ANNEXURE
ANNEXURE - I

PRE ASSESSMENT QUESTIONNAIRE TO ASSESS THE LEVEL OF META COGNITION AMONG THE STUDENTS.

Have you asked yourself the following questions while learning? Give your response either 'yes' or 'no'. For 'yes' response ‘1’ mark and for ‘no’ ‘0’ mark will be given.

Before the learning activity (PLANNING)

1. Why do I perform this activity?
2. How much of time do I need to learn this activity lesson?
3. What ideas/ concepts in the lesson are already familiar to me?
4. What are my qualities/ attainments that help me to learn this activity/ lesson?
5. What are the hindrances/ weaknesses that delay my learning?
6. What are the materials/ resources that would help me to learn better?
7. How far do I like learning this activity/ lesson?
8. Am I feel confident of learning this activity/lesson?
9. Am I feel proud to learn this activity/lesson?
10. Have I determination to learn this lesson/activity?

While Learning (MONITORING)

1. What is the important aspect of today’s learning activity?
2. What techniques will I have to adopt to remember memories the facts/ definitions in this lesson?
3. Do I understand everything that the teacher says?
4. What should I do if I don’t understand?
5. How can I understand the lesson better?
6. Is it better to memorize or write it down in a notebook?
7. Have I done well to deserve my own appreciation?
8. Can I go beyond this lesson to achieve greater capability?
9. Do I categorize/ analyze the ideas/ concepts learnt?
10. Need I seek the help of my friends to learn better?
After Learning [EVALUATION]

1. How well have I learnt?
2. Have I understood each and every aspect of today's lesson?
3. What are the mistakes that I have committed today? EVALUATION
4. Have I achieved the goals of today's learning?
5. Can I correct the mistakes myself or should I seek help?
# ANNEXURE - II

**PROGRESSIVE ASSESSMENT QUESTIONNAIRE TO ASSESS THE LEVEL OF META COGNITION AMONG THE STUDENTS.**

Mark your response under the following headings as ‘Great Extent’, Some Extent’ and ‘Not at all’.

**Before the learning activity (PLANNING)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. Goal setting</td>
<td>2. Analysis of Previous learning</td>
</tr>
<tr>
<td>3. Anticipation</td>
<td>4. knowing strengths and weakness</td>
</tr>
<tr>
<td>5. Self interest</td>
<td>6. Advance preparation</td>
</tr>
</tbody>
</table>

**While Learning (MONITORING)**

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<table>
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<tbody>
<tr>
<td>7. Help seeking</td>
<td>8. Self talk</td>
</tr>
<tr>
<td>11. Memory strategies</td>
<td>12. Summarizing</td>
</tr>
<tr>
<td>15. Delaying the response</td>
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</table>

**After Learning (EVALUATION)**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>16. Error detection</td>
<td>17. Debugging</td>
</tr>
<tr>
<td>18. Self appreciation</td>
<td></td>
</tr>
<tr>
<td>19. Self criticism</td>
<td>20. Self review</td>
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</tbody>
</table>
ANNEXURE - III
POST ASSESSMENT TO ASSESS THE LEVEL OF META COGNITION AMONG THE STUDENTS.

SELF REPORTS BY THE STUDENTS

(The students are asked to write self-Reports about how they studied under the 20 headings of Meta Cognition. One model self Report by a student is given.)

Before the learning activity (PLANNING)

1. Goal setting
   I know the goal of today's learning is learning the position of English in India.

2. Analysis of Previous learning
   I know something about the position of English in India. English is very important. Many schools English is taught. We can get good job if we know English.

3. Anticipation
   I didn't prepare anything previously. I started reading the lesson.

4. Knowing strengths and weakness
   I know to read and write English well. I can concentrate in my learning.

5. Self interest
   I am very much interested in learning. When I start studying the lesson I feel very interesting.

6. Advance preparation
   I don't have time to prepare in advance. But I know something about the topic.
While Learning (MONITORING)

7. Help seeking  
When I don’t understand anything I used to ask my friends and I refer dictionary when I don’t understand the meaning for some words.

8. Self talk  
I used ask questions when I was learning. I used to talk with in my self about the lesson that I am studying.

9. Translation  
I translate the text and I try to understand the meaning of the text. Normally I translate the difficult words in my mother tongue.

10. Repetition  
When I study I study many times so that I can study correctly. I used to repeat many times.

11. Memory strategies  
I mug up the paragraphs as such.

12. Summarizing  
I prepared notes for the important topics.

13. Recording  
I wrote once the important headings.

14. Comparison  
I don’t do any such thing.
15. Delaying the response
I don't do any such thing.

After Learning (EVALUATION)

16. Error detection
I find out three mistakes.

17. Debugging
I don't do any correction

18. Self appreciation
I appreciated myself for better learning.

19. Self criticism
I didn't do anything

20. Self review
I didn't do anything

(The response of every student is analysed and marks are awarded. The total marks given to the self-report is 24 out of 40)
ANNEXURE - IV
MEDIATED LEARNING EXPERIENCE SCALE (MLES)

Read the following Statements and marks as
[Great Extent / some Extent / Not at all ]

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>My teacher enthused me take up the learning process/activity with great interest.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>My teacher encouraged me to believe in myself while learning.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>My teacher helped me to solve my problems during the learning process.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>My teacher induces (self – confidence) to take up this learning activity with more self – confidence</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>I was motivated by my teacher to perform well.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>My teacher made the class-room environment conducive for learning.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>My teacher helped me have the right attitude towards learning.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>I was made to think better during the learning process.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>I was made more responsible in completing the learning task by my teacher.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>My teacher made me succeed and fit to face any difficult learning task.</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
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ANNEXURE - V
Pre-Test Question Paper
Communicative Competence

Content
Phonemes  Stress  Time : 45 minutes
Phonemic  Intonation  Marks : 50
Contrasts  Juncature
Allophones  pause
Strong & weak forms.

I Indicate the following underlined speech sounds as same different

10 x 1/2 = 5
a) Rub, whip  b) My-kite  c) tree-key
d) Thing-there  e) Cipher, ocean  f) umpire-unit
g) laugh – graph  h) Cold, gear  i) machine, ship
j) foot, boot  k) Curd – girl

II Mark the stress in the following words:

10 X 1/2 = 5
derive  agree  intelligence  democracy
before  democracy  democratic  project
project  content  content.

III Mark the intonation in the following sentences
5 X 1/2 = 2 1/2

1) When is she coming?
2) Was that the milkman, kalpana?
3) My uncle is coming tomorrow?
4) He was a sociologist.
5) How do you like that story?
IV Choose the correct answers form the following 5 X 1/2 = 2 1/2

1. It is me. [ Mi:/Mi ]
2. I met him. [ him / im ]
3. You must sit. [ must / mes ]
4. We have red it [ hev , ev ]
5. Are you coming? [ a: / e ]

V Mark in the following passage 5 X 1/2 = 2 1/2

In a first language situation one learns to survive. But in a second language situation the need to use a language in all contest does not exist. When a second language is learnt people find it easy to learn by comparing and contrasting the words.

VI Write down (Dictation) the following words. 5 X 1/2 = 2 1/2

a name , an aim , play-track, plate rack, Ice-cream, I scream, peace-talks, Pea-speaks ,

VII Recite the following Rhyme with Rhythm 5 X 1/2 = 2 1/2

"Twinkle Twinkle Little star”.

VIII ORAL TEST 27 1/2
I. Mark the intonation pattern in the following sentences: 10 x 2=20

1. Who did it?
2. Don't eat it?
3. Can you help me?
4. Is John at home?
5. When I went there, it was dark.
6. I have brought mangoes, bananas, apples, and oranges.
7. Who is coming with you, Shyam or Ram?
8. What a lovely scene?
9. Vimal can complete this work, can't he?
10. Children are fond of Icecream.

II. Oral test 30
ANNEXURE - VII
Progressive Test II
Communicative Competence

Content

Time : 45 minutes
Marks : 50

Intonation

Stress

1. **Mark the stress in the following words:**
   10 x 1 = 10
   academic, photographic, individual, politician, record, subject, imitation,
   particular, inferior, discussion.

2. **Mark the Intonation pattern in the following sentences.**
   5 x 2 = 10
   - Is he a teacher?
   - What a terrible earthquake!
   - Do you like pepsi?
   - If she comes late she will miss the train.
   - Wish you a happy journey!

3. **Oral test**
   30
ANNEXURE - IX

Post Test

Communicative Competence

Content

Phonemes  | Stress
---|---
Phonemic | Intonation
Contrasts | Juncture
Allophones | pause
Strong & weak forms.

I. Indicate the following underlined speech – sounds as same different 2 1/2

a) Transition, city  
b) play, toy  
c) photo, forum  
e) blue, crow  
f) hair, chair

II. Mark the stress in the following words: 5x1 = 5

Transition next represented important phonological

III. Mark the Intonation in the following sentences. 1x2 = 2

1. Do you watch Television every night?  
2. Which one is yours?

IV. Underline the weak form 2 1/2

He’d gone.  
We have lost.  
It’s raining.  
Let’s try.  
He will see it.

V Mark pauses in the following passage 3

Juncture refers to the phenomenon in speech the pause that we take between words to make out meaning. It does not refer to transition from one sound to the next with in a word but to transition form one word to the next.

VI. Mark the stress in the following Sentences: 5

I would like to think about it.  
He went to London for a holiday.  
I love listening to BBC.

VII. Oral test 30
ANNEXTURE X
MODEL LESSON PLAN

SKILL: Discriminating sounds in isolated word – forms and Articulating sounds in isolated word forms.
Subskills: Phonemes especially phonemic contrasts, phonemic sequences, allophonic variations Assimilated and elided forms, Permissible variation, unphonetic language.

OBJECTIVES: To learn the skill including sub skills.

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<th>EVALUATION</th>
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<tbody>
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<td>1</td>
<td>The contest and the sub skills of the skills are listed.</td>
<td>The sub skills are phonemic contrasts, phonemic sequences, allophonic variations, Assimilated and Elision. The students are asked to complete the learning of skills within stipulated time. They are informed that fixing the time limited is important in the learning process.</td>
<td>The students realized the goals of today’s learning. Thus they were made to realize the objectives of learning.</td>
</tr>
<tr>
<td>2</td>
<td>An audio cassette is presented to the students. It contains the speech by native speakers. Audio / Video cassette presentation. An audio cassette is played which contains the speech by native speakers.</td>
<td>The students are asked to identify any 10 phonemes, 5 similar sounds form the speech presented through the cassette. Students are given simple tasks like. 1. Listing to important norms from the speech. 2. Listing any 10 verbs from the speech. Listing any adjectives form the speech.</td>
<td>The students realized the goals of today’s learning. Thus they were made to realize the objectives of learning.</td>
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- **Realizing the Objectives**
- **Time Management**
- **Self-awareness of Prior Knowledge**
- **Self Confidence**: The mediator induces self-confidence among the learners.
# ANNECUTURE X
## MODEL LESSON PLAN

**SKILL**: Discriminating sounds in isolated word – forms and Articulating sounds in isolated word forms.

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|      |                                                                         | The students are asked to complete the learning of skills with in stipulated time. They are informed that fixing the time is important in the learning process. | **Realizing the Objectives**  
Thus the students were made to plan their time management.                                                             |
| 2    | An audio cassette is presented to the students. It contains the speech by native speakers. | The students are asked to identify any 10 phonemes, 5 similar sounds form the speech presented through the cassette. | **Time Management**  
This activity helps the learners to identify and checks the previous knowledge of the students.                      |
|      | Audio / Video cassette presentation. An audio cassette is played which contains the speech by native speakers. | Students are given simple takes like.  
1. Listing to important norms from the speech.  
   (or)  
2. Listing any 10 verbs from the speech.  
   (or)  
List any adjectives form the speech. | **Self - awareness of Prior Knowledge**  
This easy takes can be completed by almost all the students. After completing the task the students are congratulated and appreciated.  
This activity helps the learners to gain.  
**Self Confidence**: The mediator induces self-confidence among the learners. |
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<td>3.</td>
<td>An audio cassette is played. Students are asked to listen to the cassette. <em>(Motivation)</em></td>
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<tr>
<td>4.</td>
<td>The pronunciation, stress, intonation of the speaker are noted. The learners are asked to name the objectives by themselves. They are also asked to set the time needed to learn. <em>(Planning)</em></td>
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<tr>
<td></td>
<td>The students are informed that good pronunciation, stress, intonation can be imitated by listening good model speech. <em>(Reciprocity)</em></td>
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<td></td>
<td>The students are asked to say a few words and sentences with correct pronunciation.</td>
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<tr>
<td>5.</td>
<td>A list of words are presented, such as behave, rubbing, disturb, pupil, tapping, turnip etc.</td>
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<tr>
<td></td>
<td>The students are asked to listen and focus on the individual phonemes /p/ and /b/ in the given examples. <em>(Selective Attention)</em></td>
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<tr>
<td></td>
<td>The phonemic contrasts are identified by the students. A dictionary is kept in the class for reference. The students are asked to refer the dictionary and monitor their own learning. <em>(Self-Monitoring)</em></td>
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<tr>
<td></td>
<td>The students are asked to produce the phonemic contrasts /p/ and /b/.</td>
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<td></td>
<td>The correct responses are checked with the help of the dictionary. <em>(Self-Correction)</em></td>
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<td></td>
<td>A cassette containing the correct pronunciation of the words are also played. The students are requested to play the cassette and check their own pronunciation. <em>(Debugging)</em></td>
</tr>
<tr>
<td>6.</td>
<td>The other phonemes such as /t/, /d/, /k/, /g/, /l/, /s/, /3/, /t/, /d/, /k/, are presented with the help of the word list. <em>(Phonemic Contrast)</em></td>
</tr>
<tr>
<td></td>
<td>The Phonemic sequences are /p/, /b/, /t/, /d/, /k/.</td>
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<tr>
<td></td>
<td>Saying the phonemes continuously with correct pronunciation, the manner of articulation of the phonemes is taught with the help of charts and pictures.</td>
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<tr>
<td>7.</td>
<td>In order to make the students to learn correct pronunciation, the manner of articulation of the phonemes is taught with the help of charts and pictures.</td>
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<tr>
<td></td>
<td>What is the difference in pronunciation of the following individual sounds? /p/, /b/, /t/, /d/, /k/, /g/, /s/</td>
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</tbody>
</table>
8. **Allophonic variants** is the number of variation in the phoneme. Eg: /k/ sound in the following words keel, calm, cool.
   - Keel - ‘k’ sound at the front.
   - Calm - ‘k’ sound at the back.
   - Cool - ‘k’ sound at the back.
   Ex. The allophonic variations are given and the students identify the difference in the production of the same sound ‘k’. (**Selective Encoding**)
   The unphonetic nature of English language is explained with the examples put, but, cut, push etc.
   Identify the allophonic variations from the list of words.
   (**Self-talk**)
   Checking the pronunciation of the allophonic variations with the help of articulation of sounds, as in example.
   (**Application**)

9. **Assimilated and Elided forms:**
   - **Assimilation** is of two types: **Regressive** and **progressive assimilation**.
   - Ex. In - Mensus > iMM ensus.
   - **Regressive** - When a sound is assimilated to the following sound influences the preceding sound.
     Help p - > d > helpt
   The correct answers for the tasks are checked with the help of helpline provided to the students.
   More examples for assimilation are presented.
   Find out the assimilated words from the list given below.
   How do you find out the assimilated forms?
   (**Self-Evaluation**)
   The students carefully analyse the examples and find out the assimilated forms. (**Rule-Learning**)
| 10. | **Progressive**: When the past tense final /d/ is partially assimilated to previous voiceless sound.  
  Influence of one sound by the neighboring sound is called the assimilation.  
  **Elision**: is the loss of phoneme as in criptain - caption  
  Oral practice with more words. | **Students identify the correct answers and check with the help-line provided to them.** *(Error Detection)*  
  The teacher assists the students to find out the correct answers, and build confidence among them. *(Help & Reciprocity by the Mediator)*  
  Understands the meaning and learns to identify elision *(Rule - Learning)* | **Identify the Elided forms from the given examples.** *(Application)* |