Chapter - III

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3.1 Introduction:

Chapter III ‘Research Methodology’ deals with the collection and categorization of data of writing skill for the research study. It deals with preparation of standardized tools for collection of data for the research study. In this chapter there is detail information about formation of remedial programmes and implementation of remedial programmes through the experimental method. The results of experimentation are also mentioned in this chapter.

3.2 Meaning and definitions of research

Meaning of Research:

LONGMAN contemporary English dictionary explains meaning of research as, “serious study of a subject in order to discover new facts or test new ideas”

Definitions of Research:

Research is vast and multidimensional concept. The research of the researcher is as per definition of C. C. Crawford’s definition of research. C. C. Crawford defines research, “Research is a systematic and refined technique of thinking, employing specific tools, instruments and procedures in order to obtain a mere adequate solution of a problem that would be possible under ordinary means. It starts with a problem, collects data or facts, analyses them critically and reaches decisions based on actual evidence”

J. W. Best — “Research is considered to be the more formal, systematic,
The types of research:

3.3 The types of research:

On the basis of purpose of research, there are three types of research.

A. Fundamental or Basic Research.

B. Applied Research

C. Action Research

A. Fundamental Research:

Fundamental Research deals with discovery of broad generalizations or principles. Such type of research is universal. This type of research has
no immediate or planned application.

B. Applied Research:

Applied research deals with providing a product or process-testing theoretical concepts in actual problem situations. Such type of research is related to development and generalization of teaching-learning processes. It is related to development of instructional material and modification of behavior of children.

C. Action Research:

Action Research focuses on immediate application not on development of theory or generalization of application. It's results have local applicability. The purpose of this research is to improve school practices like thinking and working ability of the teachers and students.

3.4 Type of the research of the researcher

The research of the researcher is Applied Experimental Research with reference to following points.

➢ The researcher had registered for Ph. D. on 19-4-2007 on the topic “The Development of Programmers to Improve English Writing Skill of Marathi Medium Students of Standard Fifth.

➢ The researcher did critical study of the syllabus and textbook of English of 5th standard of Marathi medium schools.

➢ Through the critical study of the syllabus and textbook of English ‘MY ENGLISH BOOK FIVE’ which was published in 2004 the researcher came to conclusion that the linguistic elements (activities) of writing skill in the textbook were not sufficient for achievement of the specific objectives of writing skill mentioned in the syllabus. The linguistic activities in the textbook were 85.
On 10 March 2008, the Maharashtra State Bureau of Textbook Production, Curriculum and Research revised the textbook of English for 5th standard and added 16 linguistic activities for appropriate development of writing skill of the students of 5th standard of Marathi medium schools.

So the researcher's research is related to curriculum-development of curriculum of 5th Standard English of Marathi medium schools in Maharashtra.

The problems of writing skill investigated by the researcher are same for all the students of the course of English of 5th standard in Marathi medium schools.

The effectiveness of remedial programmes will be little more or little less as per situation of the students of the course of 5th standard English of Marathi medium schools.

With reference to above points, the results of the research can be generalized for the students of English of 5th standard of Marathi medium schools. So this research is Applied Experimental Research.

3.5 Methods of research

There are three types of research method: A) Survey Method, B) Historical Method, C) Experimental Method.

A) Survey Method

Survey method deals with the present and attempts to determine the relationship between existing non-manipulated values.

B) Historical Method

Historical method deals with investigating, recording and
interpreting the past events as a means of seeing the present in perceptive.

C) Experimental Method

Experimental method deals with what will be. In this method there is a focus on discovering the basic relationship among phenomena as a means of producing and controlling their occurrence.

The research of the researcher is related to development of remedial programmes of writing. These remedial programmes will be innovative programmes. So for testing the effectivity of the programmes experimental method will be used by the researcher.

3.6 Method of the research of the researcher

The research of the researcher is related to investigation of errors of writing of 5th standard Marathi medium students. This research is related to development of remedial programmes and testing the effectivity of developed programmes. The researcher has used staggered comparison method for development of programmes. The researcher has used experimental method for implementation of developed programmes on the students of 5th standard.

3.7 The statement of the research

"THE DEVELOPMENT OF PROGRAMMES TO IMPROVE ENGLISH WRITING SKILL OF MARATHI MEDIUM STUDENTS OF STANDARD FIFTH"

3.8 The population of the research:

* Population:

"A population is defined as a group of individuals with at least one common characteristic which distinguishes that group from there individuals."
* Target population:

“Target population consists of the specific group to whom we plan to
genitalize our findings.”

* Accessible population:

“Accessible populations are groups which are convenient for the
researcher and representative of overall target population.”

- Target Population of the Research:

The students of 5th standard of Marathi medium schools of educational
year 2009-10 in Latur city are target population of research.

- Accessible population of the Research:

313 students of 5th standard of Saraswati Vidyalaya in Latur
city of educational year 2009-10 are accessible population of research
3.9 Tools for collection of research data

The research of the researcher is related to investigation and categorization of errors of writing of 5th standard Marathi medium students in Latur city. The researcher has collected errors of writing from following 9 schools in Latur city in educational year 2008-09.

1. Deshikendra Vidyalaya, Latur
2. Godavari Lahoti Kanya Vidyalaya, Latur
3. Keshavraj Vidyalaya, Latur
4. Marwadi Rajsthan Vidyalaya, Latur
5. Jijamata Kanya Vidyalaya, Latur
6. Dnyaneshwar Vidyalaya, Latur
7. Vidya Vikas Vidyalaya, Latur
8. Shivaji Vidyalaya, Latur
9. Saraswati Vidyalaya, Latur

The researcher has done the analysis of data by two ways

3.9.1 Mode of content analysis

3.9.2 Method of content analysis

It is ambiguous and complex procedure to maintain objectivity and reliability of collected data for the research. To avoid ambiguity and complexity of collected data of errors of writing, the researcher has decided to analyse the data of errors of writing. Content analysis of collected data, reduces the data in appropriate proportion for generalization. It maintains objectivity and reliability of collected data for the research.

Good, Sarr and Scates has suggested four modes of analysing gathered data one of the four is - To examine carefully the statement of the
problem and the earlier analysis and study the original records of data.

The researcher has done content analysis of the data by examining

carefully the statement of the problem, earlier analysis and writings of the

5th standard students and 6th standard students of Marathi medium schools.

3.9.1 Mode of content analysis

The researcher has done the content analysis by considering following

points and formed model (structure) for analysis of collected data of writing.

A. The points considered for content analysis

1. The statement of the research.

2. Main objectives of the research.

3. Types of writing.

4. Specific objectives of writing skill under each type of writing.

   (copy writing / dictation / orthography / composition)

5. Linguistic activities (elements) in the text book of 5th standard of

   English under each specific objective mentioned in the syllabus.

6. Evaluation codes for evaluation of linguistic activities of writing

   skill. [W1 to W13]

7. Evaluation tools for evaluation of linguistic activities of writing

   skill in the text book of 5th standard.

B. Processes of content analysis:

1st step:

The researcher thought of all aspects of research statement

"The Development of Programmes to Improve English Writing Skill

of Marathi Medium Students of Standard Fifth".

2nd step:

The researcher reviewed the main objectives of the research.
1. To prepare a model (structure) for investigation and collection of errors in English writing of 5th standard students in Marathi medium schools.

2. To prepare standardized tests for investigation and collection of errors in English writing of 5th standard students in Marathi medium schools.

3. To develop remedial programmes to improve English writing skill of the students of 5th standard in Marathi medium schools.

4. To test the effectivity of developed remedial programmes by stating null hypothesis.

3rd step:

The researcher studied in detail about types of writing skill-

a) copywriting b) dictation c) orthography d) composition.

4th step:

The researcher reviewed 14 specific objectives of writing skill of English and classified the specific objectives under each type of writing skill.

5th step:

The researcher studied the linguistic activities of writing skill from the text book of English of 5th standard, which was published in 2004. The numbers of the linguistic activities in the text book were 85.

As a result of the study of the text books which were published in 2004 and 2008 the researcher found that 16 linguistic activities of writing skill were added in the text book of 2008.

Through the comparative study of the linguistic activities in the text books, which were published in 2004 and 2008, the researcher came to conclusion that there is need of rearrangement and reformation of linguistic activities for achievement of specific objectives of writing skill of 5th Standard English of Marathi medium schools. There is also need of formation of some new linguistic activities for the complete achievement of specific objetives of writing.

6th step:

The researcher classified the activities of writing skill under each specific objective of writing skill. (from objective number 1 to 14)

7th step:

The researcher rearranged the linguistic activities under each specific objective as per learning-logic and ability of the students of 5th standard students.

Principle of teaching and learning : Simple to Complex is considered for the rearrangement of specific objectives of writing of 5th standard students as per Skinner’s probrammed learning.

8th step:

The researcher rearranged the specific objectives of writing skill of English as per learning-logic and ability of the students of 5th standard [from lower difficulty level to higher difficulty level] The specific objectives of writing are rearranged on the basis of Skinner’s
programmed learning.

9th step:
The researcher studied evaluation codes of writing skill mentioned in the textbook.

W1 - Read and choose the correct letter.
W2 - Arrange words in alphabetical order
W3 - Look think and write.
W4 - Read the text and find the words.
W5 - changing sentences.
W6 - Rearrange in the proper sequence.
W7 - Read and answer.
W8 - Information transfer.
W9 - Listen/Read and write. Read and complete [Guided writing]
W10 - Listen and write (Ditto)
W11 - Read and make inferences.
W12 - Read and classify – words/ sentences/ passages
W13 - Listen/ Read and write – Write on your own [free writing]

10th step:
The researcher studied, evaluation tools (tests/ various types of questions) for evaluation of linguistic activities of writing skill.

11th step:
The researcher discussed with English teachers of 5th standard, resource persons on district level, divisional level and state level and finalized the structure.
C. Model (structure) for content analysis of the research data:

1. Types of writing
   Copy writing/dictation/orthography/composition.

2. Specific objectives of writing skill under each type of writing.
   (1 to 14)
   [expectations of writing at each stage can be understood]

3. Types of linguistic activities under each specific-objective of writing skill from simple to complex.

4. Evaluation code/technique/tool or test to evaluate achievement of each specific objective of writing skill.
3.9.2 Method of content analysis

Measure of relationship method: While applying measure of relationship method for content analysis, the researcher has prepared two standardized tests for collection of errors of writing and testing the effectivity of developed programmes.

A. Base of formation of programmes

* Definition of test:

"Gay defines test as," A test is a means of measuring the knowledge, skill, feeling, intelligence or aptitude of an individual or group"\textsuperscript{15}

* Definition of Standardised test:

"Good defines standardized test as, "A standardized test is that for which content has been selected and checked empirically, for which norms have been established, for which, uniform methods of administration and scoring have been developed, and which may be scored with relatively high degree objectivity"\textsuperscript{16}

* Characteristics of standardized test

a) Comprehensiveness

b) Specific objectives of writing skill

c) Norms

d) Practicability

e) Validity

f) Blue print

g) Degree of differences of questions

h) Relibility

i) Objectivity
B. The Process of formation of standerdised tests:

For determination of standardization of the tests, the researcher has tested all characteristics of standardization of tests as following:

a) Testing of comprehensiveness of the tests:

The tests prepared by the researcher cover four types of writing skill: a) copywriting, b) dictation, c) orthography, d) composition. These tests cover all 14 specific objectives of English writing skill of 5th standard. So these tests are comprehensive for 5th standard students of English of Marathi medium schools.

b) Specific objectives of writing skill covered in the test are per types of writing and type of questions:

Q.1 – Type of writing – copy writing

- To enable the student to
  1) To develop the habit of writing neatly and legibly. (Size, shape, proportion, distance etc)
  2) Write on one line.
  3) Copy words and sentences.

Q.2 Type of writing – dictation

  5) Take dictation of familiar words and short sentences

Q.3 Type of writing – orthography

  13) Write numbers in figures as well as in words
  8) Write words on given topic
  4) Complete the following sentences
  9) Complete the known story with missing words.
  11) Rearrange a story or event
  7) Write words with given clues
6) Enrich vocabulary by taking part in language games

Q 4 Type of writing composition.
12) Write answers of questions.
14) Write composition using provided guidelines
10) Enjoy writing independently.

The prepared tests were given to 50 students of 6th standard having gap of two weeks. The tests are standardised by the researcher by considering all characteristics of standardised tests.

The tests were implemented on the students of 6th standard from the month of July to September in educational year 2008-09.

The scores of tests are in appendix No. 3

C) Testing of norms for standardization of tests:

All the questions prepared in the test are as per age norms of the students of 5th standard. These questions are as per specific objectives of writing skill of English mentioned in the syllabus of 5th standard.

D) Testing of practicability of the tests:

These tests are reviewed by the researcher by following persons to test it’s practicability.

- Students of 5th standard of Marathi medium school.
- Teachers who teach English for 5th standard.
- Resource persons of English
- Linguistic experts

E) Testing of validity of the tests:

Definition of Validity:

Cornback defines validity as “validity is the extent to which a test measures what is proposed to measure”17
Types of validity:

The tests prepared by the researcher have two types of validity

a) operational validity b) content validity

a) Operational validity of the tests:

Each main question in the tests is prepared on the each type of writing skill. Each sub-question in the tests is prepared on each specific objective of writing skill mentioned in the syllabus of 5th standard. i.e. copywriting, dictation, orthography, composition. These types of writing are covered by the researcher. All specific objectives of writing are also covered in the tests so that the tests are valid operationally.

b) Content validity of the tests:

1. These tests cover all 14 (instructional) specific objectives of writing skill.
2. Subject matter - all types of linguistic activities are covered in the tests.
3. These tests are reviewed on the basis of course, syllabus, textbook, specific objectives of writing skill and judgment of the school teachers and the subject experts.

Because of the above reviews the tests prepared by the researcher are valid for research experiment.
F) The blueprint of the tests:

Test of 50 marks.

Q 1  a – 2
    b – 2
    c – 2
    d – 2

Q 2  a – 2

Q 3 a – 4
    b – 4
    c – 4
    d – 4
    e – 4
    f – 4
    g – 4

Q 4 a – 4
    b – 4
    c – 4

[8] mark
[2] mark
[28] mark
[12] mark

G) Degree of differences of questions in the tests

There are four main questions in the achievement tests. The first question is based on copy writing, second question is based on dictation, third question of orthography. The fourth question is based on composition. The questions in the test must be having equal difficulty level. So the researcher has tested difficulty level (degree of differences) of questions as following

The researcher has calculated degree of differences of questions by using formula

\[ D = \frac{p_1 - p_2}{\sqrt{\frac{p_1 q_1}{n_1} + \frac{p_2 q_2}{n_2}}} \]

\[ D = \text{Degree of differences} \]
PI = Number of students in higher percentage group giving correct answers.
P2 = Number of students in lower percentage group giving correct answers.
Q1 = Percentage of students in higher percentage group giving correct answers.
Q2 = Percentage of students in lower percentage group giving correct answers.
N1 = Number of students in higher percentage group.
N2 = Number of students in lower percentage group.
The questions in I and II tests are having equal difficulty level as following

<table>
<thead>
<tr>
<th>Q.No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Test</td>
<td>0.2</td>
<td>0.5</td>
<td>0.3</td>
<td>0.66</td>
</tr>
<tr>
<td>2nd Test</td>
<td>0.2</td>
<td>0.4</td>
<td>0.1</td>
<td>0.72</td>
</tr>
</tbody>
</table>

(The difficulty level of the questions is very close to each other because the specific objectives of writing skill are co-related to each other. Achievement level of writing skill is low as comparison with listening, speaking and reading skills of 5th standard.)

h) Testing of reliability of the tests:
Garret-“Reliability of the tests is concerned with stability of scores.”

The method for testing reliability - Reliability of the tests is tested by alternative or parallel form method by calculating their coefficient of co-relation.
The process of testing of reliability
1. Two tests covering following types of writing are prepared by the researcher.
   a) copywriting  
   b) dictation  
   c) orthography  
   d) composition
2. All specific objectives of writing skill are covered in the tests.
3. Each main question is prepared on the basis of types of writing skill.
4. Each sub-question is prepared on the basis of specific objective of writing skill.
5. The prepared tests were tested on 50 students of 6th standard having gap of two weeks.
6. Coefficient of co-relation is calculated by using formula
\[ D = \frac{P_1 - P_2}{\sqrt{\frac{P_1 Q_1}{N_1} + \frac{P_2 Q_2}{N_2}}} \]

Lists of 50 students and the scores of the tests are in the appendix No. 2 and No. 3.
The statistical analysis for testing reliability
\[ \eta = 1 - \frac{6 \sum D^2}{N(N^2 - 1)} \]
\[ \eta = 1 - \frac{6 \times 8130.75}{50[(50)^2 - 1]} \]
\[ \eta = 1 - \frac{48784.5}{50 \times 2499} \]
\[ \eta = 1 - \frac{48784.5}{124950} \]
\[ \eta = 1 - 0.39404 \]
\[ \eta = 0.6096 \]
\[ \eta = 0.6 \]
Coefficient of co-relation = 0.6
List of 50 students and scores of the tests are in appendix No. 2 and 3.

i) **Objectivity of tests:** Objectivity of the test is tested by teachers of 5th standard, subject experts and linguistic expert of English language.

C. **The standardized achievement tests:**

The standardized achievement tests are in appendix No. 4
3.10 The process of collection of errors of writing:

In Latur city there are 92 primary schools. Out of 92 schools the researcher has selected 9 schools for collection of errors. The method used for selection of schools was random sampling method.

The researcher has investigated and collected errors from following schools.

1. Deshikendra Vidyalaya, Latur
2. Godavaridevi Lahoti Kanya Vidyalaya, Latur
3. Keshavraj Vidyalaya, Latur
4. Marwadi Rajasthan Vidyalaya, Latur
5. Jijamata Kanya Prashala, Latur
6. Dnyaneshwar Highschool, Latur
7. Shivaji Vidyalaya, Latur
8. Saraswati Vidyalaya, Latur
9. Vidyavikas Vidyalaya, Latur

The researcher has collected errors of writing of 5th standard students as per following ways.

* By checking answersheets of examination papers of English of 5th standard.

* By discussing with the English teacher of 5th standard.

* By discussing with the students of 5th and 6th standard.

* By conducting standardized tests on the students.

* By discussing with district resource persons, state resource persons and members of syllabus body of English.
3.11 The analysis of errors of writing

The researcher has done analysis of errors of writing under types of writing and specific objectives of writing as following.

The specific objectives of writing skill are arranged here as per types of writing and learning-logic of the student from simple to complex, i.e. from lower difficulty level to higher difficulty level.

(Objectives in the syllabus are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

Order of objectives as per learning logic of the students is as following

Copy writing : Objective number 1, 2, 3
Dictation : Objective number 5
Orthography : Objective number 13, 8, 9, 11, 7
Composition : Objective number 12, 14

(Objective number 4 is deleted from the programme)

Objectives related to copy writing

Objective No.1: To enable the students to develop the habit of writing neatly and legibly (size, shape, proportion direction etc)

Errors in writing of alphabets.

Errors in capital letters writing as per size, shape and proportion of writing

A  The students cannot draw horizontal and slanting lines properly. Some students draw ‘A’ in small shape some students draw in big shape.
B  The students cannot draw straight line having proper length. Size and shape of curve is not proper.
C  The students cannot draw shape and size of semi-circle properly.
D  The students cannot draw straight line having proper length. Some students cannot join points of curve at the top and bottom of straight line.
E The students cannot draw straight line having proper length. Some students cannot join points of curve at the top and bottom of straight line.

F The students cannot join horizontal line at the middle of straight line. Some times length of horizontal line becomes less or more.

G The students cannot draw curve in proper shape and size. Some times length of horizontal and straight line becomes less or more in proportion with curve.

H The students cannot draw vertical lines having proper length. The students cannot join horizontal lines at the middle of vertical lines.

I The students cannot draw horizontal lines having proper length. Some times length of vertical line become less or more.

J The students cannot draw curve with proper shape and size. Length of horizontal line becomes less or more.

K The students cannot join slanting lines at the middle of vertical line. Some times distance between two slanting lines is not proper.

L The students cannot draw vertical and horizontal lines in proper length. The students cannot join the lines in proper angle.

M The students cannot join slanting lines at proper point. Some times distance between two vertical lines becomes less or more.

N The students cannot keep proper distance between two vertical lines. Some times slanting line is not joined at the points of vertical lines properly.

O The students cannot draw circle in proper shape. Some times shape of circle becomes less or more.
P The students cannot draw vertical line in proper proportion with curve. Some times shape of curve is not proper in size.

Q The students cannot draw circle in proper shape. Bending line is not drawn in proper way.

R The students cannot draw curve in proper proportion with vertical line. Some times slanting line cannot be joined at proper place.

S The students cannot draw curves in proper shape and size.

T The students cannot join vertical line at the middle of the horizontal line. Some times length of horizontal line becomes less or more.

U The students cannot draw vertical lines and bending line in proper way.

V The students cannot join slanting lines in proper way.

W The students cannot join slanting lines at proper places. Some times length of slanting lines becomes less or more.

X The students cannot join slanting lines at the middle of lines.

Y The students cannot join slanting line at proper place. Some time length of slanting line becomes less or more.

Z The students cannot draw horizontal lines having proper length. Slanting line is not joined at proper places.

Errors in small letters writing as per size, shape, proportion and direction of writing of letters

a The students cannot draw circle in proper shape and size. Some students cannot draw curved line in proper way.

b The students cannot draw vertical line having proper length. Some students cannot draw bending line in proper shape and size with proportion with vertical line.
The students cannot draw curved line in proper shape and size.

The students cannot draw vertical line having proper length. Some students cannot draw bending line in proper proportion with vertical line.

The students cannot draw curved line in proper shape and size.

The students cannot draw horizontal line in the middle of vertical line. Some students cannot draw bending line in proper shape and size.

The students cannot draw circle in proper shape and size. Some students cannot draw bending line in proper shape and size.

The students cannot draw bending line in proper proportion with vertical line. Some times length of vertical line becomes less or more.

The students cannot draw vertical line in proper way.

The students cannot draw bending line in proper way.

The students cannot draw slanting lines having proper distance. Slanting lines cannot be joined at the middle of vertical line.

The students cannot draw vertical line having proper length.

The students cannot keep proper distance vertical lines. Bending lines are not joined with vertical line in proper way.

The students cannot join bending line with vertical line in proper way.

The students cannot draw circle in proper way. Size of circle becomes less or big.

The students cannot draw vertical line having proper length. Some students cannot join bending line with vertical line in proper way.

The students cannot draw circle in proper shape and size. some students cannot draw curved line in proper way.
The students cannot draw curved line having proper length.
The students cannot draw semi circles in proper way. Some times size become less or more.
The students cannot draw vertical line having proper length. Horizontal line is not joined at the middle of vertical line. Some times bending line is not drawn in proper way.
The students cannot join vertical line with curved line in proper way. Some times length of curved line becomes less or more.
The students cannot join slanting lines in proper way.
The students cannot draw slanting lines having proper length. Some times slanting are not joined at proper place.
The students cannot draw slanting lines having proper length. Sometimes lines are not joined at the middle.
The students cannot join slanting line and curved line at proper place.
The students cannot draw horizontal lines having proper length. Slanting line is not joined to horizontal line at proper places.

**Objective No. 2: To enable the students to write on one line:**

**Errors in writing on one line**

The students –
- cannot write alphabets in shape and size
- cannot keep proper distance between two alphabets.
- cannot keep proper distance between two words.
- cannot write capital and small letters at proper places.
- cannot use appropriate punctuation marks
  (at proper places)
Objective No. 3: To enable the students to copy words and sentences

Errors in copying words and sentences:

The student
- cannot copy words neatly and legibly.
- cannot keep proper distance between two alphabets
- cannot keep proper distance between two words.
- cannot use capital and small letters at proper place.
- cannot use punctuation marks appropriately.
Objectives related to dictation

Objective No. 5: To enable the students to take the dictation of familiar words and short sentences.

Errors in writing of dictated words and sentences

The student
- cannot get appropriate practice of listening sounds.
- cannot get appropriate practice of listening words with proper stress.
- cannot get appropriate practice of listening sentences with proper stress and intonation.
- cannot listen the sentences with reasonable speed.
- cannot get practice of listening and writing sentences with reasonable speed.
- cannot get practice of listening various types of sentences [simple/question etc]
Objectives related to orthography

Objective No. 13: To enable the students to write numbers in figures as well as in words.

Errors in writing numbers in figures as well as in words:
  The student –
  - cannot write correct spellings while writing numbers in words.
  - cannot write in appropriate forms while writing numbers in figures.
  - cannot keep proper distance between two words while numbers in words.

Objective No. 8: To enable the students to write words on a given topic

Errors in writing words on given topic
  - cannot remember words.
  - cannot write words with correct spellings.
  - cannot write words neatly and legibly.
  - cannot write words in logical sense.
  - cannot use words in sentences at appropriate place.

Objective No. 9: To enable the students to complete the known story with missing words.

Errors in writing missing words for completion of story:
  - some students cannot read a story.
  - cannot understand meaning of story.
  - cannot understand how to do logical writing.
Objective No. 11: To enable the students to rearrange a story or events.

Errors in writing story or event by rearranging it

The student –
- cannot understand meaning of words in a story.
- cannot understand meaning of story.
- cannot understand how to do logical writing.
- cannot write logically.

Objective No. 7: To enable the students to write words with given clues.

Errors in writing words with given clues

- some students cannot read difficult spellings.
- some students cannot understand meaning of words.
- some students can understand words but they cannot write words properly.

Objective No. 6: To enable the students to enrich vocabulary by taking part in language games.

Errors in writing in language games

The students
- some students cannot read language games.
- cannot find correct spelling through language games.
- some students can form spellings of words but cannot understand meaning of words.
- cannot write words with correct spelling.
Objectives related to composition

Objective No. 12: To enable the students to write answers to questions

Errors in writing answers of questions

The student's -
- cannot read a headline or short passage.
- cannot understand meaning of headline or short passage
- cannot understand meaning of questions.
- cannot write answers of questions in correct grammatical form.
- cannot write neatly and legibly.

Objective No. 14: To enable the students to write composition using provided guidelines

Errors in writing closed composition

The student –
- cannot read provided guidelines.
- cannot understand provided guidelines.
- cannot write composition with correct grammatical form with the help of provided guidelines

Objective No. 10: To enable the students to enjoy writing independently

Errors in writing free composition

The student –
- cannot read the given topic.
- cannot understand given topic.
- cannot guess about given topic.
- cannot remember words about given topic
- cannot write grammatically correct short composition.
3.12 The process of development of remedial programmes.

A. Theory of development of programmes
B. The study of literature for development of programmes
C. The points considered for development of programmes.
D. The use of product research method for development of programmes.
E. The steps of development of programmes.

A. Theory of development of programmes

The errors of writing collected and analysed by the researcher are basic errors of development of writing skill.

The errors of copy writing are related to mechanical skills of writing.

The errors of dictation are related to attention level of the students, comprehension of the students and mechanical skills of writing.

The errors of orthography are related to memory, logical thinking and creativity of the students.

The errors of composition are related to comprehension, logical thinking and conceptual development of the students.

Though, the researcher has collected errors from various schools in Latur city, but these errors can occur in any learning process of learner at primary level.

While doing the research study, the main intention of the researcher is to give appropriate solutions to these problems with ordinary means in ordinary conditions, so that, common learner in educational system should get profit of it.

For giving solutions to these problems the researcher decided to develop remedial programme to improve writing skill of the students.
While developing the programmes, the researcher thought that when any learner learns writing, at first he learns mechanical activities, at the second step he learns of logical thinking and at last step his conceptual development is done. This is a psychological process of learning writing.

When anybody learns writing at first he learns how to write alphabets, then he learns writing of words and sentences. At the last step learner learns about writing closed composition and free composition. This is process of development of writing skill of English language.

While developing remedial programmes for the improvement of writing skill, the researcher decided to combine logic of learning of the students and logic of development of writing of English language. Because of combination of both logics process of learning becomes easy. It takes minimum time and energy.

For making the programmes mostly effective in minimum time, minimum energy and less economy, the researcher decided to develop the programmes on B. F. Skinners programmed learning.

Any programme of ‘programmed learning’ consist of teaching items that carries the students gradually to be learned. If the student is correct about learning, he gets reinforcement and moves to the next step of learning. If the student make mistake, he corrects himself and then moves to the next step.

The teaching-learning programme of ‘programmed learning’ is a set of frames all in inclusive. The programme will do all teaching through a response mechanism. In this programme learning process should be devided into large number of very small steps, from lower difficulty level to higher difficulty level. At each step student get reinforced about learning material.
Teaching-learning material based on ‘programmed learning’ brings the students in contact with the material, which reduces the labour of learning of the students. When the obstructions in the stimulus and response in the process of learning are reduced, time, energy and economy is also reduced.

B. The study of literature for development of programmes:

a. The principles of curriculum development.

b. Approaches of curriculum development.

c. Desings of curriculum development.

a) The principles of curriculum development

The researcher has used following principles for development of programmes:

- applicable to the students.
- student centered.
- related to day to day life of students.
- interests of the students.
- psychological needs of the students.
- mental level of the students.
- attention level of the students.
- creativity of the students.
- social competence of the students.
- emotional stability of the students.
- curiosity of the students.
- aptitude of the students.
- common natural instincts of the students.
- active language of the students.
- transfer of learning.
b) **Approaches of curriculum development:**

Approaches of curriculum development used for formation of the remedial programmes by the researcher are as following

1. **Concentric Approach:**

   In this approach contents in the syllabus are arranged from low difficulty level to high difficulty level. The linguistic elements in the developed remedial programmes are arranged by the researcher from low difficulty level to high difficulty level, i.e., from writing of alphabets to writing of composition.

2. **Unit approach:**

   In this approach at first objectives are determined. On the basis of determined objectives contents are arranged in logical sequence of learning ability of the students.

   In the developed remedial programmes, the specific objectives, and linguistic elements under each specific objective of writing skill, are arranged by the researcher as per logical sequence of the learning ability of the 5th standard students.

3. **Chronological approach:**

   In this approach contents are arranged as per sequence of learning of the students.

   In the developed remedial programmes linguistic elements are arranged by the researcher as per chronological growth of writing English language of students as per following.

   1. drawing of different shapes for good handwriting.
   2. writing of alphabets
   3. monosyllabic words, disyllabic words, words of three syllable, etc.
4. introduction of sounds of English to the students.
5. Simple sentences.
6. different types of sentences.
7. closed composition
8. free composition

c) Desings of curriculum development:
Designes of curriculum development used for development of programmes are as following:
1. Discipline centered design
2. Problem centered design
3. Learner centered design

1) Discipline centered design: This design focuses on attention to knowledge system for progress of civilization.

2) Problem centered design: This design focuses on survival of human society.

3) Learner centered design: This design focuses on individual development of the students as per their interests. The designers believe that direct interests of the students are effective basis of framing curriculum.

The researcher has used learner centered design of curriculum for development of programme.

Paradigms of learner centered design

There are three paradigms of learner centered design.

The first one is activity experience design. In this paradigm framework of curriculum depends on learner’s needs and interests. This design focuses on the process of problem solving, the co-operation between teachers and students.
The second paradigm is open classroom design. In this paradigm the students decide what to learn and how to learn. This paradigm has not any predetermined structure of curriculum.

The third paradigm is humanism design. It aims at full development of human's capabilities.

Among above mentioned models and paradigms the researcher has used Learner centered design having activity experience paradigm for the development of remedial programmes.

C) The points considered for development of programmes

- objectives of the research
- types of writings skill
- specific objectives of writing skill of 5th standard
- interest of the students
- psychological need of the students
- requirement of the students
- practical utility
- mental level of the students
- attention level of the students
- social competence of the students
- working ability in peer group
- curiosity of the students
- creativity of the students
- aptitude of the students
- common natural instincts
- transfer of learning
- time spent for learning.
D) The use of product research method for development of the programmes

The staggered comparison method:

The researcher has used staggered comparison method for the development of programmes. Number of linguistic elements related to specific objectives of writing skill were collected by the researcher. The researcher tested these linguistic elements on 5th standard. Only those linguistic elements were preferred, and included in the programmes, which were preferred by the students. Remaining linguistic elements were eliminated. Because of this method obstructions in the learning activity of students are reduced and students enjoyed learning activity in minimum time and minimum energy.

E) The steps of development of programmes

The researcher has prepared remedial programmes through following steps.

Step – 1 - The researcher did the critical study of the linguistic activities in the textbooks of 5th standard which were published in 2004 and revised in 2008.

Step – 2 The researcher collected linguistic activities related to development of writing skill of the students from 5th standard text book.

Step – 3 The researcher rearranged the linguistic activities as per specific-objectives of writing skill.

Step – 4 The researcher rearranged linguistic activities as per learning ability of the student (from simple to difficult).

Step -5 The researcher prepared some other linguistic activities for achievement of writing skill of the students.
Step - 6  The researcher rearranged linguistic activities in the form of remedial programmes.

Step- 7  The researcher rearranged remedial programmes on Skinners Programmed learning.

Step - 8  The researcher reviewed the remedial programmes by students of 5th standard, subject teachers, recourse persons, method masters and members of syllabus committee.

3.13 The developed remedial programmes:

Classification of specific objectives and developed remedial programmes as per types of writing:

A. COPY WRITING
   Objective No. 1 remedial programme-1
   Objective No. 2 remedial programme-2
   Objective No. 3 remedial programme-2

B. DICTATION
   Objective No. 5 remedial programme-3

C. ORTHOGRAPHY
   Objective No. 13 remedial programme-4
   Objective No. 8 remedies remedial programme-5
   Objective No. 9 remedial programme-6
   Objective No. 11 remedial programme-7
   Objective No. 7 remedial programme-8
   Objective No. 6 remedial programme-9

D. COMPOSITION
   Objective No. 12 remedial programme-10
   Objective No. 14 remedial programme-1
   Objective No. 10 remedial programme-12
Programme No. 1

Objective No.1: To enable the students to develop the habit of writing neatly and legibly (size, shape, proportion direction etc)

*Expected outcome:

The students are expected to write capital and small letters in proper shape, size, proportion, direction distance etc.

* Process of learning

A student

- see letters
- identify letters independently
- identify letters indifferent words
- identify capital and small letters independently
- try to copy letters
- when some letters are put together student tries to identify and copy letters
- discrimination of capital and small letters
- copy capital letters.
- copy small letters.
- discrimination and copying of capital and small letters with proper shape and size.
Procedure of formation of programme 1st

For the achievement of objective 1st, the students of 5th standard are expected to write small and capital letters in proper shape, size, proportion and direction. The students are expected to write small and capital letters neatly and legibly.

For the preparation of programme, the researcher collected lines of different shapes from various course books and other books. The researcher provided these lines to the students for practice, so that the students will be able to write small letters and capital letters appropriately. The researcher took the opinions of the students. For first trial the students were not satisfied.

The researcher tried of next trial. The main expectation of the researcher was, the students must be able to do activity in minimum time, less economy and full enjoyment.

In one of the trainings of English language, in State Institute of English Language Aurangabad, the researcher listened a concept from Japanese education. In the textbook of 1st standard in Japan there was a tree diagram. The students were asked to trace the tree diagram. Because of the activity in the 1st standard Japanees could do best work in the field of electronics and electricals.

On the basis of this concept, the researcher decided to draw or collect a picture in which there will be all type of lines, which will be helpfull for the better writing of the students.

At the first trial, the researcher provided various lines to students in schools and asked to draw a picture including all lines. Some pictures were collected by the researcher, but the students were not satisfied with the
In the next trial the researcher provided various lines to the students and teachers in drawing college in Latur city. The researcher explained the concept to the students of drawing college and the teachers. The researcher asked them to draw a picture related to explained concept. The researcher got 4 pictures from the students, teachers and principle of the drawing college.

Picture 1st and 2nd was drawn by girl from drawing college.

Picture 3rd was drawn by teachers in drawing college collectively.

Picture 4th was drawn by the principle of the drawing college.

Among above four pictures 1st picture was mostely liked by the maximum number of students in various schools. Appreciation of 2nd picture comparitively less with the 1st picture.

Picture 3rd and 4th were accepted by some of the students in various schools.

The researcher arranged lines of various shapes as per interest and learning logic of the students. The rearrangement of shapes, lines, pictures, small letters and capital letters was done on the basis of Skinner’s programmed learning, i.e. from lower difficulty level to higher difficulty level of writing.

The learning logic of the students and the logic of growth of writing, from drawing lines to drawing alphabets, both logics are considered by the researcher.
**PROGRAMME : 1**

**Objective of the Programme**: To enable the students to develop the habit of writing neatly and legibly. (size, shape, proportion, direction, etc.)

**Specification of the Objective**: The students are able to write neatly and legibly.

**Type of activity**: Tracing of lines, pictures and alphabets.

**Teaching Points/Material**: Pictures, lines of different shapes to improve muscle movements of the students for better handwriting. Capital and small letters.

**Teaching Method**: Demonstration Method / Workshop method.


**Teaching Maxim**: Simple to complex.

**Special Teaching aids for teaching**: Computer / lines

Activity No. 1: Trace the following shapes

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the pictures on board or by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing lines.</td>
</tr>
<tr>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>0 0 0</td>
<td>U U U U</td>
</tr>
<tr>
<td>0 0 0</td>
<td>N N N</td>
</tr>
<tr>
<td>________</td>
<td>__________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>W W W</td>
<td>H H H</td>
</tr>
<tr>
<td>&lt;&lt;&lt;</td>
<td>UNCUU</td>
</tr>
<tr>
<td>&gt;&gt;&gt;</td>
<td>DNUCC</td>
</tr>
<tr>
<td>===</td>
<td>===</td>
</tr>
<tr>
<td>v v v</td>
<td>v v v</td>
</tr>
</tbody>
</table>

Teacher demonstrates in the class how to trace the pictures on board or by the help of educational aids.
### Activity No. 2: Trace the following Shapes

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the pictures on board or by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing lines.</td>
</tr>
</tbody>
</table>

### Activity No. 3: Trace the following shapes

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the pictures on board or by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing lines.</td>
</tr>
</tbody>
</table>
### Activity No. 4 : Trace the following picture

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the picture on board by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing the pictures.</td>
</tr>
</tbody>
</table>

![Picture of a stylized bird](image1.png)

### Activity No. 5 : Trace the following pictures

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the pictures on board by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing the pictures.</td>
</tr>
</tbody>
</table>

![Picture of a cartoon lion](image2.png)
Activity No. 6: Trace the following alphabets

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the alphabets on board by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing alphabets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the alphabets on board by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing alphabets.</td>
</tr>
</tbody>
</table>

Activity No. 7: Trace the following alphabets

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the alphabets on board by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing alphabets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the alphabets on board by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing alphabets.</td>
</tr>
</tbody>
</table>
### Activity No. 8: Trace the following alphabets

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the alphabets on board or by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing alphabets.</td>
</tr>
</tbody>
</table>

AaBbCcDdEeFfGgHhIiJjKkLlOoPpQq

RrSsTtUuVvWwXxYyZz

### Activity No. 9: Trace the following alphabets

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates in the class how to trace the alphabets on board or by the help of educational aids.</td>
<td>The students imitate after the teacher. They do practice of tracing alphabets.</td>
</tr>
</tbody>
</table>

abcdefgghijklmnopqrstuvwxyz

aceimnorsuvwxyzbdhfkltgjpy
Programme No. 2

Objective No. 2: To enable the students to write on one line:

Expected outcome:
- The students are expected to
- copy capital and small letters in proper shape and size
- write words on one line with proper distance.
- write words neatly and legibly.
- write capital and small letters at proper places.
- do proper use of punctuation marks

- Process of learning
  - The student – see alphabets.
  - observes alphabets
  - discriminate between capital and small letters
  - try to copy words on one line.
  - try to write capital and small letters at proper places.

Objective No. 3: To enable the students to copy words and sentences

Expected outcome:
  - The students are expected to
  - copy words from blackboard or any other educational did
  - to copy sentences having 5 to 10 words.
  - to write capital and small letters at appropriate place.
  - to do appropriate use of punctuation marks
  - to copy words and sentences on one line neatly and legibly.

Process of learning:
  - The student – see words and sentences.
  - observes words and sentences.
  - read silently
  - try to copy words and sentences neatly and legibly on one line
    with appropriate use of punctuation marks.
Procedure of formation of programme 2nd

For the achievement of objectives 2nd and 3rd it is expected that, the students must write words and sentences appropriately on line. The writing of students must be appropriate and neat.

While selecting content in this programme, there was question before the researcher, what type of words and sentences should be selected in the programme, so that the students should fully enjoy and accept the programme.

When any student write one alphabet at one time, it is not possible to check whether his writing of alphabet is correct or not. The same thing is about sentence writing.

Considering above points, the researcher thought that, in programme one alphabet must be repeated for 5 times. So that checking of alphabets will go easy.

While selecting sentences, it was intension of the researcher that all alphabets in English language must occure in single English sentence. The researcher went through various books discussed with students, teachers, langauge experts. The researcher found a sentence in which there are all alphabets in English language. “THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG”. The researcher selected the sentence in the 2nd programme. The researcher selected other 19 sentences as per level of the students of 5th standard. Only those sentences are selected in programme which cover all punctuactions marks in English language.

While selecting words in the programme for complete enjoyment of the students, the researcher thought of selection of names of various students. The researcher collected names of various students and selected five words
of each alphabet in the programme.

Because of the discussion with the students, teachers and experts, the content in the programme became completely suitable for the students. The direct participation of the students in formation of programme made the programme completely acceptable for the students.
**PROGRAMME : 2**

Objective of the Programme:

**Objective 2**: To enable the students to write on one line.

**Objective No. 3**: To enable the students to copy words and sentences.

Specification of 2nd Objective: The students are able to write on line.

Specification of 3rd Objective: The students are able to copy words and sentences.

Type of activity: Copying of words, copying of sentences.

Teaching Points/Material: List of names and words beginning from each alphabet.

Teaching Methods: Demonstration Method / Workshop method.


Teaching Maxim: Simple to complex.

Special Teaching aids: Computer / Word cards.

for Teaching

Activity No. 1: Copy the following names

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to copy following names.</td>
<td>The students imitate after the teacher. They do practice of writing names on one line.</td>
</tr>
</tbody>
</table>

1. **Copy the following names**:
   - Amar, Avinash, Arun, Aditi, Anil
   - Bharat, Baban, Balu, Babu, Bunty
   - Chandu, Chandrika, Chandrakant, Chintu, Chaya
   - Dinu, Dinesh, Deepak, Dia, Datta
   - Esha, Emran, Emli, Eakta, Eknath

2. **Copy the following names**:
   - Farukh, Fanna, Fakira, Farar, Fatima
   - Ganga, Geeta, Ganesh, Gajendra, Gopinath
   - Hina, Himesh, Hashmi, Harshad, Hari
   - Indu, Irawati, Irfan, Ishwar, Isha
   - Jai, Jaideep, Jaya, Jaishree, Jagdish

3. **Copy the following names**:
   - Kajal, Katreena, Kamal, Komal, Kamla
   - Lara, Lalu, Lata, Lakshman, Limbabai,
   - Manish, Mangesh, Mushtak, Manjeet, Maya
   - Nitin, Nagesh, Navin, Nilesh, Nikhil,
   - Om, Omkar, Omeshwar, Osama, Obama
### Activity No. 2: Copy the following words.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to copy following words</td>
<td>The students imitate after the teacher. They do practice of writing words on one line.</td>
</tr>
</tbody>
</table>

1. **Copy the following words:**
- apple, ant, answer, axe, able
- ball, banana, bat, beautiful, back
- catch, caught, class, change, cake
- dog, dall, doctor, do, deer
- eat, elephant, eye, end, empty

2. **Copy the following words:**
- frog, fall, fill, family, feather
- gate, girl, guess, grow, gap
- hen, have, happen, hear, hate
- in, is, it, ice, image
- jump, just, jaw, join, jungle

3. **Copy the following words:**
- knife, knit, know, key, knot
- like, lost, leader, leaf, life
- may, matter, master, match, moon
- no, nothing, never, nice, note
- orange, open, obtain, organ, occur
4. Copy the following words:
- power, promise, parrot, pen, pink
- quick, quality, quite, queen
- road, rough, rest, race, right
- smile, see, ship, shoot, simple
- tailor, turn, trouble, task, ticket

5. Copy the following words:
- use, uniform, unique, umbrella, umpire
- very, vapour, valley, vehicle, village
- wounder, wensday, window, wheel, weight
- xerox, x-ray
- young, yak, yard, year, yellow
- zebra, zoo, zeel, zero, zoom

Activity No. 3: Copy the following sentences.

Teacher tells the students to copy following sentences.

(TH E QUICK BROWN FOX JUMPS OVER THE LAZY DOG)

Note: This sentence cover all alphabets of English language

1. The quick brown fox jumps over the lazy dog.
2. The beans had grown in the night.
3. He forgot all his sorrow.
4. He climbed higher and higher.
5. I got a letter from my son.
6. How many birds are there in the chart?
7. Which of the places are in Maharashtra?
8. Who is there near the first boy?
9. What is your favourite game?
10. Where is your house?
11. “Not, I”, said the duck.
12. “Who will sow the wheat?” the little Red Hen said.
13. “Very well then,” said the little Red Hen, “I will.”
14. This fellow talks too much!
15. What bad luck!
16. I told you so!
17. The mouse lived in that house.
18. These nine lines are fine.
19. I suddenly thought of this treasure.
20. Alyonushka meets the oven.
Programme No. 3

Objective No. 5: To enable the students to take the dictation of familiar words and short sentences.

Expected outcome-

The students are expected to

- listen sounds properly.
- listen words with proper sound and stress
- listen and write monosyllabic words
- listen and write words having more than one syllable
- listen and write words beginning with particular alphabet.
- listen sentences with proper stress.
- listen sentences with proper intonation
- listen and write sentences with proper stress and intonation.

Process of learning:

The students

- get appropriate practice of listening sounds.
- get appropriate practice of listening monosyllabic words.
- get appropriate practice of listening words having more than one syllable.
- get appropriate practice of listening words of different stress.
- get appropriate practice of listening sentences having suitable stress and intonation.
- get appropriate practice of listening and writing sentences having appropriate stress and intonation
Procedure of formation of programme 3rd

For the achievement of objective 5th, the students must know and understand phonems of English language. The students must be able to listen and understand mono syllabic words, diasyllabic words and polysyllabic words in English language. The students must be able to listen English words with proper stress. They must be able to listen sentences with appropriate intonation.

Considering above linguistic base of pronunciation of words and sentences, the researcher collected words from various textbooks, exercise books, story books, etc.

The researcher selected, five words of each sound in English. While selecting words opinions of the students were taken into consideration.

The researcher collected many sentences from various course books exercise books published by various publications.

The researcher selected 25 sentences for the programme by discussing with students, teachers and resource persons of English language.
Objective of the Programme: Objective 5: To enable the students to take dictation of familiar words and short sentences.

Specification of Objective: The students are able to take dictation of familiar words and short sentences.

Type of activity: Listening and writing of words and sentences.

Teaching Points/Material: Sounds in English language.
Words beginning with all alphabets.
Short sentences.

Teaching Method: Direct method


Teaching Maxim: Simple to complex.

Special Teaching aids for Teaching: Computer / sentence strips

Activity No. 1: Introduction of sounds of English to the Students.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher introduces sounds of English to the students by loud reading.</td>
<td>The students listen to the teacher and write the words spoken by the teacher.</td>
</tr>
</tbody>
</table>

1. Listen and write the following words.

Vowel | Example |
---|---|
/i/ | seat |
/i/ | sit |
/e/ | set |
/a/ | cart |
/o/ | cot |
/a:/ | court |
/u/ | fall |
/i:/ | fool |
/a/ | shut |
/s/ | shirt |
/o/ | about |
### Teacher Activity

#### Dipthong Example

<table>
<thead>
<tr>
<th>Dipthong</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/«/</td>
<td>gate</td>
</tr>
<tr>
<td>/ao/</td>
<td>go</td>
</tr>
<tr>
<td>/œ/</td>
<td>five</td>
</tr>
<tr>
<td>/ω/</td>
<td>how</td>
</tr>
<tr>
<td>/ɔ/</td>
<td>boy</td>
</tr>
<tr>
<td>/œ/</td>
<td>here</td>
</tr>
<tr>
<td>/ω/</td>
<td>hair</td>
</tr>
<tr>
<td>/œ/</td>
<td>poor</td>
</tr>
</tbody>
</table>

#### Consonant Initial Medial Final

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>pin</td>
<td>spin</td>
<td>ship</td>
</tr>
<tr>
<td>/b/</td>
<td>bin</td>
<td>clubs</td>
<td>hub</td>
</tr>
<tr>
<td>/t/</td>
<td>take</td>
<td>stone</td>
<td>lit</td>
</tr>
<tr>
<td>/d/</td>
<td>day</td>
<td>heads</td>
<td>lid</td>
</tr>
<tr>
<td>/k/</td>
<td>cup</td>
<td>sky</td>
<td>talk</td>
</tr>
<tr>
<td>/g/</td>
<td>gap</td>
<td>eggs</td>
<td>bag</td>
</tr>
<tr>
<td>/χ/</td>
<td>church</td>
<td>fetched</td>
<td>teach</td>
</tr>
<tr>
<td>/æ/</td>
<td>judge</td>
<td>barged</td>
<td>large</td>
</tr>
<tr>
<td>/φ/</td>
<td>fan</td>
<td>sphere</td>
<td>half</td>
</tr>
<tr>
<td>/v/</td>
<td>van</td>
<td>thieves</td>
<td>live</td>
</tr>
<tr>
<td>/z/</td>
<td>thin</td>
<td>months</td>
<td>bath</td>
</tr>
<tr>
<td>/θ/</td>
<td>this</td>
<td>bathes</td>
<td>cloth</td>
</tr>
<tr>
<td>/s/</td>
<td>same</td>
<td>taste</td>
<td>loss</td>
</tr>
<tr>
<td>/z/</td>
<td>zoo</td>
<td>buzzed</td>
<td>lose</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>shame</td>
<td>wished</td>
<td>fresh</td>
</tr>
<tr>
<td>/t/</td>
<td>height</td>
<td>behave</td>
<td>rouge</td>
</tr>
<tr>
<td>/θ/</td>
<td>might</td>
<td>small</td>
<td>sum</td>
</tr>
<tr>
<td>/n/</td>
<td>night</td>
<td>snake</td>
<td>shine</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>light</td>
<td>things</td>
<td>sing</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>right</td>
<td>slate</td>
<td>tell</td>
</tr>
<tr>
<td>/t/</td>
<td>yes</td>
<td>tune</td>
<td></td>
</tr>
<tr>
<td>/n/</td>
<td>win</td>
<td>swim</td>
<td></td>
</tr>
</tbody>
</table>

### Student Activity
## Activity No. 2: Dictation of words to the students.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher dictates words to the students.</td>
<td>The students listen to the teacher and write the words spoken by the teacher.</td>
</tr>
</tbody>
</table>

### 2. Listen and write the following words:
- an, ant, act, ask, after
- big, back, book, bagging, balcony, bird
- catch, camera, calf, close, cool
dog, doctor, duck, deer, date
eat, eagle, eangle, empty, easy

### 3. Listen and write the following words:
- fish, fat, front, force, food,
girl, grandfather, good, glad, great
- house, happy, holiday, hunt, horse
- iron, injury, idea, inkpot, incline
- joy, job, jeep, eighteen, enjoy

### 4. Listen and write the following words:
kite, king, kitten, kind, kill
- lady, lane, land, late, lamp
- man, money, madam, medium, moon
- net, news, nose, nephew, nest
onion, ox, orange, old, oath, offer

### 5. Listen and write the following words:
push, pilot, pen, pencil, page
- queue, question, quarrel, quarter
- red, rabbit, rigid, rainbow, rat, race
- son, season, shoulder, spiral, sun
teeth, thumb, teacher, today, tail

### 6. Listen and write the following words:
- under, understand, utilize, unified, useful
- van, vegetible, volume, vapour, vote
watch, wood, wear, wet, wrist, wipe
xerox, x-ray
- yet, you, yard, yearn, young
zebra, zoo, zeel, zero, zoom
## Activity No. 3: Dictation of sentence to the students.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher dictates sentences to the students.</td>
<td>The students listen to the sentences of the teacher and write down the sentences read by the teacher.</td>
</tr>
<tr>
<td>1. The cat sat on a mat.</td>
<td></td>
</tr>
<tr>
<td>2. They fell in a well.</td>
<td></td>
</tr>
<tr>
<td>3. A mouse lived in that house.</td>
<td></td>
</tr>
<tr>
<td>4. You should put the locket in your pocket.</td>
<td></td>
</tr>
<tr>
<td>5. The ball was on the cupboard.</td>
<td></td>
</tr>
<tr>
<td>6. The little boy ran faster than the other boys.</td>
<td></td>
</tr>
<tr>
<td>7. Our teacher spoke faster than the others.</td>
<td></td>
</tr>
<tr>
<td>8. Mangoes are sweeter than the apples.</td>
<td></td>
</tr>
<tr>
<td>9. He felt very lonely and sad.</td>
<td></td>
</tr>
<tr>
<td>10. Sonu was looking for his ball.</td>
<td></td>
</tr>
<tr>
<td>11. One day, an old man came to offer his help.</td>
<td></td>
</tr>
<tr>
<td>12. Jack and his mother lived happily.</td>
<td></td>
</tr>
<tr>
<td>13. The sun shines during the day.</td>
<td></td>
</tr>
<tr>
<td>14. A little red hen lived on a farm with a cat.</td>
<td></td>
</tr>
<tr>
<td>15. The two cats ate the butter.</td>
<td></td>
</tr>
<tr>
<td>16. The king was resting in his balcony.</td>
<td></td>
</tr>
<tr>
<td>17. The elephant is the biggest of all animals on land.</td>
<td></td>
</tr>
<tr>
<td>18. The rain falls on the ground from the sky.</td>
<td></td>
</tr>
<tr>
<td>19. The competitions will be held on Monday, 14 July at 9.30 in the morning.</td>
<td></td>
</tr>
<tr>
<td>20. The tortoise flew with the geese.</td>
<td></td>
</tr>
<tr>
<td>21. Flocks of birds fly in the sky.</td>
<td></td>
</tr>
<tr>
<td>22. Carver loved plants very much.</td>
<td></td>
</tr>
<tr>
<td>23. Carver went from place to place to find a college.</td>
<td></td>
</tr>
<tr>
<td>24. I had to study and work hard.</td>
<td></td>
</tr>
<tr>
<td>25. There are big clouds in the sky.</td>
<td></td>
</tr>
</tbody>
</table>
Programme No. 4

Objective No. 13: To enable the students to write numbers in figures as well as in words.

Expected outcome

- The students are expected to
- write numbers in figures from 1 to 100.
- write numbers in words from 1 to 100.
- write numbers in figures and words with the help of table.
- write numbers with correct spelling.
- to understand numbers

Process of learning

The students

- see numbers in words and figures
- observe numbers in words and figures
- read and comprehend numbers
- write numbers with correct spellings
- write numbers in figures with proper shape and size.
Procedure of formation of programme 4th

For the achievement of objectives 13, the students must be able to write numbers from 1 to 100 with correct spelling, neatly and legibly.

While framing this programme the researcher studied various books in which there is information about writing numbers in figures and words. The researcher discussed with the students and teachers.

Through the detail study of linguistic elements, related to writing of numbers in figures and words, the researcher came to conclusion that many exercises are lanley and some are costly. The researcher is interested in selecting such a linguistic element, which must be short, easy and having less cost. This linguistic element must be learned by students in ordinary condition.

The researcher selected the table which fulfills all the conditions of the researcher.

Previous practice of drawing various lines, writing alphabets in proper shape and size helped the students for better achievement of the objective 13.
**Objective of the Programme**: Objective 13: To enable the students to write numbers in figures as well as in words.

**Specification of Objective**: The students are able to write numbers in figures as well as in words.

**Type of activity**: Writing numbers in the form of figures and numbers.

**Teaching Points/Material**: List of numbers in the form of figures and words.

**Teaching Method**: The Eclectic Method.


**Teaching Maxim**: Simple to complex.

**Special Teaching aids for Teaching**: Table of numbers in figures and words. Computer (computer game)

---

**Activity No. 1: Identification of numbers in the form of figures and words from 1 to 20.**

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to read the following words and write number in the form of figure in the block.</td>
<td>The students write the numbers in the form of figures.</td>
</tr>
<tr>
<td><strong>1. Read and write the number.</strong></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>The students write the numbers in the form of figures.</td>
</tr>
<tr>
<td>two</td>
<td></td>
</tr>
<tr>
<td>three</td>
<td></td>
</tr>
<tr>
<td>four</td>
<td></td>
</tr>
<tr>
<td>five</td>
<td></td>
</tr>
<tr>
<td>six</td>
<td></td>
</tr>
<tr>
<td>seven</td>
<td></td>
</tr>
<tr>
<td>eight</td>
<td></td>
</tr>
<tr>
<td>nine</td>
<td></td>
</tr>
<tr>
<td>ten</td>
<td></td>
</tr>
<tr>
<td><strong>2. Read and write the number.</strong></td>
<td></td>
</tr>
<tr>
<td>eleven</td>
<td></td>
</tr>
<tr>
<td>twelve</td>
<td></td>
</tr>
<tr>
<td>thirteen</td>
<td></td>
</tr>
<tr>
<td>fourteen</td>
<td></td>
</tr>
<tr>
<td>fifteen</td>
<td></td>
</tr>
<tr>
<td>sixteen</td>
<td></td>
</tr>
<tr>
<td>seventeen</td>
<td></td>
</tr>
<tr>
<td>eighteen</td>
<td></td>
</tr>
<tr>
<td>nineteen</td>
<td></td>
</tr>
<tr>
<td>twenty</td>
<td></td>
</tr>
</tbody>
</table>

139
Activity No. 2: Identification of numbers in the form of figures and words from 21 to 99

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the table, combine the words in the column one with those words from column two to form numbers between 21 to 99</td>
<td>The students form the numbers in the form of words and write down the words in the blocks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>twenty one</th>
<th>thirty one</th>
<th>fourty one</th>
<th>fifty one</th>
<th>sixty one</th>
<th>seventy one</th>
<th>eighty one</th>
<th>ninety one</th>
</tr>
</thead>
<tbody>
<tr>
<td>twenty</td>
<td>one</td>
<td>twenty</td>
<td>one</td>
<td>one</td>
<td>one</td>
<td>one</td>
<td>one</td>
</tr>
<tr>
<td>thirty</td>
<td>two</td>
<td>thirty</td>
<td>two</td>
<td>two</td>
<td>two</td>
<td>two</td>
<td>two</td>
</tr>
<tr>
<td>fourty</td>
<td>three</td>
<td>fourty</td>
<td>three</td>
<td>three</td>
<td>three</td>
<td>three</td>
<td>three</td>
</tr>
<tr>
<td>fifty</td>
<td>four</td>
<td>fifty</td>
<td>four</td>
<td>four</td>
<td>four</td>
<td>four</td>
<td>four</td>
</tr>
<tr>
<td>sixty</td>
<td>five</td>
<td>sixty</td>
<td>five</td>
<td>five</td>
<td>five</td>
<td>five</td>
<td>five</td>
</tr>
<tr>
<td>seventy</td>
<td>six</td>
<td>seventy</td>
<td>six</td>
<td>six</td>
<td>six</td>
<td>six</td>
<td>six</td>
</tr>
<tr>
<td>eighty</td>
<td>seven</td>
<td>eighty</td>
<td>seven</td>
<td>seven</td>
<td>seven</td>
<td>seven</td>
<td>seven</td>
</tr>
<tr>
<td>ninety</td>
<td>eight</td>
<td>ninety</td>
<td>eight</td>
<td>eight</td>
<td>eight</td>
<td>eight</td>
<td>eight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>thirty</th>
<th>forty</th>
<th>fifty</th>
<th>sixty</th>
<th>seventy</th>
<th>eighty</th>
<th>ninety</th>
<th>hundred</th>
</tr>
</thead>
</table>
Programme No. 5

Objective No. 8: To enable the students to write words on a given topic

Expected outcome

The students are expected to
- write 4 to 8 words on given topic
- words should be written neatly and legibly with correct spellings.
- appropriate words should be written on a given topic.
- words related to objects, activity and concept are expected.
- words should be familiar to the students.
- words should be used in sentence appropriately.

Process of learning

The students –
- try to remember words.
- try to write words with correct spellings.
- try to write words neatly and legibly.
- try to write words in logical sense.
- try to use words in sentences.
Procedure of formation of programme 5th

The programme 5th is related to writing of words on given topic. The students of 5th standard are expected to write four to eight words on given topic, most of the words are related to objects and activity.

While selecting contents for this programme, there was question before the researcher what type of topics should be selected for the writing. The researcher thought about principles of curriculum development and interest and attention level of the students. The researcher also thought about approaches of curriculum development and designs of curriculum framing. In learner centered design of curriculum it is noted that contents in the syllabus should be directly related to the interest of the students. So the researcher discussed with students of 5th standard and collected list of topics for writing words.

The researcher selected 15 topics which are mostly preferred by maximum number of students. The researcher included selected 15 topics in programme No. 5th.
Objective of the Program: Objective 8: To enable the students to write words on given topic.

Specification of Objective: The students are able to write words on given topic.

Type of activity: Writing words on one topic.

Teaching Points/Material: List of topics as per linguistic competency of the students.

Teaching Method: Discussion method / workshop method


Teaching Maxim: Simple to complex.

Special Teaching aids for Teaching:

Activity No. 1: Writing of four to eight words or four sentences on the following topics.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to write four to eight words or four sentences on the following topics.</td>
<td>The students follow the teacher and try to write words or sentences.</td>
</tr>
<tr>
<td>1. My family</td>
<td></td>
</tr>
<tr>
<td>2. My mother</td>
<td></td>
</tr>
<tr>
<td>3. My father</td>
<td></td>
</tr>
<tr>
<td>Teacher Activity</td>
<td>Student Activity</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4. My brother</td>
<td></td>
</tr>
<tr>
<td>5. My sister</td>
<td></td>
</tr>
<tr>
<td>6. My grand father</td>
<td></td>
</tr>
<tr>
<td>7. My school</td>
<td></td>
</tr>
<tr>
<td>8. My teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher Activity</td>
<td>Student Activity</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>9. My favourite game</td>
<td></td>
</tr>
<tr>
<td>10. My house</td>
<td></td>
</tr>
<tr>
<td>11. My pet</td>
<td></td>
</tr>
<tr>
<td>12. My hobby</td>
<td></td>
</tr>
<tr>
<td>13. Parts of my body</td>
<td></td>
</tr>
<tr>
<td>14. Diwali</td>
<td></td>
</tr>
<tr>
<td>15. T.V. Channel I like most</td>
<td></td>
</tr>
</tbody>
</table>
Programme No. 6
Objective No. 9: To enable the students to complete the known story with missing words.

Expected outcome
The students are expected to –
- comprehend a story/ (word story/ picture story)
- understand standard meaning of each word and sentence in the story.
- understand theme of the story.
- understand logical writing.
- minutes in the story.

Process of learning
The student try to
- read a story
- try to understand a story
- try to understand meaning of each word in the story.
- try to understand how to do logical writing.

Procedure of formation of programme 6th
For the achievement of objectives 9, the students of 5th standard are expected to understand meanings of words and sentences in a story. They are expected to understand theme and logical order of the story.

For selection of contents in this programme, the researcher collected stories from various books like, ‘100 stories from ‘panchatantra’, ‘Gems of inspiring modern stories’. By discussing with students, teachers and resource persons of English, the researcher selected 5 stories as per interest and attention level of the students. The researcher rearranged the stories as per vocabulary of the students. The programme is based on learner centered curriculum design.
### PROGRAMME : 6

**Objective of the Programme**
- **Objective 9**: To enable the students to complete the known story with missing words.

**Specification of Objective**
- The students are able to complete the known story with missing words.

**Type of activity**
- Learning stories.

**Teaching Points/Material**
- List of short stories.

**Teaching Method**
- Eclectic Method

**Learning Theory**
- Programmed learning by B.F. Skinner.

**Teaching Maxim**
- Simple to complex.

**Special Teaching aids for Teaching**
- Computer / pictures.

---

**Activity No. 1: Listen, read and understand the following story**

**Teacher Activity**
The teacher reads the story in class and asks the students to do silent reading of the story.

**THE FOX AND THE GRAPES**
Once upon a time a hungry fox was wound roaming in the forest. He was in search of food. He came to a garden of grapes. The grapes were juicy. The fox looked at the grapes with longing eyes and licked his chops. So, the fox sat down for rest. After some time, he became fresh. He tried to get grapes. He jumped as high as he could. But he could not get grapes. While walking away from the garden of grapes, he said, "It is no use trying for these tasteless sour grapes."

**Student Activity**
The students listen the story, read the story and try to understand the story.

---

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher reads the story in class and asks the students to do silent reading of the story.</td>
<td>The students listen the story, read the story and try to understand the story.</td>
</tr>
</tbody>
</table>

---

| 147 |
### Activity No. 2: Listen, read and understand the following story

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher reads the story in class and asks the students to do silent reading of the story.</td>
<td>The students listen the story, read the story and try to understand the story.</td>
</tr>
</tbody>
</table>

**THE FARMER AND THE APPLE TREE**

Once there was an farmer. He owned a large garden of fruit trees. One apple-tree in the garden had gone barren. It became fruitless and leafless. The farmer decided to cut the tree. One day he came in the garden to cut the tree. He get ready to cut down the apple tree. The birds in the garden begged the farmer, "spare this tree, sir" But the farmer did not listen to them. He strucks his axe on the tree. After a few strokes he found hallow in the tree steam. It had a large honey comb inside it. Seeing the honey comb the farmer became happy. The farmer threw his axe and said to himself, "This tree is really worth keeping. I must not fell it." 

### Activity No. 3: Listen, read and understand the following story

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher reads the story in class and asks the students to do silent reading of the story.</td>
<td>The students listen the story, read the story and try to understand the story.</td>
</tr>
</tbody>
</table>

**THE FISHERMAN AND THE FISH**

One day a fisherman went fishing to the drive. He threw his net into the river and sat waiting for the fish. After some time, the fisherman drew the net up. In the net he saw one single tiny fish into it. Taking the fish out, he put it into his basket. While he was going to throw his net into the river, the tiny fish begged him, "Please, put me back into the river." "Why after all?" asked the fisherman. "I am only very small now. So, I am of little use for you. But after a few days, I shall grow fairly big. You can catch me again then. I shall be more useful to you at that time," replied the fish.

"Oh no! I won't leave you now, that I have caught you. Because if I put you back into the river. I may never catch you again. I am not foolish, that I should leave you."
Activity No. 4: Listen, read and understand the following story

**Teacher Activity**
The teacher reads the story in class and asks the students to do silent reading of the story.

**Student Activity**
The students listen the story, read the story and try to understand the story.

**THE CROW AND THE PITCHER**

Once a crow was very thirsty. She flew looking for water, but could not find water anywhere. She felt very sad and sat on a branch of a tree.

Suddenly the crow saw a garden at a distance. She reached in the garden in search of water. She found a pitcher laying nearby.

The crow flew down and sat on the brim of the pitcher. She saw that it had little water in it. Feeling happy, she tried to drink the water but her beak didn't reach water. The crow thought for some time. An idea struck to her. She decided to put pebbles into the pitcher to make water level rise. The plan became successful. Each pebble dropped into the pitcher raised the level of water. At least, it came up to the neck of the pitcher. The crow quenched her thirst and flew away.

Activity No. 5: Listen, read and understand the following story

**Teacher Activity**
The teacher reads the story in class and asks the students to do silent reading of the story.

**Student Activity**
The students listen the story, read the story and try to understand the story.

**THE DONKEY IN TIGRE'S SKIN**

Gangaram was a dhobi. He lived in a small village. He was a miser. He had a donkey. The donkey worked very hard but Gangaram did not feed him very properly. The donkey had become thin and weak.

Once, Gangaram was going to another village to meet his friend. When crossing a jungle, Gangaram found a tiger's skin. An idea struck him. He took the tiger's skin with him and went home. At night, he put the tiger's skin on the donkey and left him in the nearby fields. The farmers who were keeping watch on the fields thought that a tiger had come. They frightened, they ran away. Then the donkey ate lot of crops. This went for many days. The donkey had become healthy and stout.

One night, as the donkey was feeding itself it made loud sound, "Hee, Hee, Haw." The farmers came out of huts and saw it was not tiger it was donkey. They beat the donkey and tied on the spot.
1. Complete the following story with words given in the bracket.

**THE FOX AND THE GRAPES**

Once upon a time a hungry fox was wound roaming in the ........... He was in search of food. He came to a garden of ............. The grapes were ............. The fox looked at the grapes with longing eyes and licked his chops. So, the fox sat down for rest. After some time, he became fresh. He tried to get grapes. He jumped as high as he could. But he could not get grapes. While walking away from the garden of grapes, he said, “It is no use trying for these ............. sour grapes.”

tasteless, grapes, juicy, forest

2. Complete the following story with words given in the bracket.

**THE FARMER AND THE APPLE TREE**

Once there was an farmer. He owned a large garden of ............. One apple-tree in the garden had gone ............. It became fruitless and leafless. The farmer decided to cut the tree. One day he came in the garden to cut the tree. He get ready to cut down the apple tree. The birds in the garden begged the farmer, “spare this tree, sir” But the farmer did not listen to them. He ............. his axe on the tree. After a few strokes he found hallow in the tree steam. It had a large ............. inside it. Seeing the honey comb the farmer became happy. The farmer threw his axe and said to himself, “This tree is really worth keeping. I must not fell it.”

struck, fruit trees, barren, honey comb

3. Complete the following story with words given in the bracket.

**THE FISHERMAN AND THE FISH**

One day a fisherman went fishing to the drive. He threw his .............. into the river and sat waiting for the fish. After some time, the fisherman drew the net up. In the net he saw one single ............. into it. Taking the fish out, he put it into his ............. While he was going to throw his net into the river, the tiny fish ............. him, “Please, put me back into the river.” “Why after all ?” asked the fisherman. “I am only very small now. So, I am of little use for you, but after a few days, I shall grow fairly big. You can catch me again then. I shall be more useful to you at that time,” replied the fish.

“Oh no ! I won’t leave you now, that I have caught you. Because if I put you back into the river. I may never catch you again. I am not foolish, that I should leave you.

basket, net, begged, tiny fish
4. Complete the following story with words given in the bracket.

THE CROW AND THE PITCHER

Once a crow was very thirsty. She flew looking for water, but could not find water any where. She felt very sad and sat on a branch of a tree.

Suddenly the crow saw a garden at a distance. She reached in the garden in search of water. She found a .......... laying nearby.

The crow flew down and sat on the .......... of the pitcher. She saw that it had little water in it. Feeling happy, she tried to drink the water but her beak didn’t reached water. The crow thought for some time. An idea struck to her. She decided to put .......... into the pitcher to make water level rise. The plan became successful. Each pebble dropped into the pitcher raised the level of water. At least, it came up to the neck of the pitcher. The crow .......... her thirst and flew away.

(brim, quenched, pitcher, pebbles)

5. Complete the following story with words given in the bracket.

THE DONKEY IN TIGRE’S SKIN

Gangaram was a dhobi. He lived in a small village. He was .......... He had a donkey. The donkey worked very hard but Gangaram did not feed him very properly. The donkey had become thin and weak.

Once, Gangaram was going to another village to meet his friend. Whe crossing a jungle, Gangaram found a ................. An idea struck him. He took the tiger’s skin with him and went home. At night, he put, the tiger’s skin on the donkey and left him in the nearby fields. The farmers who were keeping watch on the fields thought that a .......... had come. They frightened, they ran away. Then the donkey ate lot of .......... This went for may days. The donkey had became healthy and stout.

One night, as the donkey was feeding itself it made loud sound, “Hee, Hee, Haw.” The farmers came out of huts and saw it was not tigre it was donkey. They beat the donkey and tied on the spot.

(tiger, crops, a miser, tiger’s skin)
Programme No. 7

Objective No. 11: To enable the students to rearrange a story or events.

Expected outcome:-

The students are expected to?

- understand given story or event.
- use proper words at proper place.
- use proper points at proper place.
- think logically.
- write logically with fluency.

Process of learning

The student –

- read standard reading models/activities.
- try to understand read passage.
- try to understand logic of writing.
- try to write logically.

Procedure of formation of programme No. 7

For the achievement of objective No. 11 the students of 5th standard must rearrange story or event appropriately. i.e. with proper logic. They must be able to use proper words at proper places in rearrangement of story or event.

While selecting contents for this programme, the researcher thought that, if the selected contents will be related to day to day life of the students, the activity of rearrangement of events will be easy for the students. So the researcher collected list of topics for writing events from the students of 5th standard. The researcher selected 5 events from the collected events for the programme.

While selecting events, the principle of learner centered design of curriculum design was taken into consideration.
**Objective of the Program**: Objective 11: To enable the students rearrange a story or event.

**Specification of Objective**: The students are able to rearrange a story or event.

**Type of activity**: Comprehension of events.

**Teaching Points/Material**: Points from a story or an event.

**Teaching Method**: The Eclectic Method


**Teaching Maxim**: Simple to complex.

**Special Teaching aids for Teaching**: Computer / Pictures

### Activity No. 1: Rearrange the following event.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>* We went to tour.</td>
<td>The student try to rearrange event.</td>
</tr>
<tr>
<td>* We prepared for tour.</td>
<td></td>
</tr>
<tr>
<td>* We came back from tour.</td>
<td></td>
</tr>
<tr>
<td>* We decided to go to tour.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity No. 2:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>* I purchased gift for him.</td>
<td>The student try to rearrange event.</td>
</tr>
<tr>
<td>* We enjoyed his birthday.</td>
<td></td>
</tr>
<tr>
<td>* My friend called me on his birthday.</td>
<td></td>
</tr>
<tr>
<td>* I reached at his house.</td>
<td></td>
</tr>
</tbody>
</table>
Activity No. 3 : Rearrange the following event.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>* We did practice of dance</td>
<td></td>
</tr>
<tr>
<td>* We presented dance on stage.</td>
<td></td>
</tr>
<tr>
<td>* We won the prize.</td>
<td></td>
</tr>
<tr>
<td>* We gathered together.</td>
<td></td>
</tr>
<tr>
<td>* We read the notice of dance competition in gathering.</td>
<td></td>
</tr>
</tbody>
</table>

Activity No.4 : Rearrange the following event.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>* My friend prepared well for competition.</td>
<td></td>
</tr>
<tr>
<td>* There was a debate competition in our school.</td>
<td></td>
</tr>
<tr>
<td>* He won the prize.</td>
<td></td>
</tr>
<tr>
<td>* He gave his speech before the students.</td>
<td></td>
</tr>
</tbody>
</table>

Activity No. 5 : Rearrange the following event.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>* He became scientist.</td>
<td></td>
</tr>
<tr>
<td>* He became The President of India</td>
<td></td>
</tr>
<tr>
<td>* He completed his schooling in Ramnathpuram.</td>
<td></td>
</tr>
<tr>
<td>* He completed his college education in St. Joseph College.</td>
<td></td>
</tr>
<tr>
<td>* A.P.J. Abdul Kalam was born in 1931.</td>
<td></td>
</tr>
</tbody>
</table>

The student try to rearrange event.
Programme No. 8

Objective No. 7: To enable students to write words with given clues

Expected outcome
The students are expected to –
- read and understand words from garden of words
- scan words from garden of words
- identify and recognize words
- write synonyms and antonyms
- understand rhyming words
- write and use words related to object, active-words and conceptual words.
- enrich their vocabulary.

Process of learning
The student –
- try to read words from garden of words.
- try to understand meaning of words.
- try to understand how to form spelling.
- try to understand synonyms/ antonyms/ rhyming words.
- try to enrich their vocabulary.
Procedure of formation of programme No. 8

For the achievement of objectives 7, the students of the 5th standard are expected to read and understand words. They are expected to read, identify, recognize and scan words from the group of words. The students must be able to find synonyms and antonyms for the words. The students must be write and use words related to object and activity.

For the formation of this programme, the researcher studied various types of puzzles and garden of words. The researcher selected only such garden of words which covers all requirement for achievement of objective No. 7. The researcher selected 3 linguistic activities for this programme.
Objective of the Programme: Objective 7: To enable the students to write words with given clues.

Specification of Objective: The students are able to write words on given clues.

Type of activity: Garden of words.

Teaching Method: Discussion method / workshop method


Teaching Maxim: Simple to complex.

Special Teaching aids for Teaching: Computer / Pictures

Activity No. 1: Read the garden of words and answer the questions given below.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to read the garden of words and answer the questions given below.</td>
<td>The students read the garden of words and try to write answers of questions given below the garden of words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a</th>
<th>dog</th>
<th>I</th>
<th>said</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>duck</td>
<td>little</td>
<td>she</td>
<td>was</td>
</tr>
<tr>
<td>all</td>
<td>eat</td>
<td>lived</td>
<td>so</td>
<td>well</td>
</tr>
<tr>
<td>and</td>
<td>farm</td>
<td>no</td>
<td>some</td>
<td>wheat</td>
</tr>
<tr>
<td>asked</td>
<td>found</td>
<td>not</td>
<td>tall</td>
<td>when</td>
</tr>
<tr>
<td>ate</td>
<td>full</td>
<td>now</td>
<td>the</td>
<td>who</td>
</tr>
<tr>
<td>called</td>
<td>grain</td>
<td>of</td>
<td>then</td>
<td>will</td>
</tr>
<tr>
<td>cat</td>
<td>grew</td>
<td>one</td>
<td>they</td>
<td>with</td>
</tr>
<tr>
<td>chicks</td>
<td>hen</td>
<td>red</td>
<td>time</td>
<td>won't</td>
</tr>
<tr>
<td>day</td>
<td>her</td>
<td>ripe</td>
<td>up</td>
<td>you</td>
</tr>
</tbody>
</table>

1. Make a card for each of the words in the table.
2. Find and write the words that begin with 'a'
3. Find and write the words that begin with 'd'
### Activity No. 2: Read the garden of words and answer the questions given below.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to read the garden of words and answer the questions given below.</td>
<td>The students read the garden of words and try to write answers of questions given below the garden of words.</td>
</tr>
<tr>
<td>![Word Table]</td>
<td>![Word Table]</td>
</tr>
</tbody>
</table>

1. Prepare a card for each of the words.
2. Put the cards in alphabetical order.
3. Find the word what rhymes with 'brought'.
4. Find the words that end with 'd'.
5. List the words which you know.
6. List the words which are new for you.
Activity No. 3: Read the garden of words and answer the questions given below.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to read the garden of words and answer the questions given below.</td>
<td>The students read the garden of words and try to write answers of questions given below the garden of words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>collect</th>
<th>famous</th>
<th>ordinary</th>
<th>scientist</th>
<th>still</th>
</tr>
</thead>
<tbody>
<tr>
<td>college</td>
<td>handkerchief</td>
<td>peanuts</td>
<td>slaves</td>
<td>suddenly</td>
</tr>
<tr>
<td>cotton</td>
<td>instruments</td>
<td>profit</td>
<td>slipped</td>
<td>tested</td>
</tr>
<tr>
<td>demand</td>
<td>laboratory</td>
<td>project</td>
<td>splashed</td>
<td>thrown</td>
</tr>
<tr>
<td>expert</td>
<td>museum</td>
<td>quality</td>
<td>stains</td>
<td>useless</td>
</tr>
</tbody>
</table>

1. Make a card for each of the words in table.
2. Find the words that have eight or more letters and write the words.
3. Which of the words do you know?
4. List the words that have following group of letters ‘sl’, ‘st’, ‘nd’
5. Find and write down the words that have double letters.
6. Find and write the words that have ‘u’
7. Do you know any other words that end with the following? write them down. ‘pr’, ‘sc’, ‘co’, ‘fa’.
8. Do you know any other words that end with ‘ed’, ‘less’? Write them down.
Programme No. 9

Objective No. 6: To enable the students to enrich vocabulary by taking part in language games.

Expected outcome:

The students are expected to

- know how to form spellings.
- understand functional use words.
- identify words for particular object or activity.
- enrich vocabulary with enjoyment.

Process of learning

The student try to

- read garden of words.
- try to know how to form spelling.
- try to form spellings from language games.
- try to enrich vocabulary with enjoyment.

Procedure of formation of programme No. 9

For the achievement of objectives 6, the students of the 5th standard are expected to know, how to form spellings of words. They are expected to understand functional use of words by identifying words from a group of words.

For the formation of this programme, the researcher studied language games which can be useful for primary classes. The researcher selected 7 language games through which students ability of spelling formation, understanding use of functional words can be improved. While selecting these games opinions of members of syllabus committee, resource persons, teachers of 5th standard and students of 5th standard were taken into consideration. While selecting the games, attention level of the students and creativity of the students were taken into consideration.
Objective of the Program: Objective 6: To enable the students to enrich vocabulary by taking part in language games.

Specification of the Objective: The students are able to enrich vocabulary by taking part in language games.

Type of activity: Word Puzzles.

Teaching Points/Material: Garden of words / word puzzle

Teaching Method: The play way method / The Eclectic method


Teaching Maxim: Simple to complex.

Special Teaching aids for Teaching: Computer, drawings, pictures

Activity No. 1: Fill the letters and complete the crossword puzzles.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to fill in the letters to complete the crossword puzzle.</td>
<td>The students try to complete the crossword puzzle.</td>
</tr>
</tbody>
</table>
Activity No. 2: Find the words hiding in the box.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to find the words from the block. Write down the words.</td>
<td>The students read the garden of words and find different names from the box.</td>
</tr>
</tbody>
</table>

```
  D A U G H T E R X
  U M I N A O P Q
  C A T A I R V M
  K S E N B L E O
  Y E T F O I G T
  M O U S E R O I
  O L D W O M A N
```

Activity No. 3: Monkeys are fun to watch! Can you find the word Monkey five times in the box?

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to find out word 'monkey' five times in the table.</td>
<td>The students try to find word 'Monkey' five times from the box.</td>
</tr>
</tbody>
</table>

```
  L I Y R X W M J Q D F H V
  M O N K E Y O M O E S U L
  J O M O M O N K E Y E Z Y
  N P N M O N K E Y B E Z N
  I M Q K T C E T H G I L M
  H C A S E Y Y U T I R Y Q
  M O N K E Y K N O M U L P
```
### Activity No. 4: Complete the crossword puzzle.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to complete the crossword puzzle.</td>
<td>The students try to complete the crossword puzzle.</td>
</tr>
</tbody>
</table>

![Crossword Puzzle](image)

### Activity No. 5: Find out names of musical instruments

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to find names of musical instruments from the box.</td>
<td>The students try to find and write names of musical instruments from the box.</td>
</tr>
</tbody>
</table>

![Musical Instruments](image)
## Activity No. 6: Find out names of colours from the box.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to find names of colours from the following table.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A B C D E O P G H I</th>
</tr>
</thead>
<tbody>
<tr>
<td>J K L M N R U R Q R</td>
</tr>
<tr>
<td>S T P U R A R U Y U</td>
</tr>
<tr>
<td>W H I T E N P E E B</td>
</tr>
<tr>
<td>V W X X D G L N L L</td>
</tr>
<tr>
<td>I F O G H E E U L U</td>
</tr>
<tr>
<td>O M B R O W N N O E</td>
</tr>
<tr>
<td>L Q L W A R S T W V</td>
</tr>
<tr>
<td>E X A X Z N A B C D</td>
</tr>
<tr>
<td>T F C G H I G H K L</td>
</tr>
<tr>
<td>M N K O P I N K G T</td>
</tr>
</tbody>
</table>

The students try to find and write names of colours from the box.

## Activity No. 7: Find out names of five months hidden in the box

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to find out names of five months from the table</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A N B C D F E G I</th>
</tr>
</thead>
<tbody>
<tr>
<td>H O I J K L A M K</td>
</tr>
<tr>
<td>N V O P J Q P R O</td>
</tr>
<tr>
<td>F E B R U A R Y A</td>
</tr>
<tr>
<td>S M T U N V I W E</td>
</tr>
<tr>
<td>X B Y Z E A L B I</td>
</tr>
<tr>
<td>S E P T E M B E R</td>
</tr>
<tr>
<td>C R D E F G H I O</td>
</tr>
</tbody>
</table>

The students try to find and write names of months from the box.
Programme No. 10

Objective No. 12: To enable the students to write answers to questions

Expected outcome:

The students are expected to

- understand headline or short passage
- write short answers – yes/No type
- write answers of one line
- appropriate expression of students is expected.
- functional use of English.

The process of learning:-

- The student
- read a headline or a passage.
- try to understand meaning of headline or passage.
- try to understand meaning of questions.
- try to write answers of questions.

Procedure of formation of programme No. 10

For the achievement of objectives 12, the students of the 5th standard are expected to understand headlines of news or short passages. They are expected to write Yes/No type answers and short answers neatly on one line.

For formation of this programme the researcher collected various headlines of newspaper, from various course books, newspapers, and exercise books. The researcher selected 5 headlines which are related to day to day life and social competency of the students.

The researcher selected 5 passages from the English text book of 5th standard. While selecting the passages opinions of students and taken into consideration.
Objective of the Program: Objective 12: To enable the students to write answers of questions.

Specification of the Objective: The students are able to write answers of questions.

Type of activity: Learning of Headlines.
Teaching Points/Material: Headlines as per linguistic competency of the students.
Teaching Method: Demonstration Method / Workshop Method
Teaching Maxim: Simple to complex.
Special Teaching aids for Teaching: Computer, pictures

Activity No. 1: Read the headlines and answer the questions given below.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to read the headlines and answer the questions given below.</td>
<td>The students read the headline and write answers of the questions given below.</td>
</tr>
</tbody>
</table>

A) Read the following headline and answer the questions given below.

**Mumbai beat Delhi by two wickets**

1. What game is it?
2. Which two teams played the match?
3. Who won the match?
4. Who lost the match?

B) Read the following headline and answer the questions given below.

**Wadgaon students surprise all by bagging the ‘young scientists’ award.**

1. Guess the meaning of ‘bagging’.
2. Guess the meaning of ‘award’.
3. Who won the award?
4. Was it expected?
<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
</table>
| C) Read the following headline and answer the questions given below.  
Darkness rules over city  
No electricity for ten hours  
1. Is it good news or bad news?  
2. What would be the meaning of 'Darkness'?  
3. For how long was the city in darkness?  
D) Read the following headline and answer the questions given below.  
Abhijeet Patil of Saraswati Vidyalaya scored first rank in board examination of 2008-2009  
1. Who scored the first rank?  
2. Abhijeet was student of which school?  
3. Abhijeet scored which rank in board examination?  
4. Abhijeet was student of which year.  
E) Read the following headline and answer the questions given below.  
Two school girls dead in bus accident in Shivaji Chowk  
1. How many girls were dead?  
2. Where did the accident take place?  
3. Through which vehicle girls were travelling?  | The students read the headline and write answers of the questions given below.  
The students read the headline and write answers of the questions given below.  
The students read the headline and write answers of the questions given below. |
### Activity No. 2: Read the passage and answer the questions given below.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A)</strong> Read the following passage and answer the questions given below.</td>
<td>The students read the passage and try to write answers of the questions given below the passage.</td>
</tr>
</tbody>
</table>
| *When it rains, a lot of water falls to the ground from the sky. There is water everywhere. Everywhere, we see rivulets of muddy brown water flowing fast. Water drips from trees and house top too. But then after a while, everything looks dry again. (It looks cleaner, too!). Where does all rain water go?*  
1. From where does the rain water fall?  
2. What do we see everywhere?  
3. From where the rain water drips?  
4. When everything looks dry? |                                                                                     |

<table>
<thead>
<tr>
<th><strong>B)</strong> Read the following passage and answer the questions given below.</th>
<th>The students read the passage and try to write answers of the questions given below the passage.</th>
</tr>
</thead>
</table>
| *It was a very hot summer’s day. The king was resting in his balcony. He saw a poor man running very fast in the hot sun.*  
“Poor man!”, thought the king, “why is he running in the hot sun?” He must be in trouble. I must help him.  
1. What was the king doing?  
2. Where was the king resting?  
3. Which was the season?  
4. Who was running fast in the hot sun? |                                                                                     |
### C) Read the following passage and answer the questions given below.

*The elephant is the biggest of all animals on land. But the biggest of all animals lives in the sea. It can be as long as six elephants. It is the blue whale. It can grow up to 33 meters or nearly 100 feet long and weight nearly 150 tones or 1,50,000 kilograms. The blue whale lives in the sea, but it is not a fish. It is mammal. That means that its babies drink their mother's milk.*

1. Which is the biggest animal on the land?
2. Which is the biggest animal?
3. Where does the whale live?
4. What is the weight of the whale?
5. How long does the whale grow?

### Activity No. 5: Read the passage and answer the questions given below.

### D) Read the following passage and answer the questions given below.

*George Washington Carver was born in 1861. His parents were slaves. His family worked on a farm in America. He lost his both the parents when he was still a baby.

Carver loved plants even as child. He cared for them. He understood what the plants wanted, what was wrong with them. Soon people around the farm began to call the young boy 'plant doctor'.

1. When did George Washington Carver lose his parents?
2. What were his parents?
3. What did George Washington Carver love?
4. What did the people around him call him?
At the time of King Ashoka, a new temple was being built in the capital city. All the people in the capital helped to build the temple. They tried their best to make it strong and beautiful.

Rich people gave their money. Workmen put in their best work. Others helped to prepare the stones, and cut the timber. Every one helped to build the great temple.

1. Where was the temple being built?
2. What was the name of king?
3. Who helped to build the temple?
4. What did the rich people give?
Programme No. 11

Objective No. 14: To enable the students to write composition using provided guidelines

Expected outcome

The students are expected to -

- read and understand guidelines given to write composition.
- write composition with the help of given guidelines
- write composition with correct grammatical form.
- development of logical writing is expected.

Process of learning

The student

- read and understand guidelines.
- see some (models) examples of writing composition
- try to write composition by provided guidelines with correct grammatical forms.
Procedure of formation of programme No. 11

For the achievement of objectives 14, the students of the 5th standard are expected to read and understand guidelines given for the composition. They are expected to write short-composition, grammatically correct in appropriate logical order.

For formation of this programme, the researcher studied, what type of compositions can be given to the students. Through the detail study of various textbooks, exercise books, the researcher collected list of compositions. The researcher selected 5 compositions through which the students can get proper clue of writing composition. Composition 1st is useful for writing words and sentences properly on online. Composition 2nd and 4th are useful for understanding grammatical correctness. Composition 3rd is useful for understanding logical order of writing. Composition 5th is useful for writing short composition by observing picture or object.

While selecting compositions intrests of students, attention level of the students, psychological needs of the students are taken into consideration.
Objective of the Programme: Objective 14: To enable the students to write composition using provided guidelines.

Specification of the Objective: The students are able to write composition by using provided guidelines.

Type of activity: Questions to form composition / sentence tables, sentences for rearrangement / pictures.

Teaching Points/Material: questionnaire / sentence table / points / picture to write composition.

Teaching Method: The Eclectic Method


Teaching Maxim: Simple to complex.

Special Teaching aids for Teaching: Computer / sentence table / pictures

Activity No. 1: Writing of composition by using provided guidelines.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to write composition by writing answers of questions.</td>
<td>The students try to write composition by writing answers of questions.</td>
</tr>
<tr>
<td>1. What is your name?</td>
<td></td>
</tr>
<tr>
<td>2. When is your birthday?</td>
<td></td>
</tr>
<tr>
<td>3. What is your favourite colour?</td>
<td></td>
</tr>
<tr>
<td>4. What is your favourite game?</td>
<td></td>
</tr>
<tr>
<td>5. Which is your favourite subject?</td>
<td></td>
</tr>
</tbody>
</table>
Activity No. 2: Writing of composition using provided guidelines.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the following table and make four meaningful sentences to form a composition.</td>
<td>The students read the following table and try to write four meaningful sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mangoes</th>
<th>spoke</th>
<th>faster than</th>
<th>the horse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The deer</td>
<td>jumped</td>
<td>higher than</td>
<td>apples.</td>
</tr>
<tr>
<td>Our teacher</td>
<td>rans</td>
<td>sweeter than</td>
<td>other boys.</td>
</tr>
<tr>
<td>The little boy</td>
<td>are</td>
<td>sweeter than</td>
<td>all others.</td>
</tr>
</tbody>
</table>

Activity No. 3: Writing of composition using provided guidelines.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to rearrange the following points to form composition.</td>
<td>The students try to write composition by rearranging given sentences.</td>
</tr>
<tr>
<td>1. People called him doctor.</td>
<td></td>
</tr>
<tr>
<td>2. George Washington was born in 1891.</td>
<td></td>
</tr>
<tr>
<td>3. He loved plants as a child.</td>
<td></td>
</tr>
<tr>
<td>4. He was died in 1943.</td>
<td></td>
</tr>
</tbody>
</table>
### Activity No. 4: Writing of composition using provided guidelines.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the following table and make four meaningful sentences to form a composition.</td>
<td>The students read the following table and try to write four meaningful sentences.</td>
</tr>
<tr>
<td>There are big trees in the sky.</td>
<td></td>
</tr>
<tr>
<td>There is a tiny kite in the jungle.</td>
<td></td>
</tr>
<tr>
<td>There is an important building in the city.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity No. 5: Writing of composition using provided guidelines.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to rearrange the following points to form composition.</td>
<td>The students observe the picture and try to write composition by writing answers of questions given below the picture.</td>
</tr>
<tr>
<td>Who is there near the first box?</td>
<td></td>
</tr>
<tr>
<td>Who is standing behind the second box?</td>
<td></td>
</tr>
<tr>
<td>Who is holding a ball?</td>
<td></td>
</tr>
<tr>
<td>Who is sitting on the third box?</td>
<td></td>
</tr>
<tr>
<td>Who is taller - Asha or Ashwin?</td>
<td></td>
</tr>
<tr>
<td>Who is as tall as Ashwin?</td>
<td></td>
</tr>
<tr>
<td>Who is the tallest?</td>
<td></td>
</tr>
</tbody>
</table>
Programme No. 12

Objective No. 10: To enable the students to enjoy writing independently

Expected outcome

The students are expected to

- imagine on given topic.
- collect points on given topic.
- write a short composition on given topic.
- composition should be grammatically correct.

The process of learning

The student –

- try to imagine on given topic
- try to collect words on given topic
- try to from short sentences on given topic.
- try to write short composition on given topic.
- try to create and write new ideas.
Procedure of formation of programme No. 12

For the achievement of objective 10, the students of the 5th standard are expected to imagine theme of given topic. They are expected to remember appropriate words, points on given topic. The writing of students must be logically and grammatically correct.

The programme No. 12 is basically related to appropriate thought process and correct presentation of writing of the students. While selecting the topics for the programme the researcher thought that, if the topics related to day to day life and interest of the students will be selected, it will be easy for the students to think logically. So the researcher decided to collect topics from the students of 5th standard. The researcher selected 10 topics which are related to common natural instincts of the students of 5th standard.

The topics selected by the researcher are related to common natural instincts and interest of the students, so the students can imagine and write properly on selected topics. They can enjoy the programme.
Objective of the Programme: Objective 10: To enable the students to enjoy the writing independently.

Specification of the Objective: The students are able to enjoy the writing independently.

Type of activity: Writing of composition on the choice of students.

Teaching Points/Material: List of some topics in which the students are interested.

Teaching Method: Discussion Method.


Teaching Maxim: Simple to complex.

Special Teaching aids for Teaching: Computer

Activity No. 1: Writing of short composition on the topic of the students interest.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher tells the students to write short composition on the following topics.</td>
<td>The students follow the teacher.</td>
</tr>
<tr>
<td>1. My birthday</td>
<td></td>
</tr>
<tr>
<td>2. My favorite subject</td>
<td></td>
</tr>
<tr>
<td>3. My diary</td>
<td></td>
</tr>
<tr>
<td>4. My favorite dish</td>
<td></td>
</tr>
<tr>
<td>5. Holidays</td>
<td></td>
</tr>
<tr>
<td>6. My village</td>
<td></td>
</tr>
<tr>
<td>7. My favorite actor</td>
<td></td>
</tr>
<tr>
<td>8. My country</td>
<td></td>
</tr>
<tr>
<td>9. My city</td>
<td></td>
</tr>
<tr>
<td>10. Wild animals</td>
<td></td>
</tr>
</tbody>
</table>
3.14 The pilot study of the developed programmes

* The objectives of the pilot study.

1) To know about interventions of implementation of remedial programmes.
2) To review the programmes to implement easily.

* The sample for the pilot study.

In educational year 2009-10 (313) students were in 5th standard in Saraswati Vidyalaya, Latur. In 5th C there were (68) students. The researcher selected 15 (subjects) students through random sampling method. The class 'C' was not selected for the experiment so that variables in the experiment should be controlled adequately.

List of the students of pilot study is in appendix No. 5

The schedule of the pilot study -

The remedial programmes were implemented on the 15 subjects from 21 Dec. 2009 to 16 Jan. 2010. The researcher conducted 22 periods to complete the pilot study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Prog. No.</th>
<th>Date</th>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>21, 22, 23, 24, 26, 28 Dec. 09</td>
<td>8 - 8.40</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>29, 30</td>
<td>8 - 8.40</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>31, 1 Jan. 2010</td>
<td>8 - 8.40</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
<td>8 - 8.40</td>
<td>1</td>
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<tr>
<td>5</td>
<td>5</td>
<td>4</td>
<td>8 - 8.40</td>
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<td>5, 6</td>
<td>8 - 8.40</td>
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<td>7</td>
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<td>8 - 8.40</td>
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<td>11, 12, 13</td>
<td>8 - 8.40</td>
<td>3</td>
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<tr>
<td>11</td>
<td>11</td>
<td>15</td>
<td>8 - 8.40</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>16</td>
<td>8 - 8.40</td>
<td>1</td>
</tr>
</tbody>
</table>
(25, 27 Dec. 2009 and 3, 10, 14 Jan 2010 holidays.)

Total working days 22.

* The report of the pilot study -

As a result of the pilot study the researcher came to following conclusions.

1) To rearrange the linguistic activities in programme no - 1
2) Exercise should be added in programme No. 6
3) Some linguistic activities in programme No. 9 and 10 should be eliminated

In the process of pilot study the researcher implemented the remedial - programmers on 5th standard students. The researcher has reviewed the remedial programmers by teachers of 5th standard, subject experts etc.

3.15 The hypothesis of the research

Null hypothesis : There is no significant difference between the scores of post-test of the experimental group and post-test of control group

3.16 The experimental study of the developed programmes.

* The objectives of the experiment

1) To test effectiveness of developed remedial programmers.
2) To test hypotheses stated.

* Null hypothesis : There is no significant difference between the scores of post-test of the experimental group and post-test of control group.

* The sample for the experiment:

In educational year 2009-10 (313) students were in 5th standard in Sarswati vidhayala. In 5th ‘D’ there were 88 students. The researcher conducted pre-test on 80 students on date 28 Jan. 2010. On the basis of the
marks achieved in the test, the researcher formed two equivalent groups. Each of 30 students. One group was considered as the experimental group and another group was considered as the controlled group. The selected sample was 10% of total number of students in 5th standard in Sarswati Vidyalaya.

List of the students of experimental study is in appendix No. 6

The experimental design used for the experiment

The pre-test post-test equivalent groups design

\[
\begin{align*}
RO_1 \times O_2 & \quad O_1 \; O_2 = \text{pre-tests} \\
RO_3 \times O_4 & \quad O_2 \; O_4 = \text{post-tests}
\end{align*}
\]

Variables affecting the experiment:

1) Intervening variables: Anxiety and motivation of the students.

Control of intervening variables: Variable anxiety was controlled by the researcher by conducting periods in the morning. While teaching no any prize was declared to the students. So the variable of motivation was also controlled automatically.

2) Extraneous variables: Qualification of the experimenter was higher than qualification of the teacher of 5th standard. This variable could not be controlled by the researcher.

The schedule of the experimental study

- The researcher conducted pre-test on 28 Jan. 2010
- The researcher taught on the experimental group from 3 Feb. 2010 to 20 March 2010. Total periods were 32.
- During the same period the control group was taught by the school teacher Mrs. Gaikwad S. S.
- The researcher conducted post test on the experimental group
  23 March 2010
- The researcher conducted post-test on the controlled group. 23 March 2010
- Total teaching days: 32

<table>
<thead>
<tr>
<th>No.</th>
<th>Prog. No.</th>
<th>Date</th>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3,4,5,6,8,9,10 Feb. 2010</td>
<td>8 - 8.40</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>11, 15</td>
<td>8 - 8.40</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>16, 17</td>
<td>8 - 8.40</td>
<td>2</td>
</tr>
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<td>4</td>
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<td>18, 22</td>
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<td>5</td>
<td>5</td>
<td>23, 24, 25</td>
<td>8 - 8.40</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>26 Feb, 2, 3 March 2010</td>
<td>8 - 8.40</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>4, 5</td>
<td>8 - 8.40</td>
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</tr>
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<td>8</td>
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<td>9, 10</td>
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<td>11, 12</td>
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<td>11</td>
<td>11</td>
<td>13, 17, 18</td>
<td>8 - 8.40</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>19, 20</td>
<td>8 - 8.40</td>
<td>2</td>
</tr>
</tbody>
</table>

(7, 12, 14, 19, 20, 27, 28 Feb, 1, 7, 14, 16 March holidays)

Total working days 32

Total number of teaching days for 5th standard English are 180 days.
In the textbook of English of 5th standard 35% weightage is given to writing skill of the standard. Out of 180 days 35% means, 63 days are required to complete the syllabus of writing skill of 5th standard.

The time required for implementation of programme on 5th standard is 32 days. This can be shortest time to improve English writing skill of 5th standard students, which is half of total teaching days required for teaching
writing skill to the students.

These programmes are tools produced through systematic and refined technique of thinking. These programmes are tools or instruments to obtain adequate solution of problems of writing of the students of 5th standard, under ordinary means. So these programmes are product of research study.
3.17 The results of the experiment.

A) The results of pre-test post-test the control group [50 marks]

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>post-test</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>41</td>
<td>+1</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>33</td>
<td>-4</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>32</td>
<td>-4</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>32</td>
<td>-4</td>
</tr>
<tr>
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<td>31</td>
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</tr>
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<td>11</td>
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<td>+2</td>
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<td>28</td>
<td>24</td>
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<td>30</td>
<td>17</td>
<td>15</td>
<td>-2</td>
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</tbody>
</table>
B) The results of pre-test and post test on the experimental group

[Pre-test-post tests were of 50 marks]

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>post-test</th>
<th>difference</th>
</tr>
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Comparitive study of the pre-test and post-test of control group with the pre-test and post test of experimental group indicates that difference in marks of experimental group is higher than difference in marks of control group. So the programmes are effective.

Now it is necessary to test, whether the programmes are significantly effective or not. For testing level of significance of programmes stastitical analysis of marks in the tests in necessary. In the next chapter stastical analysis is done for testing null hypothesis of the research.

3.18 Summary

The thrid chapter 'Research Methodology' consist of meaning and definitons of research. The types of research and methods of research are included in this chapter. The population of the research and sampling of schools and students for collection of research data are included in this chapter. The process of collection of errors of writing and mode and method of data analysis mentioned in this chapter. This chapter mainly consist of process of development of programmes, the developed programmes and it's experimental study. The results of the experiment are also included in this chapter.
References:


