural or "real word" texts known as corpus. Computer corpus is a large body of machine-readable texts. (Mcarthur, T. (ed.) 1992).

Since corpus linguistics involves the use of large corpora that consist of millions or sometimes even billion words, it relies heavily on the use of computers to determine what rules govern the language and what patterns (grammatical or lexical for instance) occur.

Corpus linguistics thus is the analysis of naturally occurring language on the basis of computerized corpora. Usually, the analysis is performed with the help of the computer, i.e. With specialized software, and takes into account the frequency of the phenomena investigated. (*www.cl2011. org.uk/*)

Corpora are usually smaller, containing around one to three million words.(**http:// en.wikipedia.org/wiki/Text_corpus**) But large corpora contains more than 100 millions words. e. g. Internet contains more than 100 trillion words and the largest corpora on varied topics.

Corpus Based Approach or Corpus Approach (Biber, Conrad,& Reppen,1998,p.4) is comprised of four major characteristics: **1**.It is empirical, analyzing the actual patterns of language use in natural texts. **2.** It utilizes a large and principles collection of natural texts as the basis for analysis.**3**. It makes extensive use for analysis. **4.** It depends on both quantitative and qualitative analytical techniques.(Bennett, 2010.)

The corpus-based approach to linguistics and language education has gained prominence over the past four decades, particularly since the mid-1980s. This is because corpus analysis can be illuminating 'in virtually all branches of linguistics or language learning' (Leech 1997: 9; cf. Also Biber, Conrad and Reppen 1998: 11). One of the strengths of corpus data lies in its empirical nature, which pools together the intuitions of a great number of speakers and makes linguistic analysis more objective (McEnery and Wilson 2001: 103). In McEnery & Xiao,2005)

Types and Examples of corpora
(*Corpus* linguistics: a practical introduction(n.d.))

There are many types of corpora, which can be used for different kinds of analyses. Some (not necessarily mutually exclusive) examples of corpus types are :

- *General/reference corpora vs. Specialized corpora.* e.g. BNC = British National Corpus, or Bank of English. This aims at representing a language or variety as a whole (contain both spoken and written language, different text types etc.)

- *Historical corpora vs. Corpora of present-day language.* e.g.. Helsinki Corpus, ARCHER .It aims at representing an earlier stage or earlier stages of a language.

- *Regional corpora vs. Corpora containing more than one variety. e*.g. WCNZE = Wellington Corpus of Written New Zealand English. This aims at representing one regional variety of a language.

- *Learner corpora vs. Native speaker corpora*. e.g. ICLE = International Corpus of Learner English. This aims at

representing the language as produced by learners of this language.

- ***Multilingual corpora vs. One-language corpora.*** It aims at representing several, at least two, different languages, often with the same text types.

- S***poken vs. Written vs. Mixed corpora.*** e.g. LLC = London-Lund Corpus of Spoken English. This aims at representing spoken language.

A further distinction of corpus types refers not to the texts that have been included in the corpus, but to the way in which these texts have been treated:

- ***Annotated corpora vs. Orthographic corpora.*** In annotated corpora, some kind of linguistic analysis has already been performed on the texts, such as sentence analysis, or, more commonly, word class classification

What are the specific corpora available to students of English ? **(For whom ? Aspect)**

1) Generally accessible corpora: Two large general corpora of English are accessible to everyone via the World Wide Web. These are the Collins Word banks Online English corpus and the British National Corpus.

A) The Collins Word banks Online English corpus contains 56 million words of contemporary written and spoken text, both British and American English, of a variety of text types. Of these, 36 million are British written texts, 10 million American written texts and 10 million American spoken texts. The user can select either one or two or all three sub-corpora for the analysis. The corpus is accessible at: http://www.collins.co.uk/Corpus/corpussearch.aspx.

B) The British National Corpus (BNC) contains 100 million words of contemporary British English, of which 90 million are written and 10 million spoken texts (of a variety of different text types). For simple searches, the corpus is accessible at: http://sara.natcorp.ox.ac.uk/lookup.html

Softwares useful for Corpus/Corpora studies: Corpus linguistics software is a computer programme which is the very most important tool for every linguist who studies language on the basis of corpora. Like its name suggests, it is designed specially for the needs of corpus linguistics. There are many kinds of corpus linguistics software which can generally be divided into two types: - software that can be utilised regardless of the type of corpora and - software which is specially designed for one specific type of corpus.

1. **WordSmith** is one of the most commonly used corpus linguistics software. It is available in several languages and can be used for almost any kind of corpora. 2.Another popular "general" corpus linguistics software is **MonoConc Pro** which can be used for analysis of several languages as well as for language teaching and learning purposes. Examples of "specialised" corpus linguistics software include BNCWeb and SARA which are specially designed for study of the British National Corpus. 3. **Wmatrix** is a software tool for corpus analysis and comparison. It provides a web interface to the USAS and CLAWS corpus annotation tools, and standard corpus linguistic methodologies such as frequency lists and concordances. It also extends the keywords method to key grammatical categories

and key semantic domains. Wmatrix was initially developed by Paul Rayson in the REVERE project. 4. **Concordance:** A concordance is a software program which analyzes corpora and lists the results**.** Concordance programs are basic tools for the corpus linguist. Since most corpora are incredibly large, it is a fruitless enterprise to search a corpus without the help of a computer. Concordance programs turn the electronic texts into databases which can be searched.(Corpus Linguistics Software, 2012) Some more examples of Corpora and concordance programs include **1.**Shakespeare Online Corpus **,2.**Concordance browsing : This site allows you to search a number of English literary classics, including the Bronte novels, Shakespeare and James Joyce's *Ulysses*, with the help of the concordance program Web concordance of English romantic literature **,3.** Cobuild Direct Corpus Sampler**, 4.** Penn Treebank Search, IMS Stuttgart **,5.**Corpus of Middle English, University of Michigan **,6.**Michigan Early Modern English Materials**.** Some examples of well-known concordance programs include WordCruncher ; TACT (Text Analysis Computing Tools)- a well-known freeware concordance program; _ TACTWeb is a concordance program based on TACT but designed for the World Wide Web and it is easy to use, even for absolute novices in the area. ; SARA - the concordance program which has been specifically written for searches of the British National Corpus and other texts with TEI/SGML markup. (What is a concordance program? . (n.d.))

Various fields of applications of corpora: [why? Aspect]

Unsurprisingly, corpora have been used extensively in nearly all branches of linguistics including, for example, lexicographic and lexical studies, grammatical studies, language variation studies, contrastive and translation studies, diachronic studies, semantics, pragmatics, stylistics, sociolinguistics, discourse analysis, forensic linguistics, and language pedagogy.(O' Keeffe, A and McCarthy ,2010.(edi); Hunston, Susan.(2002); McEnery & Xiao,2005) Several other applications include Archeological corpus, media and political discourse etc.

Using Corpus for language teaching, pedagogy and methodology:

Leech (1997) observed that a convergence between teaching and language corpora was apparent. That convergence has three focuses, as noted by Leech: the indirect use of corpora in teaching (reference publishing, materials development, and language testing), the direct use of corpora in teaching (teaching about, teaching to exploit, and exploiting to teach), and further teaching-oriented corpus development (LSP corpora, L1 developmental corpora and L2 learner corpora) .(Mcenery & Xiao,2005)

Corpora is used in course book design, writing dictionaries, instructional books, in literature and translation studies etc.(Hunston,S., 2002) Corpora can be considered as a type of foreign language writing aid as the contextualised grammatical knowledge acquired by non-native language users through exposure to authentic texts in corpora allows learners to grasp the manner of sentence formation in the target language, enabling effective writing.(http://en.wikipedia.org/wiki/ Text_corpus)

Corpora can be said to have revolutionized reference publishing (at least for English), be it a dictionary or a reference grammar, in such a way that dictionaries published since the 1990s are typically have used corpus data in one way or another so that 'even people who have never heard of a corpus are using the product of corpus-based investigation' (Hunston 2002: 96). Corpora are useful in several ways for lexicographers. (McEnery & Xiao,2005)

The new corpus-based grammar is unique. It has been noted that non-corpus-based grammars can contain biases while corpora can help to improve grammatical descriptions (McEnery and Xiao, 2005).

While corpora have been used extensively to provide more accurate descriptions of language use, a number of scholars have also used corpus data directly to design TEFL (Teaching English as a Foreign Language) syllabuses and teaching materials. (McEnery & Xiao, 2005)

Teaching-oriented corpora are particularly useful in teaching languages for specific purposes and such corpora can be used directly or indirectly in language pedagogy. In language pedagogy, the implications of learner corpora have been explored for curriculum design, materials development and teaching methodology (Keck 2004: 99 in McEnery & Xiao.2005)

Prospects and Challenges of Corpora approach:

Corpus based approach has wide scope of application in the field of language, pedagogy and training but there are inadequate evidences in research and hence its feasibility is yet to be checked especially in Indian conditions. As the application of Corpus Approach to language pedagogy is a recent phenomenon. The term 'data-driven learning' derived from computer science, describing software which can learn from new data. Because it was Tim Johns who first adopted it to describe the uses of corpora in language learning in 1991, this approach is particularly associated with Tim Johns, who started developing it in the 1980s. (Thomas, n.d.)Most of the studies in this area have been carried out abroad and so we need to create corpora in large number with research done in Indian languages. e. g. Kachhchi dilect, Sindhi, Dangi language etc. in Gujarat can be studied under corpus approach. Corpus approach help to preserve the endangered, about to die living languages all over the world, languages of ancient times , or spoken in forest, remote, tribal area, by preserving the linguistic culture in the form of spoken corpora. This requires new researchers to carry out ethnography-linguistics study. Another challenge for the researchers is to create Corpus based software in Indian local-regional languages which can help students to study languages of theire own regions.The most important challenge that corpus approach pose is the training to teachers and learners as how to use corpora in study of foreign language. Another challenge is with regard to either producing small corpus for a specific area or problem with selection from readily available corpora. Corpora like any other approach to teaching, learning or pedagogy is not without its limitations though have many advantages for learners to be autonomous. Data-driven Learning is one such application in the field of language instruction.

Corpus Linguistics has generated a number of research methods, attempting to trace a path from data to theory. Wallis and Nelson (2001) first introduced what they called the 3A perspective: Annotation, Abstraction and Analysis. 1. **Annotation** consists of the application of a scheme to texts. Annotations may include structural markup, part of speech, tagging, parsing, and numerous other representations. 2. **Abstraction** consists of the translation (mapping) of terms in the scheme to terms in a theoretically motivated model or dataset. Abstraction typically includes linguist-directed search but may include e.g., rule-learning for parsers. 3. **Analysis** consists of statistically probing, manipulating and generalizing from the dataset. Analysis might include statistical evaluations, optimization of rule-bases or knowledge discovery methods. (Corpus Linguistics (n.d.))

Concluding remark:

Corpus approach has been effectively applied in various fields of language but it requires more empirical research evidences and the social scientist has to check whether any scope is there for its use in education. Certainly it promises an un-trodden are for research.

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Preparation and Tryout of Tasks to Enhance the Learner's Awareness of Grice's Co-operative Principles

Kishan Joshi

Introduction

In everyday life we come across many people talking about different matters in their own peculiar style and we all know how to make a conversation with others and keep the conversation cycle on. Grice (1975) himself noticed that language helps in communication but one is not sure whether the communication has been successful or not. Success by and large depends on the response expected by the speaker. Grice (1975, p. 45) stated, *"Make your conversation contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."*

The present study focuses on the enhancement of the communicative competence of the learners through preparations of tasks in the light of the theory of cooperative principle of maxims propounded by Grice.

This chapter focuses on the enhancement of the communicative competence of the learners in the light of the theory of cooperative principle of maxims propounded by Grice. This study will help to prove how the awareness of this theory can be helpful to enhance communication of the learners. The present study will also focus on the nature of conversational behaviour as shown by the interplay of cooperative principle.

In the recent time many researchers have tried to re-examine the role of co-operative principles or the theory of maxims propounded by Grice. Attardo (1990) found that many researchers have tried to transcribe debates, minutes, any political speeches, literary piece, movie script or interviews in order to analyze these things through co-operative principles.

But the present study focuses on teaching and testing of the theory of maxims. For teaching the researcher has prepared one checklist (appendix -1) of the co-operative principle and as a part of testing the researcher has prepared some tasks divided in three part having five subtasks in each. It also focuses on some definitions of the terms, background of the study, rational of the study, details of the sources used to create tasks, research questions, hypothesis of the research, research objectives, tools and scheme of chapters.

National Policy of Education: 1968

The National Policy of Education, in 1968, recommended the pattern of 10+2+3 wherein Hindi was suggested as regional language, as the medium of instructions of region one regional language at least at the school level and study of English as a second language. This was done on the basis of Kothari Commission. This National Policy of Education was meant to provide guidance to the State Government in preparing and implementing educational

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plans. The document National Policy was published in 1968 and 1986.

ELT in India

The status of English not only in India but in the world is taking much stronger position. The English language was introduced in the Indian sub-continent as the language of the British colonizers but after it developed into even as an integral part of the independent India. English has become one of the official languages of India. Nowadays in India, many different varieties of English are found and these varieties also fulfill different needs of people from different states and professions. About 35 to 50 million people are using educated variety of Standard Indian English today and because of this Indian English become the third largest variety of English world – very large in terms of number of speakers speaking the variety of English.

According to Kachru (1985a), English in the Indian context can be labeled as an "institutionalized second-language variety." Further on the bases of Schneiders' (2003-2007) model which is developed to capture some features of different patterns of variety of New Englishes, two interrelated factors can be observed:

1. Changing identity-construction

2. Changing interactions between two strands of population, namely the settlers (STL) and indigenous population (IDG).

The story of English in India is extended over the past four centuries. The first Englishman who used English in India was Father Thomas Stephen. He came to India in 1579. His letter sent from Goa to him home can be seen as the first item of Anglo-Indian literature (Ward and Waller 1916, p. 331). The East India Company granted a Royal Charter act in 1600 and established the trade centers for English merchants. In the army the English language spread very quickly and became stabilized but 'exonormatively'.

Meanwhile, the influence of Western and English education was increasing and as a result the controversy rises. The confusion was that whether to Educate Indians through teaching oriental literature i.e. Indian language, literature and culture or the Anglicists view for English language as the more appropriate medium of instruction and considering English language more valuable that Indian languages. In famous Minutes on Indian Education (1835) made his strong recommendation on English-medium education system in India. English then became the only language of instruction at secondary level of education and different universities were established at different states of India including Mumbai, Kolkata and Chennai.

Even after the independence of India the process of nativization of English in India did not stop. Even the constitution of the Republic of India that was passed by the constituent Assembly in 1949 and came in effect in 1950 was written in English. The English language would have been undergone the process of de-nativization but it did not happen.

(Adopted from : Kirkpatrik, 2010, p.167)

ELT in Gujarat

Since the Gujarat state came into being the efforts to create an awareness of

English. Initially, English was introduced very late at the 8th standard. Realizing that the late introduction of English will not improve the level of English language the government decided to introduce it from 5th standard. Not only at the school but also at the university level the seriousness of English was not felt. With the combine efforts of the Gujarat government and H M Patel Institute of English Training and Research, established in 1965, many training programs were organized and this institute also contributed in the field of research in English Language Teaching and to textbooks of English.

As a part of teaching methodology used in classroom, is still teacher centered and translation and lecturing is still the mode of teaching. And again the mode of testing or examination is written. Thus as we know that English language possesses an important status, it raises job opportunities and good scopes for better career, efforts made to enhance the level of English language in Gujarat are not enough. Many modification and changes are still to be done to enhance the level and aware of English Language among the people of Gujarat at both level Urban as well as Rural.

Definitions of the terms
  A. Discourse: The general term for example of language use, i.e. language which has been produced as the result of an act communication. Sometimes the study of both written and spoken discourse is known as Discourse Analysis.

  B. Discourse Analysis: The study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.

  C. Speech Act: An utterance as a functional unit in communication. In speech act theory, utterances have two kinds of meaning: Locutionary meaning and Illocutionary meaning.

  D. Austin's Theory of Speech Acts : It was the philosopher J. L. Austin who first proposed making a distinction between utterances that could be verified (and were therefore cognitively meaningful according to the definition imposed by logical positivism), and those utterances that may be perceived as performing some kind of linguistic 'act'. It was amidst concerns about the ambiguity and verifiability of language that was raised by logical positivism, that Austin developed his theory of speech acts. In the series of William James Lectures, which he delivered at Harvard University in 1955 he outlined his objections to the then current theories

  E. Searle's Theory of Speech Acts: Searle's (1969, 1979) influential works largely followed on where Austin's left off. Much of Searle's earlier work had been an attempt to systematise and formalise Austin's main ideas.

  F. Co-operative Principle: Co-operation between speakers in using the maxims is sometimes called the co-operative principle.

  G. Grice's Principles and Maxims for Coherent Conversation: Searle

(1969, 1979, 1985) based his analysis of speech acts on the felicity conditions that had to obtain for the success of any particular speech act. This approach holds up fairly well; yet often when the felicity conditions of one speech act are not completely fulfilled, rather than signalling the failure of the speech act, it indicates that some other (what we have called indirect) speech act is being performed. A lot of English jokes, metaphors, and uses of irony are founded on the failure of some of the felicity conditions (e.g. the sincerity condition in the case of irony). The co-operative principle (and related maxims) of conversation on which such an interpretation of speech acts may be based is mainly attributed to Grice (1975, 1978). This forms the basis of Grice's theory of conversational implicature. Grice presents the co-operative principle in the following terms:

1. Quantity: Make your contribution as informative as is required (for the current purposes of the talk-exchange). Do not make your contribution more informative than is required.

2. Quality: Do not say what you believe to be false. Do not say that for which you lack adequate evidence.

3. Relation: Be relevant.

4. Manner: Be perspicuous. Avoid obscurity of expression. Avoid ambiguity. Be brief (avoid unnecessary prolixity). Be orderly.

Rationale of the study

*Professor Thomas L. Martin (*as cited in Schiffrin, 2005) stated *"I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."*

This quotation creates an indispensable question in the researcher's mind and leads him to undertake this research area i.e. how do we understand what we mean by what we say? (Schiffrin, 2005)

In the process of communication and comprehension a person speaks, another listens and responses in return and made some contributions to make carry the conversation and keep it meaningful and relevant.

Here in the present the researcher has tried to use the "non-co-operative" texts (Attardo, 1990, p. 355-362), such as jokes or some absurd literary pieces to create a meaningful insight in the learner about both the theory of maxims and its usage to derive meaning from non-co-operative text.

Hypothesis

Teaching of cooperative principle and tasks based on them will enhance communicative competence of the learners.

Null Hypothesis

Teaching of cooperative principle and tasks based on them will not enhance communicative competence of the learners.

Research objectives
- To familiarize the learners with Gricean theory of co-operative principle through prepared tasks.

- To enhance the learners' ability to understand different kinds of conversations.

- To enhance the learners' comprehensive ability using prepared tasks.

- To prepare and tryout tasks to familiarize the learners with co-operative principles to analyse conversation with the help of Gricean theory.

Research Methodology

To carry out the research, quasi-experimental method was followed. It includes the whole process of research including research design, tools used, material production, validation of tasks, research procedure, sample and tryout of tasks. *Research Design* talks about the overview of the design and it also shows how the whole research project was carried out in a systematic manner. *Tools* deals with different tools that were selected and deployed while conducting the research. *Material production* and *Validation* are equally important aspects of research shedding light on the way the material was produced and validated. *Research Procedure* deals with the procedure adopted, whereas *Sample* and *Tryout* are discussed in detail and show how the sample was selected and tryout was carried out. The study selected 30 students who showed their willingness to undertake the tasks. The tasks were prepared using jokes wherein the learners were asked to interpret it.

The researcher produced some material that helped learners in developing awareness of the Gricean theory of maxims in general and help them develop their communicative competence in particular.

The researcher selected different tools to arrive at an assumed outcome. The tools included are a video clip of rhyme and tasks prepared related to humourous jokes, literary pieces and Zen stories. To oversee of the progress, researcher used a classroom observance sheet. The tools also consisted of pre-designed interview schedule and interview. The learners came forward voluntarily for the interview.

Sample

"Sampling is indispensable technique of behavioural research, the research work cannot be undertaken without use of sampling." (Singh, 2010, p. 136)

The focus of the present research is creating awareness among the learners about Gricean theory of maxims and to enhance communicative competence. The researcher delimited his research to a target group of learners of MA [ELT] – 3rd semester of H M Patel Institute of English Training and Research. The sample of the research was of 30 students. The total sample was exposed to some basic principles of Gricean theory in classroom and subsequently the tasks then administered. The duration of the research was of 13 hours spanning over 09 days.

The concluding step of the research was an interview of randomly selected five students. Questions were asked about their hobbies and area of interest, the Gricean theory and their comments.

Data Analysis

Analysis and interpretation of the gathered data is done in both qualitative and quantitative ways. It also deals with an analysis of the sample responses to the prepared tasks. Task 1 presents all the

tasks of task-1 offered to the learners. Task II and tasks III provides an account of all the prepared tasks two different formats i.e. responses of students in tabular format listed 1 to 10 and the second format is in form of pie chart.

As a part of the research, the researcher has decided to take an interview of the samples to ascertain whether they have understood the Gricean theory and the maxims or not. As a tool for interview researcher has prepared interview schedule including open ended as well as close ended question. Five learners voluntarily came forward to participate in an interview. The researcher has recorded the interview and kept it verbatim. The researcher has transcribed all the interviews of the learners participated and the audio recording is also enclosed at the end in CD form. The interview ascertains the understanding of learners' about the theory of Gricean theory and whether the theory enhanced their comprehensive ability or not. Furthermore the interview also focuses on the teaching and discussion made during the classroom teaching.

Major Findings

The major findings of this present research which enables the researcher to arrive at the conclusion is on the basis of rejection of the null hypothesis and it also answer the research questions stated.

The researcher's main purpose of the present study was to make learners aware of cooperative principle and enhance communicative competence of the learners through tasks designed. Following the whole researcher scheme the researcher prepared the checklist wherein an overview of Gricean theory was discussed. Further

first, the researcher has selected a popular rhyme "Baa Baa Black Sheep" to begin the research with something very light but in a different way. A few tasks were designed and divided into three main categories i.e. Task 1, Task 2, and Task 3. In the difficulty level task 1 was simple in comparison to both the following tasks. Students just have to discuss those tasks among them. Task 2 was more challenging in comparison to the previous one and the Task 3 was of an expert level and challenging. To respond to this task the learners would need to have clear idea about the theory of maxims taught and discussed in classroom. After the completion of the teaching part of research, all the learners gave responses to both the tasks 2 and 3 in written. And at the end of the research, the researcher conducts interviews of five learners who voluntarily come forward and participated in the interview. The researcher has prepared the interview schedule having questions of both types open end and close end. At the end, the researcher recorded the interview and transcribed it verbatim. The keep a record of the whole research procedure, the researcher has prepared classroom observation sheet that gave an overall view of the research.

The teaching of co-operative principles enhances the comprehensive ability of the learners. All the learners were now confident enough to communicate in an effective and coherent way. After knowing the theory of maxims learners found themselves better at communication as now they developed a new insight to see the process of communication. All the learners are currently more confident at responses.

As the co-operative principle itself is a theory to provide the learners or the readers a different perspective to look at the communication process more critically and locate all the information of the speakers whether it is spoken literally or the literal communication or it reference to some hidden intentions of the speaker. All the learners have started a new critical view to trace not only what is spoken but also that is not a part of interaction but intention.

The prepared tasks really help the learners to practice the taught theory of maxims and were proved helpful for the learners.

Co-operative principle or the theory of maxims is very wide in terms of applying it to any conversation or text. Hence it was found that the humourous tasks and some literary pieces really convey the nature of co-operative principle and relative status of the maxims.

Achievement

The desired outcome and the rational of the study that the co-operative principle of maxims really help all the learners, the speakers or the readers who always intend to interpret utterances in different types of conversations or any spoken or written discourse or interaction between humanbeings. The researcher got the inspiration from the approach of Schiffrin (2006) that, *'Human beings can fairly reliably recognize speech acts and therefore there must be some mechanism by which it can be achieved.'* Here instead of using speech acts theory, the researcher has used the theory of maxims and prepared some tasks that can help the learners to achieve communicative competency.

Conclusion

To conclude, the researcher hopes that he has provided the findings of the study with better understandings of the issue. It also advocates how combine efforts of the researcher and the learners bring the study a desired outcome.

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TASKS FOR FOSTERING CREATIVITY IN THE ENGLISH LANGUAGE CLASSROOM

NUSRAT KADRI

1. INTRODUCTION

Creativity has been regarded as a special and rather mysterious attribute. It is something that creative persons use to make unusual but useful aesthetic product or idea is usually original and appropriate. Creative products would include works of art, scientific theories and less tangible products Like imaginative ideas.

Creativity is a set of attitudes and abilities that lead a person to produce Original thoughts, ideas or images.

2. ATTRIBUTES OF CREATIVE CHILD

A creative child is open to experience, curious, intuitive, optimistic, unconventional, independent and perseverant. Such a child speculates, does not mind being wrong , takes risks, seeks new patterns , likes to play, sees the fun of things, likes surprises, uses own imagination and shares dreams.

3. CLIMATE FOR CREATIVITY

All children are born with Latent creative ability. It is upto the parents and teachers to support the child's creative efforts. Psychologist Carl Rogers says that children require two conditions if they are to function creatively, namely, Psychological Safety and Psychological freedom.

The Child's sense of Psychological safety may result from three related processes:

Accepting the child as an individual of unconditional worth and having faith in the child no- matter what his/her present state is.

Avoiding external evaluation and encouraging self evaluation.

Empathizing with the child- trying to see the child-trying to see the world from the child's point of view.

Psychological freedom fosters creativity by permitting children's freedom of expression, by tolerating grammar, spelling and similar errors.

The teacher cannot make all pupils creative. On the other hand, She can identify and foster creativity. Parents as well as teachers creative impulses in children:

Six steps that would foster creativity:

- Relax Controls
- Inspire perseverance
- Make room for odd/off beat ideas and activities
- Inspire child not to be fazed by criticism
- Encourage creative activity for the love of it, not for tangible rewards
- Allow the luxury of "idle times" – fantasizing.

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4. THE CREATIVE PROCESS

Stimulus: The teacher supplies pupils with a word a phrase describe an incident or present a controversial issue or a problem.

Exploration: Children are given opportunity and time to explore all possible ideas that a stimulus may induce. They must be diplomatically discouraged to grab the first idea or solution that presents itself. They should be encouraged to investigate and look afresh at what they normally take for granted.

Planning: Children are encouraged to

- Define the problem or task and analyze it

- Gather information related to the problem or task.

- Make thinking visible by drawing diagrams, flowcharts, Semantic maps and other forms of graphics.

Activity: The teacher encourages pupils to convert the creative idea into action or objectify it. A creative idea is worthless unless in life, significant to someone or some group of people.

Review: The teacher helps children evaluate their creative ideas, using criteria evolved in mutual consultation. The teacher should avoid evaluating. The teacher should avoid evaluating pupils' ideas himself.

Even though English is a second or foreign language for most of the Indian children; they can use it creatively when they are allowed to express themselves without hindrance. Quite often they use a recently learned sentence pattern in a most expressive way and make use of ordinary words in extra-ordinary ways in bringing freshness to a classroom activity. Children use language creatively when they are involved personally. They should feel that what they are doing with the language affects themselves personally.

TASK ONE

Stimulus: Consider the meaning of these words and phrases.

Lullaby, UFO, equation, gene, bee in the bonnet, bats in the belfry, cock and bull story.

Exploration: Describe as many situations as possible in which you may want to use the words and phrases.

Planning: Define the situation, gather information about the situation, make a Picture/diagram to illustrate the situation.

Activity: Is the situation applicable to life? Is it useful? To whom is it useful? To whom is it useful/applicable and how?

Review : Which situation best describes the word/phrase? Why do you think so?

TASK TWO

Stimulus: Consider the following items

An old pair of jogging shoes, a hungry stomach, a heartbeat of an athlete.

Exploration and Planning: Suppose you were one of these items, how would you feel?

Describe as many feelings as possible about the situation.

TASK THREE

Stimulus : Consider the following situation:

1) Your eyeballs are on your finger tips
2) You have been shrunk to the size of a thumb
3) All the circles in the world were replaced by squares.
4) There are no books.

Exploration : Describe various advantages and disadvantages of each situation.

Planning : Can any aspect of the situations be applied to real life ?

TASK FOUR

Stimulus: Consider the following items

A one-wheel cycle; a car that can fly and float; A shirt with buttons in the back as well as front, a strange animal.

Exploration: Write an advertisement to sell these items. They should be made out to be useful and attractive.
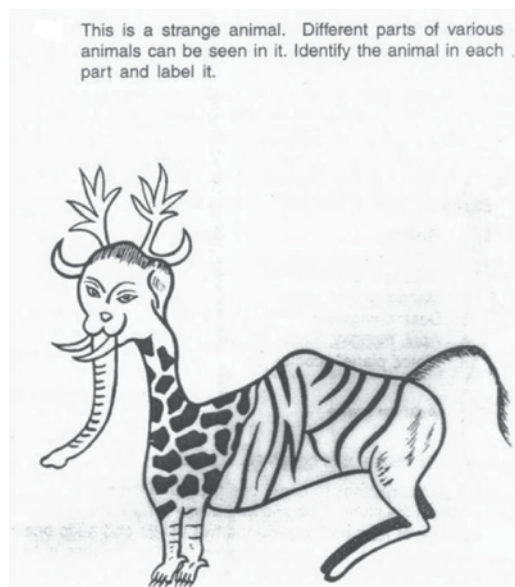
ADVERTISEMENT

Write an advertisement to sell a one-wheel cycle. It should be made out to be useful and attractive.

(Note : Children find unusual items intriguing and an assignment to write advertisements for them challenging, thus giving free play to their imagination.)

This is a strange animal. Different parts of various animals can be seen in it. Identify the animal in each part and label it.

TASK FIVE

Stimulus: An interesting but incomplete story.

Exploration: Complete the story in as many different ways as possible.

Review: Select the best ending and say why you think it is the best.

TASK SIX

Stimulus: A story about Akbar and Birbal

Exploration: List as many attributes of Akbar/Birbal as possible.

Review: Was Birbal's solution appropriate. Can you suggest another more appropriate one?

Miscellaneous

Get children to make crossword puzzles

with cryptic clues, riddles for other children to answer, frame questions on a (comprehension) reading matter and make quizzes to test reasoning. Provide samples, first let them solve puzzles, riddles and quizzes so that they get an idea how they are made.

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Pilot Study for Modification of Reading Materials for Improving Reading Skills of Secondary School Students

Rital Patel

Abstract

This research work studies techniques for modifying the vocabulary and grammar and lowering Flesch-Kincaid levels of reading passages to provide supplementary reading materials for secondary school students. This presentation reports the findings from a pre-test conducted in order to gather data on the current level of reading comprehension among students from a school of Anand district.

Introduction:

This research paper focuses on a pilot study which is part of an M. Phil dissertation that studies techniques for modifying the vocabulary and grammar and lowering Flesch-Kincaid levels of reading passages to provide supplementary reading materials for secondary school students. This pilot study analyses the results of a pre-test which was conducted in order to gather data on the current level of reading comprehension among students in one Gujarati medium school (D N High School) of Anand district. The pre-test was conducted for 46 students of 9th standard of this school. The pre-test included reading comprehension, grammar, and vocabulary tasks. The reading passages measured 6, 3.7, 4, 4.4, 2.4, and 3.9 on the Flesch-Kincaid scale. Results of the pre-test showed the students have weaknesses in both vocabulary and grammar. The analysis also indicated areas for modification in the next pre-test.

The objectives of the Study:

• To measure passages (selected from magazine Children's World) through Flesch-Kincaid Grade Level formula

• To measure the current reading level of the learners before use of modified materials

• To assess the validity of the pre-test

• To determine how Flesch-Kincaid Grade Levels translate to second language readers in Gujarati medium schools

• To explore what data from the pre-test implies for modification of supplementary reading materials

Definition of terms:

We used two formulas for analyzing data in the pre-test. The first formula that we used is Flesch-Kincaid Grade Level which helps to know the level of a text. The second formula is Difficulty Index which indicated the difficulty level of test items.

Flesch-Kincaid Grade Level:

This formula was taken from www. readabilityformulas.com. Flesch-Kincaid Grade Level is a formula which analyzes text. This tool is based on U.S. grade levels. It helps you to know whether your students should be able to read a particular text or not. It tells you the level of that text. This formula is a modification of the Flesch Reading Ease Readability Formula.

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The Flesch Reading Ease - Readability Formula was invented by Rudolph Flesch and enhanced by John P. Kincaid. The U.S. Navy later modified this formula to show a grade level score. Flesch Grade level Readability Formula first calculates the average number of words used per sentence and the average number of syllables per word. Then it multiplies the average number of words by 0.39 and adds it to the average number of syllables per word multiplied by 11.8. The final step is to subtract 15.59 from the result. The specific mathematical formula is given below for this formula.

$$FKRA = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$ Where,

FKRA = Flesch-Kincaid Reading Age

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of Syllable per Word (i.e., the number of syllables divided by the number of words)

For example:

The below text was taken from an online children's magazine, Dimdima.com. This text was measured on Flesch-Kincaid Grade Level and the U.S grade level was 4. It means that average students in the U.S. fourth grade can read the below text. But in India, students of fourth or fifth grade studying English as a second language may find it difficult. In Gujarat secondary school students might find this text easier for reading.

Oh! God

"Where is God?" asked the disciple.

"Everywhere, in everyone and everything," said his Guru.

Later, as the disciple was going home, he saw an elephant charging towards him.

"Get out of the way, get out of the way," shouted the elephant-driver. "He has gone mad!"

But the disciple thought: "God is everywhere. He is in the elephant and he is in me. Would God attack God? No, therefore the elephant will not attack me."

He stood where he was. The elephant picked him up in his trunk and flung him aside. Fortunately, he landed in a haystack and was not too badly hurt. But he was terribly shaken and confused.

When the Guru and the other disciples came to help him and take him home, he said, "You said God is in everything, but see what the elephant did to me!"

"It is true that God is in everything," said his Guru. "He is in the elephant, but he is also in the mahout who kept telling you to get out of the way. Why didn't you listen to him?"

Difficulty Index:

The Difficulty Index is a kind of measure that helps researchers compares the difficulty level of test items. The index is a ratio between the number of students who selected the correct answer and the total number of students. So, for example, if 25 students take a test and all of them get it right, the ratio is 25/25 = 1. Therefore, an index of 1 would mean every student got the answer right, so the question is easier. An answer closer to 0 would indicate a question that few students got right so an index close to zero indicates a more difficult question.. In the table below 20 students answered question 1 correctly and only 10 students answered question 2 correctly.

Questions	A	B	C	D
1	2	20*	0	3
2	3	9	10*	3

*Denotes correct answer.

We can determine the difficulty index of each item by dividing the number of students who chose   correct answers (20) by total number of students (25).

For example – Question No.1   20/25 = 0.8

Question No.2   10/25= 0.4

So from the above example we can see clearly the Difficulty Index between two questions. Almost 80% students answered correctly the first question so it's easy question but the second question was difficult for students as 10% students gave correct answer of second question. Almost 80% students answered correctly of the first question. It shows that it's easy question. In contrast in second question only 10% students were able to give correct answer of this question. So this question is very difficult.

Hypothesis:

Pilot study will help to measure level of learners in different areas like reading comprehension, grammar, and vocabulary. It may be possible to select appropriate reading material with the help of Flesch-Kincaid Grade Level. The lower Flesch-Kincaid reading material should be easier for learners.

Research Questions:

- What is the current level of learners?
- Are reading passages selected for pre-test appropriate?
- Is the pre-test valid?

Methodology

The sample of study was 46 students of 9th standard from one Gujarati medium school (D N High School) of Anand District. They were randomly selected from two different divisions A and B. But some of the papers didn't specify division. So these students were considered from the division-C.

Table -1

Type of School	Std -9 Division A	Std -9 Division B	Std -9 Division C	Gender	Total
Grant in aid (Gujarati Medium school)	25	14	7	Boys	46

The pretest which was conducted consisted of reading comprehension, grammar and vocabulary tasks. The reading passages were selected from magazines like 'Children's world' and story books like 'Prgna Tales for Children'. Some of the passages were modified in tems of language and vocabulary. There were three reading comprehension tasks, two grammar tasks, and one vocabulary. The test consisted of 30 marks.

After modification, each paragraph was run through the Flesch-Kincaid Grade Level formula.

The test was given to 9th standard students of one Gujarati medium school D N High School on 3rd December 2011. The students were randomly from two different divisions and the question papers were given to them and 30 minutes were allotted them to complete the test.

Results

In an effort to assess the validity of the test, the pre-test data was analyzed. This analysis focuses on the findings of pre-test. Difficulty Index was used for the analysis of pre-test. It shows the difficulty level of each test item.

Task-1
Reading level of paragraph:
Flesch-Kincai Grade Level: 6

The first task was based on reading comprehension. The students read the following passage and gave answers of multiple choice type questions.

In a small village in Haryana lived a poor farmer, Hari Singh, who owned only four acres of land. He was very hard working and sincere. He had a son named Bhavesh who had just passed his higher secondary exams and had chosen to be a farmer like his father. The villagers were surprised though quite happy to see an educated youth working in the fields. One sage Bhola Baba lived in the same village. The villagers believed that if you sought his blessings before sowing the seeds you would get a bumper yield. So strong was their faith in him and belief in superstition that the farmers willingly offered a part of their harvest to him before bringing it home. Many stories circulated in the village. One was about Sundarlal. It was said he had not taken the blessings of the Baba. So his crops were ruined.

The table below shows how many students responded with each multiple choice answer.

Paragraph-1	A	B	C	D	Option not selected	Difficulty Index
1	0	46*	0	0	0	1.00
2	44*	1	0	1	0	0.96
3	1	38 *	6	1	0	0.83
4	4	28*	8	6	0	0.61
5	0	20*	24	1	1	0.43

*Denotes correct answer.

From the table we can see that there was a very big difference between answers of first and last questions. All the students were able to give correct answer of first question giving it a Difficulty Index of 1. It means it was easy for them to find out answers from the passage. Here is first question which was asked in the pre-test.

1) Hari Singh belonged to_ _ _
    (a) Punjab (b) Haryana
    (c) Delhi   (d) Hyderabad

It was easy for the students to find out the answer of above question because there were four options of this question and the particular name of the state was given in the paragraph which was correct answer. The other three states were not mentioned in the paragraph.

The last question was like this:

1) Who was Sundarlal?
    a) Bhavesh's uncle   b)villager
    c) disciple of Bhola Baba
    d) Bhavesh's father

Most of the students were not able to give answer of this question. The Difficulty Index of this question is 0.43. It means only 20 students out of 46 students gave correct answer of this The Flesch-Kincaid Grade Level of this passage is 6. But it does mean that students were not able to understand this passage. When we observe the range of difficulty in this passage, it indicates that most of the students were able to give correct answers of all questions except question-5.

Most of the students answered (c) that Sundarlal was disciple of Bhola Baba.

The answer was not clearly mentioned in the paragraph. There was no information about Sundarlal's identity. This passage was selected from magazine Children's World. And there was no other information about Sundarlal in this particular passage. So there was not detailed information about Sundarlal in this particular passage. That may be why most of students failed to give answer of this question.

Task-2
Reading level of paragraph:
Flesch-Kincaid Grade Level: 3.7

The second task was based on reading comprehension. The students read the following passage and gave answers of multiple choice type questions.

When Mahatma Gandhi was a child, he was never late in reaching school. Though he did not have a watch with him, he would guess the time by looking at position of the sun in the sky. One day the sky was overcast with clouds and it began to rain. So Gandhiji could not guess the time. That day he was late in reaching his school. The principal asked Gandhiji about the reason for coming late. Gandhiji told him the truth, but he did not believe him. He fined him for arriving late. It made Gandhiji weep. His friend asked, "Why are you weeping for such a small punishment". Gandhiji replied, "I am not crying because I have been fined. I feel hurt, because the principal thought that I was lying. I always speak truth. No one has ever accused me of lying." When the principal came to know, why Gandhiji cried, he called him to his office and praised him for his courage of speaking truth.

Paragraph-2	a	b	c	d	Option not selected	Difficulty Index
Q-1	9	0	35*	0	2	0.74
Q-2	5	36*	1	2	2	0.78
Q-3	11	2	2	29*	2	0.63
Q-4	36*	2	4	2	2	0.78

*Denotes correct answer.

The following table shows the difficulty index of each item for second task. For example the Difficulty Index of first question is 0.74. It means that this question is easy for students. In question-1 we can see that no student had selected b and d options. It may show that they are not good distracters and they may need to be rewritten for the next pre-test.

For example

1) Gandhiji would guess the time by looking at_ _ _

    a)   the sky
        c) position of the sun

    b)   **a watch**
        d) stars

3) Gandhiji wept because_ _ _

    a)   he was late in reaching his school.

    b)   the principal scolded him.

    c)   the teacher punished him.

    d)   Gandhiji told truth to the principal but he did not believe him.

Here you can see the Difficulty Index of question-3 is 0.63. Only 29 students were able to give correct answer of this question. And 11 students selected option (a). It means that it's a preety good distractor.

The Flesch-Kincaid Grade Level of this passage is 3.7. It indicates that it's easy paragraph for reading. Here Difficulty Index shows that all the test items are easy for them. But it does not mean that if the Flesch-Kincaid Grade Level is lower, then students are able to give answers of questions based on that passage. For example when we look at the Flesch-Kincaid Grade Level of the first paragraph and the Difficuty Index , it indicates the healthy range of difficulty even if the Grade Level of this passage is harder than the Grade level of second paragraph.

Task-3
Reading Level of Paragraph:
Flesch-Kincaid Grade Level: 4

The third task was based on reading comprehension. The following passage was given to them and some statements were given based on this passage and they had to find out whether those statements were true or false.

Once upon a time, there was a war between two kingdoms. One soldier fought bravely but he lost all his army men in the battle. The soldier had to run to save himself from his enemies. He ran towards a cave and hid there. The soldier knew that he would not able to save his life. So he decided to pray to God to save his life. That was the time when one spider on the wall of the cave started to spin its web. When the enemies came to the cave and

started searching for the soldier, they saw the neatly done web. They thought that the web was not torn. So nobody had gone inside the cave and they left the cave.

The below table illustrates the results of this task.

Paragraph-3	True	False	Difficulty Index
Q-1	37*	9	0.80
Q-2	23	23*	0.50
Q-3	7	39*	0.85
Q-4	42*	4	0.91
Q-5	3	43*	0.93

*Denotes correct answer

From the table we can say that many students were able to comprehend this passage. Most of them were able to give correct answers of all questions except question no- 2.

2) The enemy soldiers did not search for the soldier.

There was a huge difference in the answer of above question. We can see the Difficulty Index this question is 0.50. It means that only 50% students gave correct answer. It happened because the question may be ambiguous. The information was given regarding the answer of question but it was not clear and this made them confused. Perhaps the question may be not valid.

Here when we compare the Flesch-Kincaid Grade Level of this passage with Difficulty Index we can say that it's easy for students to understand this passage and they were able to give answers of questions except question-2.

Task-4
Reading Level of Paragraph:
Flesch-Kincaid Grade Level: 4.4

This task was meant to test grammar. The following task was given to the students based on verb forms and students gave answers of multiple choice questions.

Ritika is fond of (1) _____ movies. Yesterday, she decided (2) _____ the movie "Bodyguard" with her friends. Instead of (3) _____ to Shivalay cinema, she went to the SK cinema.

1)a) watch   b) watches   c) watching d) watched

2)a) to see   b) see   c) saw   d) had seen

3)a) to go   b) going   c) went   d) had gone

Yesterday was a holiday. The children (4) _____ at home. But today they (5) _____to school. They (6) _____ home by 5 o'clock.

1) a) were   b) have been   c) had been   d)are

2) a) had gone   b) have gone   c) were going   d) went

3) a) come   b) coming   c) had come e) will come

The following table illustrates how many students responded with each multiple choice answers.

Paragraph-4	A	B	C	D	Option not selected	Difficulty Index
Q-1	15	6	**14***	10	1	0.30
Q-2	**28***	3	12	2	1	0.59
Q-3	1	**19***	21	3	2	0.41
Q-4	**29***	4	2	10	1	0.63
Q-5	9	**13***	16	7	1	0.28
Q-6	1	3	6	**35***	1	0.76

*Denotes correct answer

From the table we can see that the Difficulty Index of first question. It was 0.30. We can see that more students selected incorrect answer (a) than selected the correct answer (b).

1)Ritika is fond of _____ movies.

watch   b) watches   c) watching   d) watched

Look at question no.3.

3) Instead of _____ to Shivalay cinema, she went to the SK cinema.

a) to go   b) going   c) went   d)had gone

In this question number of students who selected correct answer (b) was less than the number of students who selected incorrect answer(c).

When we look at the results of both these questions, we can say that these two questions test the same type of construction. And students were not able to give the answer of these questions. Perhaps these students were not aware of this type of grammatical structure.

Now look at question no.5.

But today they _____ to school.

had gone   **b) have gone**   c) were going   d) went

The Difficulty Index of this question is 0.28. In this question also more students selected incorrect answer (c) than the correct answer (b).

Over all we can say that the grade level of this passage is lower but the Difficulty Index indicates that students were not familiar with some grammar constructions.

Task-5
Reading Level of Paragraph:
Flesch-Kincaid Grade Level: 2.4

This task was also based on grammar. It was on prepositions and conjunctions. The following task was assigned to the students.

One day, (1) _____we were walking home (2) _____school, rain clouds gathered above. The three of us began to walk fast (3) _____escape the rain. (4)_____ luck was not(5)_____ our side. Suddenly it began to rain.

(1) (a) since   (b) as   (c) therefore   (d) so

(2) (a) from   (b) to   (c) for   (d) of

(3) (a) so   (b) to   (c) on   (d) into

(4) (a) So   (b) Therefore   (c) But   (d) If

(5) (a) on   (b) for   (c) in   (d) of

The following table illustrates how many students responded to the correct answer.

Paragraph-5	A	B	C	D	Option not selected	Difficulty Index
Q-1	28	**10***	6	2	0	0.22
Q-2	**20***	16	10	0	0	0.43
Q-3	10	24*	6	6	0	0.52
Q-4	3	3	**36***	4	0	0.78
Q-5	**5***	16	18	6	1	0.11

*Denotes correct answer

When we look at Difficulty Index of each item of task-5, we can see the difficulty of items between reading comprehension tasks and grammar tasks. The Difficulty Index of this task is lower than the reading comprehension tasks. Among these five questions the Difficulty Index of question-5 is 0.11. In contrast the Difficulty Index of question 4 is 0.78. It shows that most of the students answered correctly. For example

(4)_____ luck was not(5)_____ our side. Suddenly it began to rain.

4) (a) So   (b) Therefore   (c) **But** (d) If

5) (a) **on**   (b) for (c) in (d) of

When we look at the grade level of this passage which is 2.4, it says that it is very easy paragraph for reading. So it does not mean that if the Difficulty Index is lower of this task, then the students are not able to read it properly, because we expect that grammar will be more difficult,

So, it's not surprising that the Difficulty indexes are low. The real surprise is #4 having its easier Difficulty Index. This particular grammar task is based on prepositions and conjunctions. Prepositions are much harder than the conjunctions. And in the fourth question we can see that all the given options are conjunctions at the beginning of the sentence. Perhaps the conjunctions are easier or perhaps they've had more lessons with conjunctions first in the sentence. It may also be possible for many students to give correct answer of fourth question because perhaps these Gujarati medium students translated the meaning of words in their mother tongue which were given as options.

Task-6
Reading level of paragraph:
Flesch-Kincaid Grade Level: 3.9

This task was based on vocabulary. The following passage and task were given to the students.

Once there was a thief and he was captured by the police. The judge said he should be put in prison for 5 years as he had stolen many valuable things and had been a thief for a long time. The thief told jailer that he wanted to see his mother. When the thief's mother came to see him, she was weeping. As soon as she came close to him, the thief bit her ears.

1)Capture (v)- c _ t_h
3) weep (v)- _ _ y   5) Close (n)- _ e _ r
2)Valuable (adj.)- p_ _ c_ _ _s
4) Steal (v)- t_ i _ v_

The following table illustrates how many students were able to give correct answers.

Para-graph-6	Correct	Incor-rect	Difficulty Index
Q-1	39	7	0.85
Q-2	0	46	0.00
Q-3	22	24	0.48
Q-4	14	32	0.30
-Q-5	34	12	0.74

We find the huge difference when we look at the Difficulty Index of items. Here we can see that students were not able to give correct answer of question-2. Then if we look at the Difficulty Index of third and fourth questions, we can see that very few students answered correctly of these questions. So it indicates that these words are difficult for students.

One indicator of the difficulty of a vocabulary word is its frequency in the language. More frequent words should be easier for students to learn. Looking at the frequency rating of these words might give some idea that whether the words are hard or easy.

The frequency rating for these words was taken from Jbauman.com.

Frequency Rating of Words:

Capture	>2000	Catch	639
Valuable	1484	Precious	1729
Weep	>2000	Cry	977
Steal	>2000	Thieve (thief)	1949
Close	203	Near	279

Hard	Easy	0.85
Hard	Hard	0.00
Hard	Easy	0.48
Hard	Hard	0.30
Easy	Easy	0.74

From the above tables we can see the frequency rating of each word and the difficulty index of these questions.

If any word which comes in the range of first one thousand words, it means that that word is easy for the students. For example words like close, cry, catch etc. These words are very common. But the word which doesn't come in the range of first thousand words, it indicates that the word is difficult.

The Difficulty Index of these questions indicates that some words are very much difficult and some words are easy. Students were able to understand meaning of easy words like close and near. But we can see a huge difference when both the words are easy. It means that when one word which was already given to them was hard and the one which they were supposed to give was easy, then it was easy for them to understand the meaning of these words like Capture - Catch, Weep – Cry

Implications:

After the analysis, I am planning to make some changes for the next pre-test. Comparing the results of the first three tasks and the tasks based on vocabulary and grammar, we can see that most of the students could easily give the answers of first three tasks but they could not give the answers of grammar and vocabulary tasks. I would like to replace some questions and options of some questions in reading

comprehension tasks and also in grammar and vocabulary tasks.

In all the three reading comprehension tasks some questions need to be changed and some distracters also need to be replaced. There should be valid questions as well as distracters. So these parts will be modified in the next pre-test.

In the grammar tasks it is observed that there should be given some relevant grammar constructions to them which they won't find much difficult. It may be possible that grammar tasks will not be selected for the next pre-test as it's not greater needed for enhancing reading skills.

For vocabulary tasks the more frequent word should be selected as they are easy to learn.

In this way this pre-test will be modified.

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Creative Poetic Composition in secondary ESL Classroom Through Participatory Approach

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Abstract:

The present paper is based on the research project carried out by Vaniya (2010) at M.Ed as part of partial fulfilment of the Master of Education degree. The paper discusses about the concept of creative writing, composition as creative literary genre, rationale, methodology and findings & implications of the study. Creative Writing is a vehicle of expressing ideas, thoughts and feelings which can take many forms. Creative Writing is a form of language expression. Poetry is considered the most difficult literary genre and it is quiet a great challenge to enable secondary school level students to compose poems in English. The present study used descriptive-cum- intervention research design and used purposive sampling technique and mixed method for data analysis. The findings of the study include the favourable opinion towards participatory approach as instructional method for the development of creative writing ability amongst secondary students. The study has a value and significance in its own respect as it offers a new method of learning and developing creative writing skill in English for students of secondary level.

1.0 Introduction

NKC (2007) in one of its recommendations mentioned to emphasize development of critical and creative thinking among students from primary to higher stages of education. Creative faculties of the children very often remain dormant, hidden and unexplored because these do not find suitable classroom ambience and culture for creation and expression. Each one of us, more or less is capable of creative production and expression. There is historical evidence to the fact that very often students listen to the poems composed by poets or recite them, find meaning with them, internalise and assimilate them. We rarely explore our creative faculties. The latest School of Thought i.e. the Constructivist Approach believes in germination, incubation, innovation, creation and construction in various disciplines & domains, such as, Art, Science, Commerce, Humanities. Various models of Constructive Approach, such as, 5E, 7E having creative syntax, such as, Expose, Engage, Explore, Explain, Elaborate have been evolved. And using the creative process, anyone can enhance and use their language creatively. It can be said that to use language creatively, one should first of all know and understand one's own emotions because Language is used to express one's emotions, feelings to the other people. It is called Natural Language. This Natural language is the language of cries, laughter, and tones; the language of the eyes, the nose, the mouth, the whole face; the language of gestures and postures. The child's cry tells of its wants; its sob, of grief; its scream, of pain;

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its laugh, of delight. This natural language is preceded to Word language which is made up of words. Word language is used for expression i.e. to communicate ideas, thoughts with other person. Word language is considered superior to natural language because it the expression which is more important than having merely emotions. From its superiority, word language may be called "Language Proper". Hence, school education should adopt the relevant pedagogy to develop all language skills. Both these languages should be used harmoniously to express oneself in a better way. NCF(2005) had emphasized the development of creativity in students across primary to university education. In our education system, there must be encouragement to teach how to use both these languages simultaneously so that the young learners can express their dreams, feelings, imagination, and ideas in a better way which can be done through the teaching of Creative Writing. Our school education system is exam oriented, focusing more on cramming and marking, rather than development of creativity among students, therefore a study which aimed at the development of creative writing in English remain a relevant and most significant in today's scenario.

Theoretical framework of the study:

1.1 Creative Writing

Creative Writing is a vehicle of expressing ideas, thoughts and feelings which can take many forms. Creative Writing is a form of language expression. For language expression to be creative, it must be original and based on the child's own thoughts and feelings. According to Maley (2009), 'Creative Writing' normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Most often, such texts take the form of poems or stories, though they are not confined to these genres. One of the chief distinguishing characteristics of Creative Writing texts is a playful engagement with language, stretching and testing its rules to the limit in a guilt-free atmosphere, where risk is encouraged. There are different forms of Creative Writing and students can try short stories, dialogue in short dramatic scenes ,poems and non-fiction essays. The main constraint is time and therefore most texts will have to be relatively short. For this reason it may be useful to focus on poetry as perhaps the most condensed of all the possible genres. Creative Writing requires a willing submission on the part of the writer to the 'rules' of the sub-genre being undertaken. If you want to write a Limerick, then you have to follow the rules governing limericks. If not, what you produce will be something other than a limerick: obvious, perhaps, but important too.

The process of activities of Creative Writing in language learning classes is as given below: 1. Starting up: Students can first explore an idea together, possibly without committing themselves on paper. Warming up activities prepare students for the theme of the poems which follow. These activities involve discussion with a partner or in groups. 2. Writing: Writing contains activities leading students to produce their own poems, usually in groups. 3. Presenting and feedback: A very important part of the Creative Writing process generally is presentation of texts for feedback to be incorporated in re-write up phase.

Creative Writing aids language development at all levels: grammar, vocabulary, phonology and discourse. There are three areas in which language learners at an intermediate level and above can benefit from Creative Writing. (1.) Students can express themselves and their own ideas. Creative Writing can be very stimulating and a lot of fun to students in this way.(2.) Creative Writing involves playful but rigorous work with language. A lot of people seem to associate Creative Writing with an "anything goes" mentality. However, in order to produce a good text, poem, short story or dramatic scene, the language needs to be correct and it needs to work. (3.) Creative Writing provides alternatives to traditional ways of discussing texts. And Creative Writing can lead to a more profound appreciation of a text. Discussing work in class improves debating skills and critical reading. In Creative Writing, an important feature is class feedback on texts students write.

Teachers' role in Creative Writing classes is also very important. Teachers take interest in Creative Writing composed by students, and this inevitably impacts on their relationships with students. They can start with guessing exercises consisting of filling in missing words or missing lines. Reordering jumbled lines is another way leading to the understanding of poetry and finally to writing it. Poets' patterns, picture suggestions, given topics take students from guided poetry to personal productions.

1.2 FREIREAN APPROACH/ PARTICIPATORY APPROACH:

Paulo Freire, the internationally known educator was the founder of the Participatory Approach. Freire began his work in the late 1950s, working with a team of anthropologists, educators, and students to develop a program of initial literacy instruction in Portuguese for rural Brazilian peasants and villagers. Freire stressed the use of literacy development for personal transformation and social action. According to Freire, participatory approach not only develops words and themes meaningful to learners, but also extends those themes and activities into action that will better the learners' lives. The participatory approach extends the themes discussed in class to action outside the classroom. *The central tenet is that education and knowledge have value only insofar as they help people liberate themselves from the social conditions that oppress them.* The following concepts are central in participatory approach:(1.) Generative words and themes. (2.) Collaboration and dialogue among equals. (3.) Problem posing.

1.2.1 Fundamentals of the participatory approach to teaching Adult ESL

The primary adaptation of the Freirean theory to ESL is found in Elsa Auerbach's idea of Emergent Curriculum where learners identify their own problems and issues and seek their own solutions. (Auerbach, 1987). This process is based on five steps:

1. Engage in ongoing needs assessment;

2. Present a code-picture or representation of a problem or concern that the students face;

3. Involve students in analysis of the problem and decision making;

4. Help students take action and plan to overcome the problem;

5. Treat learners as partners to teachers in the evaluation of their progress. (Auerbach, 1993).

1.3. Rationale of the study:

Based on the review of related studies and available literature, the investigator could not locate any research which explores poetry as one of the aspects of teaching Creative Writing in English language at Secondary level in India. There is a dearth of such studies related to Creative Writing in especially poetry at secondary level using Participatory Approach. So, more studies need to be conducted in English language in Creative Writing in poetry in order to find out its effectiveness.

Methodology :

1.3   Statement of the problem:

Development of the Creative Writing Ability Through Participatory Approach Amongst Secondary School Students

1.4   Research Objectives of the study:

1. To analyse selected poems of English in terms of elements of Creative Writing for the purpose of orientation on creative poetic composition.

2. To identify the Creative Writing ability of the learners in order to enable them to write poems of various types.

3. To enhance Creative Writing ability of the learners through Participatory Approach based instructional programme.

4. To study the reactions of the learners towards Participatory Approach.

1.5   Operationalisation of the terms:

1.   Creative Writing: In the context of the present study, Creative Writing ability means expressing one's own ideas and feelings creatively in writing and ability in terms of composing a poem.

2.   Participatory Approach: In the context of the present study, participatory approach means Creative Writing and its analysis in the class situation through participation by all.

1.6 Delimitation of the study:

1. The study was delimited to one English medium Secondary school of Anand city.

2. The Secondary school level was delimited to Std. IX.

3. The study was delimited to development of Creative Writing ability of students in English   language poetry.

1.7   Research methodology:

The present study employed descriptive-cum –intervention research design using qualitative and quantitative methods. Thus the study used mixed methodology for data collection and data analysis.

17.1. Population:

The population of the study was comprised of all the students of Standard IX studying in English medium schools of Anand city following GSHSEB syllabus in the academic year 2009 - 2010.

1.7.2 Sample:

Pintos' high school located in the sub-urban area of Anand city was selected

purposively. From the selected school, one division of Std. IX comprising the strength of 50 students was selected as sample for the study.

1.7.3 Tools used for data collection: The tools for the data collection were prepared by the investigator. The validity was ensured by having commented by the experts and their suggestions were incorporated for content validation of the scales.

(1.) Model Poems: The selected poems – "Daffodils" and "The Woods are lovely dark, and deep" were analyzed in terms of organization, sensitivity, originality, interest, richness, figures of speech (simile, hyperbole, onomatopoeia, alliteration, assonance, repetition, rhyme). (For objective - 1)

(2.) A five point Rating Scale was developed by the investigator for identification of the Creative Writing analysis and synthesis ability of the students. The scale was designed to check categories for organization, sensitivity, originality, interest, richness, figures of speech, alliteration, assonance, consonance, onomatopoeia, repition, rhyme. A pilot study was done by administering the rating scale on students of Std. IX of the school at Convent of Jesus and Marry school at Petlad.

(3.) A five point Reaction Scale was developed for studying students' reactions towards the participatory approach. (For objective - 4)

1.7.4 Plan and Procedure of Data collection:

The data was collected during twelve sessions by teaching Creative Writing to the students for 12 days and on 13th day; the reaction of the students towards Participatory approach of Creative Writing with the help of reaction scale was collected.

The study was conducted through the following steps: The first step of the study was to select different types of poems. First of all, for the orientation of students to different components of creative writing in poetry two poems were selected. **"Daffodils"** by William Wordsworth and **"The woods are lovely, dark and deep"** by Robert Frost.

In the second phase of selection of different types of poems – four types of poems were selected. In the second phase of the study, actual compostion practices carried out. They are as given below: 1. Diamante poems, 2. Acrostic poems, 3. Limerick poems, 4. Free-verse poems. In each type of poem, a model poem was selected for explaining nature & characteristics of that type of poem. The students were given handouts of elements of creative writing in poetry and told to read the poem. The students read the poem silently and answered the questions regarding the difficult words in poem. The investigator explained the elements of creative writing in poetry using handouts by giving examples from the poem. The students were given Rating Scale for poetry to assess the creative writing components from the poem. The investigator recited the poem in class situation. Students evaluated the poem on the basis of rating scale for poetry.

The students were assigned with the task of composing poems in small groups with the help of handouts of structure of different types of poems. Having

composed poems through participation of classmates, the students presented the poems in class situation and all rated the poems composed by students on rating scale and gave feedback on poems to improve the writing of students.

The students were given task to compose poems from home and next day the students presented their individually created poems in class. Participants were asked to rate the poems composed by themselves and also gave feedback to improve the poems. The students accordingly modified the poems and again presented the poems in class. All had again rated the poem on rating scale.

The students were given Creative Writing Assessment Scale to identify different components of Creative Writing in the poems "Daffodils" for first two days and "The Woods are lovely, dark and deep" for two days. On the 5th and 6th day, the students were taught how to compose Diamante poems and the students composed poems in groups and individually. On the 7th and 8th day, the students were taught how to compose Acrostic poems and the students composed poems in groups and individually. On the 9th and 10th day, the students were taught how to compose Limerick poems and the students composed poems in groups and individually. On the 11th and 12th day, the students were taught how to compose Free-verse poems and the students composed poems in groups and individually.

On the last day, the students were given Reaction Scale to get their response on Participatory approach for development of Creative Writing.

1.7.5 Data analysis, Interpretation and Discussion of results:

The data collected using qualitative tools were analyzed using descriptive statistics through frequencies and percentage for the responses with respect to objectives 1, 2, and 3, whereas, Chi-square was employed for analysis of data with respect to objective 4. The data for objectives 1, 2, & 3 were analyzed on daily basis i.e. during the process of data collection, whereas the data for objective four was analyzed at the end of the intervention.

In analyzing the students' poems, the investigator was primarily interested in exploring how students created poems in groups and individually and intervened in each other's progress in peer-group discussions. The interpretations of the study are as given below:

1. A small number of students were understandably vary in the first stage of composing different types of poems, but later on they also tried to compose poems.

2. A large number of students found difficulty in composing the Limerick poems.

3. Some students were finding it difficult to compose poem and they labelled their work as "little poem" or "very very rough draft".

4. Some students were feeling very shy in presenting their poems in front of the class. But repeated presentation made by other students boosted their confidence and they also started presenting their poems in front of the class with confidence.

5. Some students responded to the composition of all the four types of poems enthusiastically. Seven students were reasonably frequent contributors to different groups, both to seek readers for their own poems and to share suggestions of poems they liked. These seven students started to reflect and comment on other students' work.

6. One student seldom contributed, choosing to remain silent visitor in the group activities.

7. The Diamante poems composed in different groups were very good in terms of use of different components of Creative Writing. The students enthusiastically composed individual Diamante poems. One of the students' Diamante poem "Schooldays-Holidays" was selected for assessment. And the peer groups' suggestions were not good enough as they were trying to give suggestion for the first time. So, the investigator had to give most of the suggestions.

8. It was Acrostic type of the poem that the most of the students found easy to compose as well as most enjoyable for them. In this type of poem as the students had to write about themselves and their near and dear ones, the students enjoyed themselves in creating Acrostic poems in groups. And individually also they responded very well. The students were taking interest in discussing about how to compose Acrostic poems in groups. They were not even hesitating in sharing their suggestions with the students who had presented their poems in class situation. One of the students' poem was selected for assessment. And a few poems were also rated excellent,

very good and good in all components of Creative Writing except repetition and rhyme.

9. It was found that the students were able to compose Limerick poem in terms of different components of the Creative Writing. But it was also observed by investigator that the students were finding difficulty in creating rhyming lines but after the use of the rhyming dictionary by the investigator, the students created limerick poems enthusiastically. The same kind of difficulty was also faced by students, when they tried to compose Limerick poems individually. So, the students found it very difficult to compose Limerick poem. Although some of the students were successful in creating very innovative and humorous Limerick poems.

10. Almost all the students enjoyed creating Free-verse poems in groups as well as individually. They also used different components of Creative Writing in their Free-verse poems. The students were also giving suggestions to the group of students who had presented their poems in class situation. One of the students' poem was selected for assessment. The poem was rated excellent, and very good by most of the students in terms of use of different components of Creative Writing.

11. Overall, 40 poems were composed by students including the poems composed in groups as well as individually.

12. From the group activities and peer group discussions on poems, it was observed that they learn best from one another.

13. The investigator found that the students had developed sufficient skills to recognize good poetry writing, even if themes of the poems "Daffodils" and "The Woods are lovely, dark and deep" were not clear to them.

14. Peer editing of one another's poems worked much better than at the beginning of the teaching of Creative Writing.

15. In terms of the impact on the students' poetry writing, it was seen that at the end of teaching of Creative Writing, their response to Participatory Approach of Creative Writing was enthusiastic. Most of the students opined that they grew in confidence through participation.

1.7.6 Findings of the study:

➢ Students had shown positive, enthusiastic participation for activities of creating different types of poems. It is evident that most of the students had began to write poetry in Diamante, Acrostic, Limerick and Free-verse poems, to gain confidence in their ability to write poetry and reflect on themselves as writers. They had witnessed and experimented use of Participatory Approach in intervening in draft experiences which could enhance their own creativity, criticality and emerging classroom craft.

➢ The students were able to understand and identify the creative writing components in the model poems.

➢ A large majority of the students were found to have concordance in their ratings on the various components of creative writing.

➢ The students were able to compose diamante poems, acrostic poems and free verse poems easily. But they were finding difficulty to compose limerick poems due to its structure. They were able to use most of the creative writing components in different types of poems.

➢ The participatory approach facilitated creative composition of poems through peer group discussion, and editing by the peers.

1.7.8 Implications and suggestions for further research:

As very few studies had been conducted using Participatory Approach for creative writing at ESL secondary school level in India, the present study is significant and remarkable in itself. The study offers the following implications:

The plan and procedure can be implemented at various stages of English and other regional langauge teaching at primary, secondary schools. It offers implications for developing creative writing ability of adult students at college level in English and other regional languages. The study offers implications for the textbook writers at GSBST, Gandhinagar and NCERT and CBSE, New Delhi to include methodology of participatory approach for writing skills development of students at any level with necessary medications as per local needs.

Based on the research experience and observations made by the investigator during the present study the following area of study can be taken for further research endeavour:

Similar study can be conducted at primary schooling for development of writing and creativity in English and it can be also further carried out for Gujarati, Hindi and other regional languages.

1.8 Conclusion:

The participatory approach was effective in development of creative writing ability in English language of secondary school students in the present study. Further studies can be conducted using participatory approach to teach creative writing to various levels of education.

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Exploring Usefulness of Whatsapp Messenger for Language Learning at Tertiary Level

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Introduction

Technologies are now playing an extremely vital role in our daily life. Modern human life and technology go hand in hand. The last decade saw rapid change in communication. Technological development has introduced us to the era of mobile communication that allows people to remain connected to anyone at anytime and anywhere.

Internet is considered the core medium of modern technology for communication. The growth of internet has shaped the mode of world communication and as a result the world has become more connected and integrated. Vossen and Hagemann (2007) mention that the flat world has allowed people to "interact, play, do business with each other, and collaborate" no matter where they reside (p. 7). Tyler Chambers, creator of various web language projects (as cited in David Crystal 2006, p.235) agrees 'the future of internet is even more multilingualism and cross-cultural exploration and understanding than we've already seen'.

The world of technology and communication has always been marked with a constant and rapid change. This world is now known as information, communication technology or ICT and this medium has also remarkably affected the world of education. ICT enables students to develop communication and language skills as it includes some of the social media channels and live interactive platforms through internet. When exposed to this social media, learners get opportunity to participate in actual relevant conversation and handle and generate language without any kind of the help of teacher. It allows students to use language fluently without worrying about any problem of accuracy. Thus Social networking and social media can create an opportunity and environment for the learners with the help of target language. All these aforesaid functions that are part of computer-mediated communication and they are also available to mobile uses such as 'Whatsapp Messenger'. As ICT also includes mobile phone technology supporting internet facilities, no one can ignore the techie – change approaching the attitude of the learners.

Origin of research

Mobile phones are now a part of innovative practices done in language classroom. We see that mobile phones are now in vogue and young learners yearn for them. As compared to the computers or laptops mobile is very handy and people habitually use it to stay connected. According to the Press Trust of India i.e. PTI's survey report (2013); "India has 55.48 crore mobile users as per our India

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Mobile Landscape (IML) 2013 study. More than 29.8 crore, about 54 per cent, of these device owners are in rural areas as compared to 25.6 crore in cities and towns." 'India Mobile Landscape (IML) study finds that there are 14.32 crores internet users in the country. Furthermore the study found 2.38 crores individuals access Internet from their mobile phones using a data connection such as GPRS or 3G. Out of this, 93 lakhs users access Internet only through mobile phones and around 77 percent of these users are in rural areas.'

Hence, nowadays, most of the users use mobile phones with primarily internet connection only. There are several mobile applications that include social networking sites in mobile version. Smartphones supports distinctive applications namely Hike, Skype, Whatsapp, Wechat and so on. All these applications that work with the help of internet are used to communicate with each other in different forms. For the learners the applications have become learner friendly and the first choice for accessing the internet and making use of communication services. One of the applications 'Whatsapp Messenger' is used for communication purpose. Thus the researcher ascertained the use of Whatsapp for language teaching and learning inside and outside the classroom.

Whatsapp is a free smartphone application that gives the users opportunities to send and receive text messages, voice notes, videos, images, location and contacts. This all is possible through one-on-one conversation as well as through a group conversation that consist the limit upto 50 participants. Whatsapp projects Instant Messaging chats as a chain of stringed messages on the wall using left-right position and colour to distinguish the messages of sender and receiver. All messages are time-stamped and show one and two ticks next to the time which indicates that the messages have been sent and delivered respectively. Whatsapp is a transnational platform that supports knowledge sharing between students, and between students and teachers (Rambe and Chimpuza as cited in Bouman, 2013).

Research Objectives

➤ To explore the usefulness of Whatsapp for language learning and teaching.

➤ To familiarize the learners to use what-sapp messenger for language learning.

➤ To make the learners aware about the language skills that can be acquired through whatsapp messenger.

Research Methodology

In order to explore the usefulness of Whatsapp Messenger for teaching and learning, Survey method was followed. As many researches are done in the field of learning and teaching language through mobile assistance, further investigation is led to the recent widely used mobile applications and assumed that one of the mobile applications namely 'whatsapp messenger' can be used for language learning purpose. Hence, the survey was conducted by exploring the usefulness of whatsapp messenger for language learning by selecting a sample of IInd semester of post-graduate learners of ELT. The researcher did qualitative and quantitative analysis of the data gathered via the questionnaire and the tasks served to the learners.

Participants

The researcher administered a survey to the first year M.A (ELT) learners during the fall of IInd semester of 2014. Before the participants were offered questionnaire , language tasks which included all four basic skills (LSRW) were sent to sample group through Whatsapp Messenger. All the participants actively participated in language programme . This was followed by administration of a questionnaire to get a feedback on mobile learning using Whatsapp messenger.

Data Analysis

With the help of Google form, the data was collected using questionnaires through which the researcher tallied, tabulated and analysed quantitatively and qualitatively. Most of the questions were closed – ended questions which followed quantitative analysis using frequencies, percentages, mean scores and standard deviations and cross tabulations.

Table 1: Cross tabulation: Gender & medium of education

Cross tabulation Gujarati Medium Government School Gujarati Medium Private School			What is your medium of education?				Total
			English Medium Government School	English Medium Private School			
Gender	Male	Count	8	3	2	4	17
		% within Gender:	47.1%	17.6%	11.8%	23.5%	100.0%
		% within What is your medium of education?	80.0%	27.3%	40.0%	30.8%	43.6%
		% of Total	20.5%	7.7%	5.1%	10.3%	43.6%
	Female	Count	2	8	3	9	22
		% within Gender:	9.1%	36.4%	13.6%	40.9%	100.0%
		% within What is your medium of education?	20.0%	72.7%	60.0%	69.2%	56.4%
		% of Total	5.1%	20.5%	7.7%	23.1%	56.4%

Table 2: Usefulness of whatapp messenger

Statements		No%	Yes
Collaboration	Can Whatsapp Messenger provide a platform for collaborative learning?	10.3	89.7
Confidence	I feel anxiety-free and confident while learning English language through Whatsapp.	12.8	87.2
Autonomy	Whatsapp messenger promotes autonomous learning.	10.3	89.7
Curriculum	Do you think Whatsapp messenger should form a part of institutional curriculum?	35.9	64.1

Table 3: Responses about using whatsapp messenger for language learning

	Statements	N	Mean	Std. Deviation	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
General	I can learn English language through Whatsapp.	39	3.62	1.042	7.7	2.6	15.4	48.7	15.4
Listening	Learning English Language through Whatsapp can facilitate in improving and practicing Listening Skills	39	3.62	.963	7.7	2.6	17.9	64.1	7.7
Speaking	Learning English Language through Whatsapp can be helpful in improving and practicing Speaking Skills	39	3.15	1.065	7.7	23.1	17.9	48.7	2.6
Reading	Learning English Language through Whatsapp can lend support in improving and practicing Reading Skills	39	4.10	.940	5.1	0.0	7.7	53.8	33.3
Writing	Learning English Language through Whatsapp can be helpful in improving and practicing Writing Skills	39	3.10	1.314	12.8	28.2	7.7	38.5	12.8
Feedback	Learning language through Whatsapp can provide me peer feedback and teachers feedback	39	3.26	1.093	7.7	20.5	15.4	51.3	5.1
Access	Do you think Whatsapp Messenger can help the language learners to continue learning outside the classroom?	39	4.15	.630	0.0	0.0	12.8	59.0	28.2
Classroom	Learners should be assigned language tasks on Whatsapp inside the classroom.	39	3.59	.938	0.0	12.8	33.3	35.9	17.9
Freedom	As a language teacher I will encourage my students to use Whatsapp Messenger in classroom as well as outside the classroom.	39	3.72	.605	0.0	2.6	28.2	64.1	5.1

Descriptive Statistics

123 Do you think Whatsapp can integrate all language skills?

As shown in table 1, the sample of the study consisted of 17 males and 22 females students. The cross tabulation shows that the sample group consisted of students who have studied in English medium as well as Gujarati medium. As seen in Table 2, respondents have shown a higher percentage of agreement that whatapp can help students do work in collaboration, it instills confidence and provides learners autonomy. The questions which followed Likert scale for responses are reported in table 3. Along with the five-point Likert scale, averages of 3.5 or higher are generally considered high use or positive attitude, averages of 2.5-3.4 medium use or medium degree of support, and averages of 2.4 or lower, low use or low degree of support.(Oxford and Burry-Stock, 1995). Here also the respondents have shown a positive attitude towards use of whatsapp messenger for language learning with a average mean score of 3.59 for all the statements.

Conclusion

The study indicates that the usage of Whatsapp Messenger is found in vogue among the participants. These learners consider Whatsapp as an accelerator to the process of language learning. Furthermore, the study reveals the actuality of the participants' view that language learning through Whatsapp is an easy, interesting, and collaborative way of learning. The analysis of the data supports this view. Additionally, Whatsapp is conducive to language learning inside as well as outside the classroom provided conscious usage is done through apt guidance and mentoring. Moreover, one of the qualities of Whatsapp is that it motivates learners intrinsically and extrinsically by providing a scope for anxiety free learning considering Whatsapp, a medium of virtual learning and distance learning. The investigator learnt that Whatsapp mobile application is teeming with possibilities for autonomous learning, developing all four basic skills (LSRW), with a shift from teacher – centered learning to autonomous learning. To conclude, the research study significantly established Whatsapp Messenger as one of the successful means of nurturing a new way of acquiring as well as learning language even amidst unfavourable situation.

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BOOK REVIEW

Reviewed by Ajit Kumar Pradhan

Are you struggling to find an English textbook designed to cater to the academic and professional needs of technical students of India, especially for the engineering students? Are you searching for an English textbook which contains interesting current topics and activities to cater to the needs of such students? Then, *Skills Annexe: Functional English for Success* is a happy welcome and unique addition to the existing English Language textbooks, which is carefully designed in keeping the language needs and requirements of the technical students.

With an attractive cover page, *Skills Annexe : Functional English for Success* consists six units, where each unit is based on a specific theme either with one or more reading passage. The book is accompanied with a Compact Disc (CD), where adequate listening materials are available. Each unit of the textbook contains pre-reading questions, reading text, comprehension questions, vocabulary, grammar, listening, speaking, and writing.

Unit I is based on the theme of 'Wit and Humour'. This unit deals with a humorous story, namely 'A tea Party',

of Ruth Prawer Jhabvala. This story is preceded by pre-reading questions followed by exercises. The post-reading exercises are meant to develop learners' skills in reading for specific and global comprehension, listening for combination of consonant sounds, word stress, and intonation, greeting people and taking leave, introducing oneself and others under speaking skills, and developing sentence construction skills under writing skills. Further, this unit comprises of learning exercises on homonyms, homophones and homographs under the section of vocabulary and nouns and articles under the section of grammar.

Unit 2 of the textbook is structured on the theme of science and technology, with two interesting authentic reading texts on digital-jewellery and a report from a seminar on pure science. There is not an iota of doubt that the appropriateness of the selection of these texts not only provides an insight into the latest development in science but also it relates to Indian contexts. This chapter attempts to develop learners' reading for specific and general comprehensions through comprehensive questions, use of suffixes, awareness of different types of verbs such as finite, non-finite, auxiliary, transitive, intransitive and linking, listening for theme and gist, apologizing, interrupting, requesting, and making polite conversation, description of objects, people and places.

Unit 3 is designed on the theme of risk management. It deals with two reports on factory fires in India. Apart from reading comprehension questions, this unit offers an opportunity to the learners to develop their skill in using synonyms and antonyms, the present tense, listening

for main points and taking notes, giving instructions and directions, punctuation, note taking, note making and information transfer. The inclusion of study skills in this unit will definitely help the learners to do well not only in English, but also it will help them in their core subjects like mechanical, electronics and so on.

Unit 4 is developed to foster human values and professional ethics among the learners. This unit comprises of two significant texts. The first one is a transcript of a lecturer by the renowned British historian Arnold J. Toynbee on 'India's Contribution to World Unity', which delineates the great significance of Indian human values to the rest of the world. The second reading text is an essay by V.S. Srinivasa Sastri, a teacher, an eminent politician, administrator, and Independent movement activist of India. In this essay he highlights the needs for responsibility and commitment to one's profession. These topics would certainly instill professional attitude among the learners, which they need very much after joining into any kind of job of their preference. Apart from reading comprehension, lots of examples and exercises on phrasal verbs, idioms, the past tense, talking about future, listening for specific information, listening for details, talking about hypothetical situations, talking about the future, narrating experiences, events and expressing opinions are given to hone the various academic skills of the learners. Further, writing formal letters and Emails are also discussed vividly through discussion and exercises.

Unit 5 deals with the content of cyber age, which is close to the hearts of any technical student. The two texts which are included in this unit are on polymer banknotes and social media. In this unit there is discussion and exercises on the use of collocation, technical vocabulary, subject-verb agreement, adjectives and preposition under the section of grammar, listening for information and the speaker's tone and attitude, group discussion and speaking on the telephone under the category of speaking, describing a process and technical reports under the section on writing.

Unit 6 is based on the concepts of sports and health the last unit of the textbook consists of two reading texts. The first article presents a biographical account of one of the famous Indian sport personalities namely Sachin Tendulkar and the second text is an article which emphasizes on the benefits of physical activities. After completing this unit one will definitely have a better idea on how to use commonly confused words, misspelt words, grammatical ambiguity, listening for information and opinions, presentations skills, demonstrating a new product through speaking, and the skills of reference in academic writing.

Texts and Topics

Skills Annexe : Functional English for Success makes a sincere attempt to use 'authentic' materials for 'authentic' communication. The concepts and themes of the texts are highly interesting and motivating for technical students as they are from various sources such as newspaper report, lecture, internet article, report on a seminar, novel and so on. Thus, the subject-matter covered in the textbooks is based on 'wide-angle' approach where the topics are related to learner's general

interest in science and technology. Further, the length of the texts is not too long, thus short and interesting.

Skills Covered

The textbook seems to be an outcome of language needs analysis of the technical students. As a technical student, especially an engineering student one needs English for primarily two purposes i.e. academic and professional and this book is tailored based on these needs. Listening and speaking skills are given importance, without marginalizing other skills like reading and writing. Listening exercises are designed through a Compact Disk (CD) with clear and audible Indian accent. Further, there are varieties of exercises based on the CD to be performed such as listen and tick from the given options, listening to dialogues paying attention to intonation and so on. Learners are asked to enact given some other situations after listening to the CDs. This builds confidence among the learners to perform better. Further, there are sample dialogues based on the expected learner's language needs such as greeting and taking leave, introducing oneself and others, apologizing and interrupting, requesting and making polite conversation and so on. All these dialogues provide the learners the language support, where learners are directed to certain key words and phrases to perform these functions. There are discussion questions at the beginning of each unit, which not only demand the learners to respond to them but also encourage critical thinking skills. For developing reading skills, there are comprehension questions at the end of each text, where learners are expected to discuss interesting issues from the text. Further, writing skills in the textbook include writing sentences, notes, describing objects, events, people and places, punctuations, formal letter, curriculum vitae, emails, describing a

process, and technical reports. These writing skills are professional requirements. Further, to help the students study well, there is a comprehensive coverage of study skills strategies such as note taking, note making, information transfer, references and bibliography. Thus, the textbook is designed keeping the skills of the learners in mind.

Visual Materials

There are clear and relevant illustrations given in the book. As the texts are selected from 'authentic' sources such as newspaper, stories and so on, the visuals also are 'authentic' and thus, appealing. All the visuals in the textbooks are from our day to day life and learners can feel a sense of originality in them. Further, all the illustrations of the book go along with the texts; there is no mismatch between the texts and the illustrations.

Tasks and Exercises

The textbook demands more learners' involvement in completing tasks and exercises. There are a variety of exercises in the book such as fill in the blanks, error correction, listening and ticking the appropriate option, enactment, role plays and so on. The varieties of exercises demand pair and group works among the learners and thus it will be definitely an enjoyable experience for the learners to work with this book.

Overall Impression

The textbook is designed keeping the learners into account. The aim of the book is clearly mentioned in the preface of the book, which states: '[The textbook] *helps you develop the important skills that you*

will require in the course of your present study and future work' (p. v). Further, the editors of the textbook are very clear and objective in their approach to language and language learning which has been reflected throughout the textbook as has been mentioned in the preface *'... no language can be learnt without making mistakes. So do not be shy of going wrong'* (p. v). There is a consistent encouragement from the authors to encourage learners participate actively in the process of reading the book. As the effectiveness of any textbook depends on its use in the classroom, this book demands teachers to understand and apply the implied methodology. However, book of this kind needs a supplementary teacher's book, which might be in the pipeline by the editors.

I strongly believe that the textbook *Skills Annexe: Functional English for Success* is unique and essential language support material for technical students for their study and jobs purposes. This textbook not only creates opportunities for language learning, but also provides a scope to understand how to learn, which is rightly stated by a Chinese proverb as following:

'Give a man a fish and you feed him for a day.
Teach a man how to fish and you feed him for a lifetime.'
✵✵✵✵✵

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BOOK REVIEW

Play way To English - Language Games

Author: Dr Damayanti J. Umra

Year of Publication: 2000

Publisher: Anand Press, Gamdi

Teachers of English at almost all the levels are always on the lookout for some short interesting language activities or tasks to get relief from the routine textbook work. This book can certainly come to the rescue of such teachers. The book has a collection of wonderful language games.

These games can be used to good purpose. They can be warm up activities before starting a new lesson. One can create a proper mood for learning. The games have a fun element. So they make learners happy and relaxed and thus the learners are positively oriented. Certain games can be used to revise vocabulary. Language games can motivate them to learn and use new words. One more advantage of language games is that they can provide a welcome change from serious work. For example, the teacher might have taught them seriously for one week and they need a break. In that case, light language games can provide some comic relief.

These games can also be used to move from one topic to another. They can serve the purpose of changing their orientation. Last but not least, the games can be used to conclude the teachers' work in a happy mood. For example, if the students have done a reading comprehension session, they may be tired by the end. If the teacher sums up his/her work with an attention-grabbing game, students would go home with a smile. Thus there are a number of uses of language games. The use of this book will not only entertain the students but also give them rich language exposure as well as practice.

There are many books on language games. But this is a unique one. It is well designed and more pedagogic. The appearance and layout of the book is pleasant – light pink cover page with a picture of a game on it. Inside the book, there are pictures, tables for almost all the activities. There is good spacing in the text and the letters are also prominent. This is good especially for young learners. The cover page is glossy and one feels like handling, reading the book. In short, it is an *'interesting book with a beautiful look'*.

The book does not make use of the mother tongue of the learners. The writer is confident that she can explain things in English properly. Pedagogically also, it is appropriate that students struggle to understand the text and use more and more English. This should also convince the learners that they can learn / do things in their target language i.e. English without the help of L_1.

The book is divided into five sections dealing with grammar, vocabulary, reading, writing and pronunciation. There are games for each area. The games are presented systematically. One page is allotted to each game. The name of the game is given in capital letters. It is followed by focus and procedure. Focus gives the reader information about the structure that is used in the game. The procedure describes how the game is played. It is followed by an example. Then there is a pictorial illustration of the game. The language used for illustration

is very simple, lucid and direct. The use of pictures and examples bring in clarity and proper understanding. There is a useful appendix at the end. It throws light on which game can be used for which grammatical item.

A few sample games are given below.

Game 1: FIND SOMEONE WHO

Focus: Questions and polite replies

Procedure: Each student is given a completion sheet. The students have five to seven minutes to walk around the class and find out the person who fits the given description. **Example:** student A might ask student B 'Were you born at home?' If B says 'yes' then A can write down B's name on his or her sheet. _____was born at home.

The teacher tells the student that the winner is the person who completes the sheet and gets the maximum number of names.

Example : Completion Sheet

Find someone who

. . . has killed a snake

. . . is afraid of lizards

. . . was given an award.

Game 2: SCRATCH YOUR HEAD

Focus: Spelling

Procedure: The teacher writes a word on the board pausing after each letter giving time for the students to guess what it is. If a student guesses it right the teacher tries to elicit the rest of the spelling from the students.

Example: S_1 : School ? T: No

S_2 : Score ? T: No S_3 : Scale ?

T:Yes,you're right

Now spell the word. What is the next letter?

Students: a

The samples show that the games provide both information and entertainment resulting into linguistic infotainment. There is an element of competition and pleasing tension and variety. Students are activated to do something with language. The book, thus, lives up to its title 'Play way to English'.

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H. M. PATEL INSTITUTE

The Institute was born amidst a raging controversy in Gujarat whether English should be introduced in Class V or in Class VIII. In the early 60s, most English teachers in Gujarati medium schools did not have English as their subject of specialisation. It was at this time that Shri H. M. Patel established this Institute in 1965 with the primary objective of preparing a cadre of well-trained teachers of English.

A special feature of the Institute is that unlike other English Language Teaching Institutes in the country it offers a range of per-service professional courses as well as in-service training programmes. The Institute is actively involved in producing textbooks, handbooks, audio-visual as well as computer-based materials, radio lessons, and also designing syllabuses. Besides, the Institute offers its guidance and academic expertise to various other Institutions and organizations in and outside of Gujarat. Today, it serves as the Institute of Advanced Studies in Education (IASE) in Western India, covering the states of Goa, Gujarat, Maharashtra and Rajasthan.

The Institute started with a B.Ed. Programme in English and ever since it has been steadily growing with the addition of several other programmes such as self-financed M.A. [ELT], M.Phil. [ELT] and a Ph.D. [ELT], which have been a great success.

Besides these programmes, the Institute has regularly been conducting in-service training programmes for secondary and higher secondary teachers of English in Gujarat. The Institute trains a minimum of six batches of teachers every year. The In-Service

training programme is basically a need-based programme, focussing on the specific requirements of the secondary and higher secondary teachers of English in Gujarat. Its main objective is to raise the English proficiency level of the teachers and to enable them to handle the prescribed textbooks more effectively. Hence, it trains teachers in all the four skills, covering areas like phonetics and spoken English, grammar and written English, classroom techniques, preparation of teaching materials, etc. It includes other features like project work, peer teaching, and computer education as well. With the feed-back provided by the participants, the faculty constantly reviews and updates the course content to meet the changing requirements of the English teachers.

The main objective of this Institute is to build a cadre of well-trained and proficient teachers of Engish, to raise the general standard of English teaching in the state, and to undertake research projects in ELT in the region and to prepare suitable materials to be used in schools and colleges. Hence, the Institute lays emphasis not so much on classroom lectures as on interactive sessions through seminars, tutorials, group work, guidance classes, library and laboratory and Computer Assisted Language Learning (CALL) sessions.

The Institute has a rich library with an excellent collection of over 30,000 books in the areas of ELT, literature, linguistics, education, etc. It has a 28-position audio-active computerized language lab and a studio complex consisting of video-recording floor, Audio studio and a Recording-cum-Editing cabin. The Institute has now introduced computer education in order to keep the students up-to-date on the latest developments in multi-media packages of education.

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