Chapter - IV

Research Methodology
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RESEARCH METHODOLOGY

4.01 INTRODUCTION

'Tone' and 'point of view' are abstract and are embedded in language. A careful study of the business letters reveal that they get concretised through the use of appropriate words, structures, cohesive devices, sequence etc. The engineering students’ career needs include expression of scientific and technological facts in precise and clear terms. Further, writing effective business letters using suitable 'tone' and 'point of view' is also the responsibility of the engineering professionals. Naturally the students need adequate training in this area to be a successful engineer in future. So an experimental study is attempted to enhance the functional efficiency of the students in using 'tone' and 'point of view' in business letters. Having finalised the conceptual framework, the researcher embarks upon designing the methodology of research. This chapter is broadly classified into different divisions and subdivisions (please refer fig.8 in p.122).
4.02 **RATIONALE FOR THE STUDY**

English Language Teaching (ELT), in the last two decades has made a significant contribution both to content and methodology of English teaching. The need-based syllabus design focuses on specific areas of language. For example – EAP (English for academic Purpose), ESP (English for Specific Purposes) concentrate on specific structures (usage) relating to expression of facts. Allen, J.P.B., Widdowson, H. G. (1974) and Herbert, A. J. (1978) have distinguished ESP from other academic courses through structures expressing facts rather than opinion. But the English language needs of the Engineering students include not only expression of facts, process, cause-effect, purpose-function etc. but also business communication especially business letter writing. Adequate training in this area would enable the engineering students respond to purchase, sales, complaint letters etc better in their professional career.

As mentioned in chapter II, the literary resources on business letter writing deal repeatedly with format and content. But the changing business scenario in India and abroad demands the use of language which would reveal the writers’ attitude and the consciousness of whom the letters are addressed to. So, the communicative ability of the engineering students using appropriate ‘tone’ and ‘point of view’ in business letters should be enhanced. An attempt is made, in this study to identify the components of ‘tone’ and ‘point of view’ and apply them in meaningful communicative contexts through tasks.

4.03 **STATEMENT OF THE PROBLEM**

In Tamil Nadu, the U. G. students of Engineering study English language for technical communication. Since it is a universal language, it would be helpful for them to communicate with the people living in any part of the world wherever they are employed. After completing their course, the Engineering graduates will find placement in different positions such as sales engineer,
production engineer, area sales manager, quality control engineer, purchase manager etc. Thus, they play different roles in different situations. Sometimes, the company, at its discretion, can transfer an engineer holding a position to some other position. For instance, the production manager can be transferred as area sales engineer. Hence, an engineer is expected to perform different roles in a company.

In business there would be either gain or loss. The engineers employed in a company are expected to make gain for the company. The success of the company depends on how the engineers make a gain and create good impression about the company. In order to gain, the engineers should learn to write effective business letters. The business letter may be between company (Engineer) to a customer, customer to company, company official to another official of the same company (either higher official or the subordinate officials or vice versa), government official (Engineer) to private company etc.,

As an engineer holding a position in a company, he has to be conscious of his position, the addressee’s position and the situation in which he writes a business letter. He would be able to achieve the goal of writing business letter only if he uses appropriate ‘tone’ and ‘point of view’. The purpose of teaching English would be served only when students of Engineering learn to use suitable tone and ‘point of view in business letters. There is an imperative need to enhance the functional efficiency of undergraduate students in business letters writing with special reference to tone and point of view. Hence the problem is stated as follows.

4.04 Title

The title of research is :

"Enhancing the Functional Efficiency of Undergraduate Students in Engineering in Business Letter Writing with Special Reference to ‘Tone’ and ‘Point of View’."

4.05 Objectives of the Study

- To identify whether the students are familiar with the format of the business letters.
- To identify the constituents of business letters with special reference to tone, tone change and point of view.
- To find out the students' level of attainment on business letter writing especially in use of tone, tone change and point of view at the entry level.
- To design, validate and apply the tasks to enhance the functional efficiency of students in business letter writing especially in using tone, tone change and point of view.
- To find out the effect of the implementation of tasks on enhancing the functional efficiency of students of Engineering in business letter writing with special reference to tone and point of view.

4.06 Assumption of the Study

- The students of Engineering are familiar with the format of business letter.
- The students' functional efficiency in using tones, tone change and point of view is below average at the entry level.
- The students could not distinguish between tones and they lack the competence to assume different roles and write business letters from different points of view (i.e. as a customer, manager, government officer etc.)
- The students' competence in identifying the constituents of tone, tone change and point of view is very low.
- The students' level of attainment of writing function sequence in business letters is below the expected level.
The constituents of tone, tone change and point of view could be identified.

Tasks can be designed suitably which would demand the application of the constituents of tone, tone change and point of view.

The tasks could be applied to the students in a phased manner in the classroom.

The functional efficiency of the students could be enhanced by the application of the tasks.

The enhancement of functional efficiency in using tone, change and point of view could be assessed.

The effect of the implementation of the task could be assessed.

4.07 DELIMITATION OF THE STUDY

1. The experimental study is conducted only in A.C. College of Engineering and Technology, Karaikudi.

2. The investigation is confined only to the students of Electronics and Communication branch (B.E. I Semester) admitted during the academic year 2002-2003.

3. All the 56 students admitted in Electronics and Communication branch are selected for investigation.

4. The study was conducted in 50 periods each of 40 minutes duration.

5. The tests were conducted in 3 months duration.

6. The tests were conducted successively on working days as and when the students had free periods / library hours / or when the teachers were on leave.

7. The factors such as socio-economic background, educational, professional background of the parents, exposure of English language at
home, mother tongue, rural – urban background and medium of instruction at School level which are important in deciding the competence and performance of the students lie beyond the scope of the study.

4.08 Definition of the Key Terms


Enhancement


Functional Efficiency

Functional efficiency means ‘competence which is revealed in writing skill’ especially in the use of ‘tone’ and ‘point of view’.

Business

‘Business’ connotes transaction relating to money / material / resources.

Letter Writing

Letter writing is a process of conveying information / content in written form with the expectation to get response. In letter writing three factors are involved – Writer, content and addressee.

Tone

‘Tone’ generally refers to the general mood or main qualities of a piece of writing. Tone expresses the writer’s feeling or thoughts to the addressee.
**POINT OF VIEW**

'Point of view' (also 'view point') refers to a person’s particular way of looking at or considering something or their opinion about something. It is also understood as the place from which or the way in which something is viewed (stand point). Further, the term means 'a position from which a thing is viewed and a way of considering a matter'.

**4.09 HYPOTHESIS**

1. The level of attainment of Engineering students in writing business letters with special reference to tone, tone charge and point of view at the entry level is below average.

2. There will be significant mean difference between the pre-test and post test scores on tone, tone change and point of view.

3. There will be significant interrelationship between function sequence and exponents of the functions such as sentence structure, cohesive device and choice of appropriate words.

4. The predictive efficiency of each of the exponents of tone, tone change and point of view differ significantly in identifying the functional efficiency of the students.

**4.10 SAMPLE FOR THE STUDY**

All the 56 students admitted in Electronics and communication branch (Under graduate course in engineering) during the academic year 2002 – 2003 in Alagappa Chettiar College of Engineering and Technology, Karaikudi, were selected as samples. These 56 students were taken as a single group for experiment. The samples include 36 boys 20 girls. They were selected for the course based on their marks secured in plus two examination and the marks in entrance examination conducted by Anna University.
RATIONALE FOR THE CHOICE OF SAMPLES

The researcher handled English classes for Electronics and communication branch. So he met the students frequently, utilised free hours and used English periods also for the treatment.

All the 56 students formed one class. Isolation of one group from the class for experiment and leaving the other group of students free would not usually be permitted by the college authorities.

4.11 EXPERIMENTAL RESEARCH

Experimental research provides a systematic and logical approach to answer the research questions. The experimental methods can be effectively applied in the classroom situation where the variables can be controlled. This is the best way of establishing cause and effect relationship between variables. This is considered the best method because it provides for a high degree of control over extraneous variables and the manipulation of variables.

Experimental research helps the researcher to move beyond identification of inter relationships to partial determination of what causes them. The primary objective of experimentation is to predict events in the experimental setting and the ultimate aim is to generalise the relationship of the variables for the purpose of applying outside the classroom to a wider population. Considering this advantage of experimental research, the investigator has adopted the experimental method for the present investigation.

4.12 EXPERIMENTAL DESIGN

In this experimental research, the researcher adopted Single Group Pretest – progressive test – post test design as given below.
In Phase I, the investigator applied a pretest ($P_E$) to measure the functional efficiency of students in using 'tone' and 'point of view' in business letters ($O_1$).

In phase II, the progressive test ($TT$) was given in two stages. In the first stage tones were focused. For each of the five tones (anger, threatening, persuasion, complaint and reconciliation) tasks ranging from (1 – 8) were administered and the students' responses were collected. Each test highlighted the independent variables of the exponents of tone and tone change. Each task $TT_1$ ..., $TT_8$ was administered only after the teacher facilitated learning through oral exercises $F_1$, $F_2$, ... $F_8$ as mentioned in Fig. 10.
In the second stage of phase II three tone changes (Anger to threatening, complaint to anger, reconciliation to persuasion) were focused and in the third stage of phase II four points of view were dealt with. The experimental design (as mentioned in Fig. 11) was adopted.
TT₉ & TT₁₀ - Progressive Tests on tone change and point of view

P₉ & P₁₀ - Level of efficiency attained in the progressive test

F₉ & F₁₀ - Oral Guidance given by the teacher on the exponents before the test was administered

Under (TT₉) three tests were administered on tone change (Anger to Threatening (AT₃), Complaint to Anger (CA₄) and Reconciliation to Persuasion (RP₅)). Tasks on four points of view (TT₁₀) were given – i) company officer to company officer (higher rank to subordinate) ii) company officer to company officer (subordinate to higher rank) iii) customer to company and iv) company to customer.

The progressive tests (TT₉ & TT₁₀) were given to assess the enhancement in functional efficiency (P₉ & P₁₀) of using the exponents after the intervention (F₉ & F₁₀).

In the third phase, the post test (PT) was administered to measure the enhanced functional efficiency in using tone, tone change and point of view in business letters.

If the post test scores (O₂) are higher than the pretest score (O₁) it could be concluded that there is enhancement in functional efficiency of students due to the experimental treatment given.

This design has more advantages than the one shot case study because the enhancement of functional efficiency could be documented before and after the treatment. Further, the treatment could be planned focusing on the specific area of deficiency as observed from the pretest scores.

4.13 EXPERIMENTATION IN PHASES

The experiment was conducted in three phases. In the first phase 12 tasks, which could be completed in 40 minutes each were given to the students in the classroom. The tasks were given under part A which includes tasks on
five tones namely – anger, threatening, persuasion, complaint and reconciliation and two tone change – Anger to persuasion and anger to reconciliation and part B includes five points of view – i.e.

i) Customer’s point of view (to the company)

ii) Govt. official’s points of view (to the company)

iii) Company officer’s point of view (to customer)

iv) Company official’s point of view (to another official / employee of the same company) and

v) Company’s point of view (to customer)

These 12 tasks would reveal the students’ initial level of efficiency in using tone, tone change and point of view in business letters. These tasks were administered 20 days after the students joined the course.

The same tasks given in the pretest were repeated in the post test with a view to assessing the enhancement in performance in using tones, tone change and point of view respectively. The tasks were so designed as to highlight only one tone / tone change / point of view. In a continuous discourse, there are possibilities to imply other tones too. For instance, in a letter in which complaint tone is dominating anger tone may also find expression in certain sentences. But the situations in each of the tasks in pretest and post tests were carefully chosen so that the student would use one dominant tone as the expected output. In the assessment of the task, marks were awarded only if the students highlighted the specified tone / tone change / point of view.
In the progressive test (please refer fig. 12) totally 34 tasks were administered to the students. In the first stage of the experimental phase II, the task ($T_1$), students’ efficiency in using the appropriate format of business letter was tested. Seven tasks focusing in each independent variable on anger tone were administered – writing suitable function sequence ($T_2$), identification of words / sentences structure which reveal anger tone ($T_3$), sentence completion task which reveal anger tone explicitly ($T_4$), choice of appropriate cohesive device ($T_5$), identification of words / structures which reveal anger tone implicitly ($T_6$) and integration of the function sequence and exponents of the functions ($T_7$ & $T_8$). These independent variables concretise the anger tone in business letters.

On threatening tone, two tasks ($T_{1h}$ & $T_{2h}$), which demand the integration of function sequence and the exponents of the function, were administered. To enhance the functional efficiency of students in using persuasive tone six tasks dealing with choice of appropriate words from the list of words given ($P_1$), using suitable words in the blanks ($P_2$), writing appropriate function sequence ($P_3$), sentence completion ($P_4$) followed by integration of function sequence and the exponents ($P_5$ & $P_6$) were administered to students.

Five tasks focusing on 1) use of appropriate words ($C_1$), 2) identifying missing function and writing suitable exponents of each function ($C_2$), 3) rearranging the sequence of function and using suitable exponents ($C_3$), 4) recapitulation ($C_4$), and 5) integrating the functions and the exponents ($C_5$) were given to students on complaint tone.

On the tone of reconciliation, six tasks were administered – using appropriate exponent [cohesive device ($R_1$)], identification of sentences which contribute to the emergence of reconciliation tone ($R_2$) writing function and sequence ($R_3$), identifying the most suitable exponents (multiple choice) which highlight reconciliation tone ($R_4$), making necessary changes in words and sentence structures to bring out the effect of reconciliation tone ($R_5$) and finally
integrating the function sequence and exponents for expressing reconciliation tone \( (R_a) \).

In the second part of the phase II, the tone change was focused in the tasks. Three tasks, namely:

i) Anger to Threatening \( (AT_3) \),

ii) Complaint to Anger \( (CA_4) \) and

iii) Reconciliation to Persuasion \( (RP_5) \) were administered.

As the tones were already dealt with individually, only the shifting phase in tones required to be focused. So only one task on each of the above tone changes involving the integration of the function sequence and the exponents was given.

Finally in the third stage of phase II, the following points of view were focused.

i) Company officials' point of view \( (POV_1) \) (higher officer to subordinate).

ii) Company officials' point of view \( (POV_2) \) (subordinate to higher officer).

iii) Customer's point of view \( (POV_3) \) (in letters to company) and

iv) Company official's point of view \( (POV_4) \) (in letters to customers) only one task on each of these points of view demanding the integration of all the components of point of view.

The tasks given under progressive test and the rationale for each task are given below:

**ANGER : TASK 1**

Imagine that you are the sales manager of M/s. Madhan Electricals Ltd., 14, North Street, Tanjore. A customer has sent a letter of enquiry for
purchasing 5 Pedestal Fans. The sales manager writes a letter to the customer. The format has the following jumbled items. Arrange them in proper sequence:

Format

Complimentary close 1) ________________
‘From’ address 2) ________________
Signature of the writer 3) ________________

Date 4) ________________
‘To’ address 5) ________________
Body of the letter 6) ________________
Subject 7) ________________
Salutation 8) ________________
Reference 9) ________________

RATIONALE

The task aims at testing the students’ knowledge of the format of business letters. They are expected to know the broad layout of the business letters because every detail has to be sequentially arranged to give total effect to the content. Further, the body of the letter alone cannot be a complete presentation. The researcher intends to assess the level of performance of students in writing the format so that further remedial measures can be taken, if necessary. Once the format is familiar it could be applied to all the business letters. The researcher has identified nine constituents in the format of business letter and jumbled them. The students are asked to sequence them.

Since, it is a simple task, it is preferred as the first task. The task is given under anger tone simply because it is the first task.
**TASK : 2**

Imagine that you sold a motor cycle to Mr. R. Ram on credit. The latter did not repay the dues. He paid only Rs.300/-. You wrote two reminders. There was no reply from your customer. Write a letter to your customer asking him to pay the dues at once. Use anger tone. [Write only the functions].

**FUNCTIONS**

1) 
2) 
3) 
4) 
5) 
6) 

**RATIONALE**

The components of anger tone are identified as function sequence and exponents of the functions. Adequate training need to be given to students to write the function sequence of anger tone. The task demands six functions to highlight anger tone. After explaining the meaning of function sequence and the different functions involved in business letters orally, the researcher has given the above task to the students in the classroom.

**TASK : 3**

Assume yourself to be the area sales manager of a toilet soap company. For the past five years, the sale of your company soap has gone down considerably. The Managing Director of your company writes the following letter in anger tone. Write down the words / sentences which reveal his anger. (Write any four sentences from the last part of the letter).
Dear Mr. Sambasivam,

I like to remind you that our company toilet soap had achieved a record sale of 3 lakhs in 1997. But during the past five years, there has been a steady decrease in sales. You cannot simply quote competition in the market as the reason for poor sales. Don’t you think that your department’s lack of commitment is also one of the important reasons? It is your responsibility to motivate the sales team to achieve the target. Unless we work together with team spirit to boost sales, our company has to be closed down.

e.g. lack of commitment

WORDS

1) __________________________ 6) __________________________
2) __________________________ 7) __________________________
3) __________________________ 8) __________________________
4) __________________________ 9) __________________________
5) __________________________ 10) __________________________

SENTENCES

1) __________________________________________________________________
2) __________________________________________________________________
3) __________________________________________________________________
4) __________________________________________________________________

RATIONALE

The given task demands the identification of words and sentences which reveal anger tone from the business letter given. By doing so the students would recognise the words / sentences which are the exponents of the anger
tone. In the four phased mental activity in language learning - identification, classification, assimilation and application, the task deals with the first activity.

**TASK : 4**

Imagine that you are a moderately educated customer who has purchased a colour TV from a dealer. Within one month from the date of purchase the audio system has failed. You write a letter to the dealer in angry tone. A few incomplete sentences are given below: Complete the sentences that could reveal the writer’s anger.

1. At the time of purchase, you ____________________
2. But within a month ____________________
3. I think that you have ____________________
4. By giving a substandard TV, you ____________________
5. I am very much ____________________
6. I request you ____________________

**RATIONALE**

The task indicates that the writer is a moderately educated customer. Naturally he would express anger tone using harsh terms. The sentences given are incomplete which when completed would highlight anger tone. The students are given the choice to select suitable words keeping the writer’s background in mind. They need training in the use of appropriate words / structures. Hence the task is given.

**TASK : 5**

The following is the text of the letter written by the sales manager to the production manager of a Textile industry. The letter is written in angry tone. Fill in the blanks with appropriate connectives.
Dear Mr. K. Kumar

When I was working with my team of sales personnel in Sivagangai District, the dealers informed us that our textile items are either torn or defective in many places. ________, some of the customers complained the same. ________, our products are generally of high standard and free from defects. ____________, the complaints cannot be neglected. _________ our products are of good quality, we cannot sell them with confidence. _________ I request you to check the quality of our textile items. _________ you find any problem in the quality of yarn or cotton, we will represent the matter to the Managing Director.

RATIONALE

Cohesive device is a significant component in expressing anger tone. In order to train the students in the use of appropriate connectives, a business letter is given with blanks. This task is preceded by situation – based oral exercise on cohesive device. So the students would be well – equipped to respond efficiently to the given task.

TASK : 6

Imagine that the Labour Inspector made a spot visit to Taj Hotel, Coimbatore and framed a charge against the hotel saying that management has not supplied uniform to the workers. He has called for an explanation from the hotel management for which the M.D. writes the following reply. Write down the words and sentences which express an anger implicitly.

Sir,

We acknowledge the receipt of your letter dt. 14.09.2002 in which you have complained that we have not supplied the uniform to our labourers. At the outset we deny your charge as it is not true. Every year, during the month of January, we supply two sets of uniform. The labourers have given
acknowledgement for the receipt. Had you enquired us on the spot we would have produced our records. We respect the law of our country more than anyone else. It is the fault of the labourers who have not used the uniform. Hence we request you to stop further proceedings on your charge.

**WORDS**

1) __________________________________________
2) __________________________________________
3) __________________________________________
4) __________________________________________
5) __________________________________________
6) __________________________________________
7) __________________________________________

**SENTENCES**

1) __________________________________________
2) __________________________________________
3) __________________________________________
4) __________________________________________
5) __________________________________________
6) __________________________________________
7) __________________________________________

**RATIONALE**

Anger tone could be expressed either directly using harsh terms or implicitly using mild terms. But the intensity of expressing anger tone depends on the social background, education, the situation and the position of the
addressee. In the given situation, the M.D. of a hotel replies to the Govt. officials’ charge. Expression of anger in harsh terms in the given situation would result in further problems. Yet the M.D. writes, what according to him are facts using anger tone implicitly. The text of the business letter is given to the students to identify the words / sentences which express anger tone.

**TASK : 7**

Imagine that you are the manager of Rose Medical Agency, Karaikudi. You have placed order with Robinson Remedy India Ltd., Chennai for the supply of 5000 Vicks inhaler. You paid Rs.10,000/- as advance along with the order a month ago. But there is no response from the company. Write a letter to the company in anger tone (Write only the body of the letter)

**TASK : 8**

Imagine that you are a customer who ordered 25 copies of "Anthology of Prose". On opening the parcel, you are shocked to find about 15 copies badly damaged. You have already promised to supply the books to the college students. You are worried that the students would demand the advance paid by them. Write a letter to the publisher expressing your anguish in anger tone.

**TASK : 7 & 8**

**NOTE :**

These two tasks involve the integration of the various components of anger tone. The situation given in these two tasks are nearly similar to those discussed in chapter III (conceptual frame work). The rationale explained in this chapter holds good for these two tasks also.
THREATENING TONE

TASK : Th₁

Imagine that you are an unemployed graduate who purchased a refrigerator from an authorised dealer. Within two months after the purchase, the freezer does not function. You wrote five letters but there is no response from the dealer. Write a letter using threatening tone.

TASK : Th₂

Imagine that you are the regional sales manager of Southern Machine Tools Ltd., which manufactures spark plug for two-wheelers. One of your sales representatives has not visited the area which is assigned to him. Already he was given a notice asking him to explain the reason for the poor sales record. Further, as the regional sales manager, you came to know that the representative has been very careless in his duty and he has started canvassing for the other company spark plugs to the customers. Write a letter to the sales representative in threatening tone.

TASK : Th₁ & Th₂

NOTE

While giving oral guidance on threatening tone in the classroom, the researcher observed from the responses of the students that they could express the tone using condition clause followed by an independent clause expressing a firm action. Further, from the tasks done on anger tone, the students identified a model for the expression of tone. As they responded correctly to the oral questions of the researcher, the latter has ventured straight away to administer two tasks integrating all the exponents of threatening tone.
PERSUASIVE TONE

TASK : P1

Imagine that you are the proprietor of Shardha small scale industry which is engaged in manufacturing note books for educational institutions. In order to get allotment of paper for the year 2003, you have to pay an advance of Two lakh rupees to Sri Shasayee Paper Mills, Trichy on or before 31st December 2002. Due to some financial constraints the payments is made only on 10th January 2003. Imagine that you write the following letter to the Managing Director of Seshasayee Paper Mills requesting him to accept the advance and allot paper (using persuasive tone) A list of words is given below. Fill in the blanks with suitable words and complete the letter.

1) Accept 3) Allot 5) Due 7) Prompt 9) Placing
2) Unforeseen 4) Considerate 6) Support 8) Regular 10) Depend

Sir,

We have sent a letter to you on 10th January, 2003 with a DD for Two lakh rupees requesting you to ____________ two tonnes of ruled sheets. We are your _______ customer who have been _______ order with you for the supply of paper since 1985. In all these years we have been ________ in sending the advance money in time. But the delay is due to _________ financial strain. We have sent the advance amount ten days after the _________ date. Small scale industries like us ___________ on your _________ and concessions. We request you to be ____________ this time and ______ our advance for the supply of paper in 2003.

RATIONALE

The situation given in the task yields only to persuasive tone. In order to motivate the students in the use of persuasive tone, the text of the business letter is given with blanks. By filling up the blanks with appropriate words, the
student could perceive how persuasive tone emerges gradually in the letter. The tasks on persuasive tone are so designed to get four-phased outcome i.e.

i) Awareness (of the tone)
ii) Identification of components and
iii) Assimilation
iv) Application

The task is given aims to create awareness about persuasive tone and also to identify one of the exponents of the function of the tone – i.e. choice of appropriate words.

**TASK: P2**

Imagine that a customer has sent an enquiry letter asking details about price, tax, packing and forwarding charges etc. for the purpose of purchasing a colour TV set. As a dealer, you write the following letter in persuasive tone.
Fill in the blanks with appropriate words:

Dear Mr. Raju

Thank you for your letter dt. 25th September 02 asking us to provide _________ about the colour TV set. We are very happy that you have contacted us. We have been supplying standard colour TV sets to our customer since 1980. We _________ only ONIDA TV sets which are known for _________ quality and _________ performance. Further, the service _________ attend to any defect in the TV within 24 hours from the time of _________.
Unlike other TV companies, we offer five years _________ for the TV sets. As requested in your letter we provide you the following _________.


1. Cost of the colour TV set (34 inches screen stereo sound effect, two detachable speakers) inclusive of all taxes Rs.13,700
2. Voltage stabilizer (V - Guard) Rs.2,500
3. Antenna and other accessories Rs.3,500
4. Packing and forwarding charges Rs.1,000

We hope that you will be convinced about the rates which are reasonable. We give first ________ to our customers. We hope that you would consider all the _______ and place the order with us for the supply of TV set. We are ready to extend all possible help to you. You are most welcome to our showroom at any time during working hours between 9.00 a.m. to 5.00 p.m. except on Sundays.

RATIONALE

The task aims at reinforcing the first two phases

i) Awareness of the tone and

ii) Identification of the exponents of the functions (choice of words)

In task P₁ a list of words was given for choosing the suitable word. In this task (P₂), the students have to select the appropriate words and fill in the blanks. As the persuasive tone demands comparatively more components such as the use of adjectives, specific expression, cohesive devices etc., the researcher has given another ‘fill in the blanks’ exercise.

TASK : P₃

Imagine that the you are the proprietor of Murugan Radio House, Chennai. You received a letter from the President of Ariyakudi village
Panchayat asking you to send your quotation for the supply of 500 radio sets for the villages. You sent your quotation and offered 10% discount. But the President had written to you stating that he expected at least 25% discount. The following is the letter written by you in persuasive tone to the president. Mark the expressions / sentences that indicate the functions involved in the letter which are persuasive in tone and has a clear point of view.

Sir,

Thank you very much for your letter dated 25th September, 02. We really appreciate you for your interest in the welfare of the people. We feel proud to help your village people by supplying radio sets at a reasonable rate. May be, the other companies provide more rebate than us. But we provide very standard sets. We also undertake to repair / replace any set at our cost if there is any manufacturing defect. We give five years warranty while the other companies give just two years warranty. Further, the spare parts are easily available in all the cities and our service engineers will attend to any repair within 24 hours from the time of registering your complaint. Kindly consider the advantages of placing the order with us. As requested by you, we are ready to give 25% rebate for the benefit of the poor people. Hence we request you to send the order for the supply of radio sets.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Expression / Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
</tr>
<tr>
<td>2)</td>
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<td>3)</td>
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<td>5)</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
</tr>
</tbody>
</table>
Rationale

The task provides the situation and the text of the business letter from which the students have to identify the functions and the expression / sentences which express persuasive tone. The students could understand that sequence of functions should precede appropriate words and structures. Also, they could observe how each function contributes to the emerging of persuasive tone. Identification of functions and exponents of each function would enhance the functional efficiency of using persuasive tone. Hence the task is given.

Task: P4

Imagine that you are Managing Director of the to be established Vikram Tanneries Pvt. Ltd., Mathur. You have applied to the Senior Pollution Control Engineer, Chennai for getting ‘Clearance Certificate’. But the engineer refused to give the certificate on the grounds that adequate machines / provisions are not found in the industry to control pollution. You write the following letter in persuasive tone to the pollution control engineer. Keeping the sequence, persuasive tone and the effect of linkers in mind fill in the blanks with suitable sentences:

Sir,

We would like to present that we have sent a letter to your office requesting you to issue ‘clearance certificate’ for the establishment of our tannery industry in Mathur. ________________________________

______________________________

Now we have imported machines to process the waste and also built a big Cement tank to store the waste till it is processed. ____________________________

______________________________
Moreover, we are small investors who depend only on the goodwill and understanding of the responsible officers like you.

In this connection we would like to inform you, that the waste processing machine is the latest one in the field.

if you want to make a spot visit and find out the facts we would be ready to pay your travel and other expenses in advance as per Govt. rules.

**RATIONALE**

The situation explains the M.D's anxiety to get the certificate from the pollution control engineer. In this situation the former has to use persuasive tone. The expected tone would emerge gradually when the writer moves from one function to the other sequentially. A part of the text is given leaving some sentences in between. The task involves the identification of the missing functions and the appropriate exponents. It demands the use of appropriate words, cohesive devices, sentence structure and sequence of functions.

**TASK : P₅**

Imagine that you are the Senior Administrative officer in Larson Chemical Ltd., you came to know that a section of the employees in production section has given strike notice. Write a letter in persuasive tone addressed to the employees convincing them that the company would fulfill their genuine demands and so there is no need to go on strike.

**TASK : P₆**

A customer placed order with you for the supply of 500 tonnes of wheat. You sent 100 tonnes of wheat straight from Punjab Market by lorry as the first consignment and promised to supply the balance wheat in two consignment. After receiving the first consignment, the customer cancels the order saying
that the quality of wheat is not good. Write a letter to the customer in persuasive tone.

**Task : P₅ & P₆**

**Note :**

The above two tasks are precisely designed using unambiguous terms and clear situation in which the use of persuasive tone would be the only option to the students. The tasks demand the use of the exponents of the functions of persuasive tone. The rationale mentioned under persuasive tone in chapter III could be adopted for these two tasks also.

**Complaint Tone**

**Task : C₁**

Imagine that you are the Manager, Robinson Machine Works Ltd., Chennai. You received an order from an unemployed engineering graduate for the supply of lathe. Malco Bank sent you a letter stating that the cost of the lathe would be paid by the bank under self-employment scheme. You sent the lathe by lorry parcel service to the graduate and sent the bill to the bank. Even after thirty days, the bank has not settled the bill. As the Manager of Robinson Machine Works, you write the following letter using complaint tone. Fill in the blanks with suitable words:

Sir,

We received your letter dt. 15th August 2002 ________ that Mr. Rajkiran, an unemployed engineering graduate, had been sanctioned loan under self-employment scheme. ________ we received the order for the supply of lathe from the graduate. Based on your ____________ for payment, we sent the lathe by Lorry Parcel Service (vide bill no. 441 / SI /02 dt. 1st Sep. '02 and way bill 2323 / TVS - 4 / dt. 1st Sep. '02). We have sent the ___________ bill to you for payment on 1st Sep. '02. But even after one month,
we have ______ received any letter or payment from you. The ______ in settling our bill has caused a lot of _______ to us. We could not ______ the dues to our bankers and the salary bill of our ______ is yet to be paid. Hence we request you to settle the bill for the supply of lathe at the _________.

RATIONALE

The task, followed by the text of the business letter specifies the situation of the manager who supplied the lathe and waits for the settlement of the bill. The delay in settling the bill forces the manager to complain to the bank. In the given situation, only the complaint tone would be suitable. Hence the body of the letter with blanks is given in which complaint tone is highlighted. The task demands the use of appropriate words including cohesive devices. In order to choose the right word for the blank, repeated reading of the text is necessary. The silent reading skill would train the students to perceive the structure of sentence. So the task is given.

TASK: C2

Imagine that you are the Chief Engineer, TV Assembling Division. About sixty engineering graduates are employed in your section. Your company working hours start at 8.30 AM. The tools manager comes late by 15 minutes everyday for the past 10 days and as a result the workers have to wait for him. The following is a part of the letter written by the Chief Engineer to the Tools Manager using complaint tone to explain how the work suffers. Identify the missing functions in the letter and complete it suitably;

MISSING FUNCTIONS

1) ___________________________________________________________________

2) ___________________________________________________________________

3) ___________________________________________________________________
Dear Mr. Wilson,

I like to point out that for the past fifteen days you have been attending to office 15 minutes late. As you are the Tools Manager, you have to supply the necessary tools to the employees everyday. Since you come 15 minutes late, the employees wait for your arrival. We have about sixty engineering graduates in our assembly section and if ____________________________
__________________________
__________________________
__________________________
__________________________

RATIONALE

The above task reveals the writer as chief engineer and the addressee as the tools manager employed in the same company.

The latter's habitual late coming is the ground for complaint. The Chief Engineer, being the administrative authority has to initiate action to maintain punctuality. As a first step he writes a complaint letter explaining the loss of manhour and also the possible consequence of indiscipline among the employees. The engineering graduates appointed in administrative position would face situations such as the one mentioned in the task. The introductory part of the text of the letter is given. The students are required to find out the missing functions and the exponents of each missing function to complete the letter. The task aims at testing students efficiency in highlighting complaint tone by using appropriate words and sentence structures. Hence the task is given.

TASK: C₂

Imagine that you are the Manager, Ganesh Furniture Mart. You sent a letter to all govt. offices informing that if the heads of offices undertake to recover money from pay bill in case of default you are ready to supply furniture on credit to govt. employees. Based on the commitment by the head
of office, you supplied a sofa set to a govt. employee on credit. The latter had paid just 3 installments of Rs- 100/- each and moved his residence to an extension area without any intimation to you. You write the following letter. As the functions are not sequentially planned, the information is not in sequence. Naturally the letter has failed to highlight the complaint tone. Arrange the functions in order (do as rough work in the space) and arrange the sentences.

**FUNCTIONS**

**Rough Work**

1) ________________
2) ________________
3) ________________
4) ________________
5) ________________
6) ________________

**Fair work**

1) ________________
2) ________________
3) ________________
4) ________________
5) ________________
6) ________________

Dear Sir,

Three installments are already due and we cannot wait any more for the customer to pay. Hence we request you to recover the dues in one instalment and thereafter one instalment every month and pay the amount to us. Further, he had moved his residence to an extension area without any intimation. The attitude of your employee has forced us to approach you. Our representative, who went to meet the customer, reported that the door was locked. The staff has been frequently getting notice from the head office that we have not taken efforts to recover the money from the customer. We are also warned that our services would be terminated if we do not recover the due within ten days. Thus the staff has been put to lot of hardships. We wish to bring to your notice that Mr. R. Sethuraman, Asst. in your office had purchased a sofa set on credit on 1st April '02. We supplied the furniture based on your commitment that you
would recover the due from the pay bill in case of any default. But the customer has paid just 3 installments of Rs. 100/- each.

RATIONALE

In the given task the functions and the exponents are jumbled and the students are required to arrange the functions and the exponents in sequence. The rearrangement should be made in such a way that the letter highlights the complaint tone. By repeatedly reading the sentences to sequence them, the students would acquire the efficiency of using the complaint tone. So the task is given.

TASK: C₄ (Recapitulation)

Consider the same situation given above. The Manager, Ganesh Furniture Mart writes the following letter. Identify the tone of the letter. Write the functions used in the following letter and write the corresponding sentence in the space provided.

Sir,

We would like to bring to your notice that Mr. R. Sethuraman, Asst. in your office had purchased a sofa set on credit. He paid three installments of Rs. 100/- each and moved to an extension area without intimation. For the past three months he did not pay the dues. Is it proper on the part of the Government employee to do so? We supplied the furniture to the customer just because you promised to recover the money in case of default. The customer attempts not only to betray us but also spoil your name. We have never come across such customers who do not care to pay the dues. Hereafter we have decided to stop supplying furniture on credit to govt. employees. We do not want to put the heads of office in an embarrassing situation. We request you to take early action to recover the dues from the employee and settle the dues.

Tone used ________________.
This task is given as a recapitulation exercise. The task and the responses are given. From the response the students are asked to identify the tone of the letter. Since, many tones are dealt with, there is every possibility that the students would either confuse or forget the exponents of the tone. So the task is given so as to find out whether the students remember the components and identify the tone from the text of the given business letter. The marks awarded to students for this task are not considered for statistical analysis.

**TASK : C₅**

Imagine that you are a customer who has purchased cosmetic items worth Rs. 750/- for which the cosmetic manufacturing company has given gift coupon requesting you to give the coupon to the local dealer and get an electric emergency lamp worth Rs. 300/-. You approached the dealer, with the coupon four times but he answered that he did not receive any such gift items from the company. Write a letter to the company using complaint tone.
RATIONALE

The above task involves the integration of the exponents of the complaint tone. The individual exponents are dealt with in the tasks C1 to C5 (except 4). So the students could integrate the exponents and write a complete letter highlighting complaint tone. The situation given under this task is same as the situation given in the task under complaint tone in Chapter III. Hence the same rationale could be applied here.

RECONCILIATION TONE

TASK: R1

Imagine that you are a wholesale agent for plastic items. You placed an order with Jayam Plastics Ltd., Bangalore for the supply of different plastic items and also paid Rs. 10,000/- as advance. The items were not received within the time limit. On enquiry you came to know that due to Bandh in Karnataka the parcel service was stopped and only after a week the items will be sent. If the company had sent the items one week before, the items would have been received before the bandh. You find it difficult to convince your retailer - customers. You write the following letter to the company in reconciliatory tone. Fill in the blanks with appropriate connectors.

Sir,

We placed order with you for the supply of plastic goods worth 45,000/- and paid Rs. 10,000/- as advance. ______ you have not supplied the goods soon after you received our order. ______ I am the only wholesale dealer of plastics in our area, the retailers want me to supply the items early. ______ I find it difficult to give them convincing reply. ______ Bandh, we may not get the ordered goods in the next 5-7 days. ______ we understand your problems, we are helpless. You have been our regular supplier for the past 15 years. ______ I paid less advance last time, you had been very considerate. ______ you
are our valuable supplier, we are ready to wait for a week ______________
please make arrangements to supply the items.

RATIONALE

A specific situation and the response with blanks are given in the task. The students are expected to choose the appropriate cohesive device for each blank. By doing the task, the students could enhance their efficiency in expressing the content of the business letter in sequence so that the tone emerges gradually in the course of writing. Hence the task is given.

TASK : R₂

Imagine that you are a farmer who purchased 15 bags of urea from an authorised dealer of FACT fertilizer company. Remember, he is the only fertilizer dealer available in your area. After taking the urea bags to the fields, you observe that 5 bags are in damaged condition. Each of the five bags weighs 5 Kg. less. Bringing the bags to the dealer would involve expenditure. You write the following letter to the dealer in reconciliatory tone. Write only the words and phrases which highlight reconciliatory tone in the blank.

Sir,

On 25th October 2002. I purchased 15 bags of urea weighing 50 Kgs each for my paddy crops. I paid Rs. 6,000/- towards the price (Vide your Cash Bill No. 4242 dt. 25th October 2002). I took the urea bags straight to my fields where I observed that 5 bags were in damaged condition and each bag weighed roughly 5 Kgs less. You have been supplying urea & fertilizer for the past 10 years and the yield has been very good. Not even a single such situation occurred in all these years. I do not know how and where the bags got damaged and I do not want to blame you. However, I should not be left to incur loss. Hence I am hopeful that you will adjust the loss in the future purchase bill.
Words and phrases, which highlight 'Reconciliation Tone'.


Rationale

In the above task, the given situation presents the problem of a farmer who purchased urea from a dealer. The dealer, being the only one in the farmer's area, the latter has to maintain friendly terms in spite of some problems. In this situation the farmer has only one option - i.e. using reconciliation tone in his letter. The text of the letter is given below the task. The students have to identify the words and phrases which highlight the reconciliation tone. By responding to the task, the students could learn to choose words and phrases which highlight reconciliation tone. Hence the task is given.

Task: R3

3a. Imagine the same situation as given above in Task - R II. The customer has used reconciliatory tone in the above letter. Write down the functions:

1) _______________________

2) _______________________

3) _______________________

4) _______________________

5) _______________________

6) _______________________

RATIONALE

This task requires the writing of sequence of functions on reconciliation tone. The students should be familiar with the function sequence, which would help them to structure the exponents of reconciliation tone appropriately in business letter. Any error in the sequence of function would reflect in the text of the letter. In order to enhance the functional efficiency of students in using reconciliation tone, writing function sequence need to be focused. Hence the task is given.

TASK : R₄

Imagine that you are the Purchase Manager, Wallace Engineering Company. You placed an order with Lakshmi Machine Works Ltd., for the supply of 15 rheostats. But the company had supplied 50 rheostats. You passed the bill and the amount was sent to the supplier - company by cheque. The Managing Director, while going through the purchase files, noticed this error and called for explanation from you. He also specifically mentioned in the file that the excess money paid to the company should be immediately recovered. You write the following letter in reconciliatory tone to the company. The last two functions in the letter are left blank. Three groups of sentences in different tones are given below (a - c). Choose the paragraph (exponents), which will be the most suitable in the blank to highlight reconciliatory tone.

Sir,

We have placed order with your company for the supply of 15 rheostats. Subsequently, you supplied the items. By oversight you have supplied 50 rheostats instead of 15. The bill for the supply of 50 rheostats has been sent to us and we have paid the amount. In fact we require only 15 rheostats as per our order. The error you committed has put me into lot of inconvenience.
a) Our M. D. has identified the mistake and has issued a strongly worded letter calling for explanation from me. I have earned the wrath of my higher officials. I am really worried about the consequences. I could have checked the bill but I did not have time to go through each and everything. Because of a single mistake, the whole of purchase section is being doubted. Hence I request you to send bill for 15 rheostats and refund the balance money immediately.

b) The error has been noticed by our M. D. Naturally our M. D. is very angry with us. However the error could be rectified if you send the bill for 15 rheostats and refund the balance money with a letter addressed to the M. D. stating that the error had occurred by oversight. In industries, this type of error is quite common. Anyway we will settle the problem amicably. You have been our regular supplier and we like to retain you on the list of suppliers. So we request you to send the original bill for 15 rheostats and refund the balance money by draft.

c) Our M. D. found out the error and gave strict warning to us and called for explanation. Why should we be in fear because of your mistake? You get benefit through your business and so you should be very careful. Now that the problem has started, it is your duty to refund the cost of 35 rheostats by DD and take back the items at your cost. Unless you send the bill for the ordered number of rheostats, we will not be able to continue our transaction further. This is for your information.
RATIONAL

The task followed by an incomplete response is given above. Also, three paragraphs, one of which would highlight reconciliation tone are given. The multiple choice answers are designed in such a way that they highlight three different tones. If the students could identify the paragraph which highlight reconciliatory tone, it would be reasonable to conclude that the students are able to distinguish between the reconciliation tone and other tones. Hence the task is given.

TASK: R5

Imagine that one of your customers had purchased a personal computer. One month after the supply of computer he writes to you stating that you have supplied the computer at a higher cost than the other companies and the performance is also not good. You are not happy with the customer's expression of the problems with strong words. At the same time you are not ready to lose the customer. As the company manager, you write the following letter. Make necessary changes (words & sentences) in the following letter expressing reconciliatory tone.

Dear Arun,

Thank you very much for your letter dt. 25th October 2002 pointing out the defects in our computer and expressing your views frankly. We do agree with you that the cost of our computer is slightly higher than those of other companies because of better quality and efficiency. As promised in our warranty, we are, at any time ready to attend to your complaints. Your strongly worded letter has made us feel upset. You could recall that at the time of delivery, we explained everything to you. After making your own choice, you complain now as if we are at fault. We are sure of the standard of our products. You have not mentioned anything about the specific defects in your computer. So, after looking into the nature of the problem in your
computer, our service engineer will send us a report. Only then will we be able to respond to your letter. Till then we request you to wait.

RATIONALE

The task presents a situation in which the customer and the company manager have problem in the sale of a computer. Both of them have sufficient grounds to find fault with each other. As the company manager, the writer can express his stand but conclude with reconciliation. The sequence of functions need to be planned accordingly. Then only the exponents of the functions can be appropriately used. The response is also given below the task but not highlighting reconciliatory tone. The students are asked to make necessary changes in words and sentences so as to express reconciliation from tone.

TASK: R6

Imagine that you are a regular customer who paid in advance 2 lakh rupees and registered your name with Nathan Papers Ltd., for allotment of paper every year. Suddenly you felt that the advance money is higher than the other paper companies and you could get paper from others by paying less amount. So you wrote a letter to Nathan Papers Ltd. stating your views. The company deleted your name from the list. Two months after the last date for paying advance, you came to know that the other companies not only get more money as advance but also delay the supply. Hence, you write a letter to Nathan Papers Ltd. stating that you are ready to pay 2 lakh rupees as advance now and request them to allot paper. Use reconciliatory tone in your letter.

RATIONALE

The situation given above demands the use of reconciliation tone. The customer has taken a wrong decision for which he has his own reasons. But later he realised that the decision would affect his future business prospects.
So he has only one option i.e. reconcile with the company. So he writes a letter using reconciliation tone. Rationale for the task is given in Chapter III could be adopted here also.

**Tone Change**

**Task: AT₃ (Anger to Threatening)**

Imagine that you are the Managing Director of Tamil Nadu Spinning Mills Ltd. the employees gave strike notice demanding 2 months salary as Diwali Bonus and 5% increase in salary. Immediately you called the Union Leader and explained to him that the company is in financial strain. Even then, the company offers 25 days salary as bonus and 3% increase in monthly salary. The Union Leader accepted the proposal and signed the agreement. After two days he gives a letter stating that the employees will go on strike as announced earlier. Write a letter to the Union Leader. Use angry tone in the first part of the letter and in the second part threatening tone.

**Rationale**

In the task given, the Managing Director of spinning mills Ltd., has done his part as per the procedure. But the Union Leader, after signing the agreement, has violated the terms of the agreement. In this situation, MD’s anger is justifiable. So expression of anger tone in the first part of the letter would be suitable. Since the M.D has the signed agreement with him, he would threaten the Union Letter informing him about further action. So in the second part of the letter he would use threatening tone. The engineering students would face a similar situation later in their professional career. So the task is given.

**Task: CA₄ (Complaint to Anger)**

Imagine that you are a Civil Contractor. You ordered 20 tonnes of cement from a reputed cement company and you received the goods. But the
cement (about one tonne) was in a solid condition. You suspected the quality of the cement and so you talked over phone to the cement company. The M. D. of the cement company replied that though it was in solid condition the cement was of good quality. Hence you used the cement for roof concrete. After two months when the supports to the concrete were removed, the roof fell down. Write a letter to the cement company requesting suitable compensation from the company. Use complaint tone in the first part of the letter and complete the letter in angry tone.

RATIONALE

In the given task the civil contractor, whose success in his profession depends on the quality of the material and the efficiency of manpower, faces a problem due to the substandard quality of cement. As the roof collapsed, he thinks that the future career would be affected. So his immediate response would be to complain about the loss of reputation. Also, he has sufficient grounds to get angry because he requested the company over phone to send good quality cement for which the company replied that the cement already sent was of good quality. Hence the contractor expresses complaint tone in the first part of the letter which is followed by anger tone. The situation provided is so realistic that any engineer would face the same / similar situations in their future professional career. So the task is given to the students.

TASK: RP₅ (Reconciliation to Persuasion)

A customer placed an order for the supply of 40 one inch steel pipes of 20 feet each. The customer’s handwriting was such that the company could not make out the correct number of the measurement of the pipe. Thinking that it is half inch pipe the steel pipe manufacturing company supplied 40 half inch steel pipes of 20 feet each. The customer wrote a letter to the company informing that he ordered only one inch pipe and requested the company to take back the pipes and supply the pipes as per the order. As the manager of the steel pipe manufacturing company, write a letter to the customer. In the
first part of the letter, use reconciliatory tone and in the second part persuasive tone.

RATIONALE

The situation provided is relating to the manager of steel pipe manufacturing company and a customer. As the customer’s hand writing was not clear, the manager despatched the steel pipes of different measurement. The customer writes to the manager to take back the items he had not ordered and supply the pipes with correct measurements. The manager could realise that the fault is not simply his own. The illegible handwritting of the customer is also one of the reasons. But the manager’s position is such that he cannot point out the mistake directly to the customer. As a manager, he has to pay attention to set right the issue rather than analysing who is at fault. So he has to use reconciliatory tone in the first part of the letter. Further, the manager has to be flexible in taking back the wrongly sent pipes and assure the customer that the company would provide all possible help. Thus, in the second part of the letter, the manager would use persuasive tone. In the situation given in the task, the writer would start with reconciliation tone and complete the letter using persuasive tone. In order to train the students in tone change from reconciliation to persuasive tone, which would be helpful in their future career, the students are given the task.

POINTS OF VIEW

In the experimental phase II, tasks on four points of view are given as follows:

1. Company officer’s point of view (higher officer to subordinate of the same company)
2. Company officer’s point of view (subordinate to higher officer of the same company)
3. Customer’s point of view (in letters to company)
4. Company’s point of view (in letters to customer)
**Task : POV₁**

Imagine that you are the Managing Director of Madhu Dish Antenna Limited. You came to know that a group of employees in the production unit of the company plan to go on strike. Write a letter to the production manager asking him to find out the reasons for the decision to go on strike by the employees in his unit. You maintain a suitable point of view in your letter.

**Task : POV₂**

Imagine that you are the Production Manager in Madhu Dish Antenna Limited Company. It has been noticed in your company that there has been a (slump) fall in the sales of the antenna (and the fall in sales is attributed to the fall in the quality). The M. D. asks you the reason for the fall and to suggest ways to boost the sales and at the same time you are instructed to maintain the good quality. Write a letter to the M. D. explaining the reasons for the fall in sales. You maintain suitable point of view.

**Task : POV₃**

The Manager of Kendriya Electronics Ltd., in response to an enquiry letter writes to a customer that the rate of the 22 inches screen colour TV costs Rs. 15,000/- and the packing and forwarding charges would be Rs. 1,500/- and the warranty period is only 6 months. Since the TV is of good quality, it costs more. You want to buy 6 TVs. You ask for reduction in price stating valid reasons. Project your point of view as a customer and complete the letter.

**Task : POV₄**

Mr. Raju, a customer called for a quotation for the purchase of five lathes from Lakshmi Engineering Works Ltd. The latter sent the quotation. Mr. Raju selected the quotation and placed the order for the supply. Imagine, that you are the senior sales officer of Lakshmi Engineering Works Ltd. Write a letter to the customer stating that the cost of the metals increased
unexpectedly and so the customer has to pay one lakh rupees more than the rate already quoted. Write your point of view in such a way that the customer agrees to the revised rates.

NOTE:

The rationale for each of these tasks are similar to the tasks given Chapter III. Hence only the tasks are given.

Out of the thirty four tasks (including 2 tests one on format and the other on recapitulation) progressive test, 17 tasks deal with choice of appropriate words, fill in the blanks, sentence completion, identifying the missing functions etc. As these tasks focus on a limited area, 20 minutes duration was given to the students to complete each task. For completing the remaining 15 tasks, 40 minutes time was given as these tasks demand the integration of the components of tone / tone change and point of view. For B.E. I year students classes of seven periods each of 50 minutes duration are conducted everyday. The researcher used the first ten minutes for taking attendance and for motivating the students to do the task. The remaining 40 minutes was devoted for writing the response.

In the third phase 12 tasks (the same tasks given in the I phase) were administrated to assess.

i) whether there is significant enhancement in the functional efficiency of students in using tone / tone change and point of view in business letters.

ii) If so, the level of enhancement as could be observed from the numerical data.

Before giving each task, the researcher, explained the use of cohesive devices, choice of appropriate words, and sequencing of sentences in meaningful contexts. The researcher being a practicing teacher who handles English classes to the UG students of engineering spared 15 – 20 minutes for
training the students in the effective use of cohesive devices, choice of appropriate words and sequence of sentences in the regular English classes.

4.14 EXPERIMENTAL THREATS

HISTORY

Unplanned events may occur during research and affect the process and the result of the experimentation. During the experimentation, unexpected events did not occur. Hence this threat was eliminated.

SELECTION

Difference between the subjects in the groups may result in outcomes. The random assignment of the subjects to experimental and control group ensures, according to the law of probability that the groups compared do not significantly differ from one another in their composition. The subjects should be equal in all respects.

In this experimentation all the students were assigned to the same group. So this threat was nullified.

STATISTICAL REGRESSION

An effect may be due to respondents being identified on the basis of extreme high or low scores. The subject should be selected in equal numbers from all levels of scoring.

In this study all the students were assigned to the same group and so this threat is eliminated.

TESTING

The effect of the test upon the scores of the subsequent test is called testing threat. In experimental studies it is common to test subjects at the beginning and end of the study. If considerable improvement is found in the
post test scores the researcher may conclude that this improvement is due to the experimentation. An alternative explanation is that it may be due to the use of pretest.

In this investigation, a number of pretest, progressive tests and post test were conducted. Hence the threat was eliminated.

**INSTRUMENTATION**

Differences in results due to the changes in the measuring instruments between pretest and post test may constitute a threat to the internal validity. The same tools were used throughout the study. Hence the threat is nullified.

**MORTALITY**

The loses of subjects that may occur sometimes during the study is called mortality threat. During the study subject loss did not occur.

**MATURATION**

The number of factors associated with the passage of time not envisaged in the investigation might cause, clashes in the subject scores. This is known as 'Maturation Threat'.

The total duration of the time of the study was 3 months. So this threat was eliminated.

**SELECTION MATURATION INTERACTION**

The effect of maturation not being consistent across the groups because of some selection factor constitutes this threat.

The subjects selected were similar in all respects (age, academic achievement in UG level). Hence this threat was eliminated.
EXTERNAL VALIDITY

i) Interaction Effect on Test

Pretest interacts with the experimental treatment and causes some effect such that the results will not be generalised to an unpretested population.

ii) Interaction effects of selection bias and the experimental treatment

This refers to the effect of some selection factor of groups interacting with the experimental treatment. All the available subjects were selected. So this threat was eliminated.

MULTIPLE TREATMENT INTERFERENCE

When the same subjects receive two or more treatments there may be a carry over effect between treatments such that the results cannot be generated or single treatment.

Only one treatment was given to all the students at a time. A treatment was given before another treatment. Hence there was no multiple treatment interference.

ARTIFICIALITY OF THE EXPERIMENTAL SETTING

In an effort to control extraneous variables the researcher imposes careful controls which may introduce a sterile or artificial atmosphere that is not at all like the real life situation about which generalisations are desired. The reactive effect of the experimental process is a constant threat.

By conducting experiment in the actual college class room this type of threat is eliminated.
PLACEBO – HAWTHORNE EFFECT

Knowledge of participation in an experiment may introduce the extraneous variable of bias in favour of experimental group.

As this study is concerned with enhancement of competence and it is a part and parcel of study the students did not have this type of threat. They are not aware of this procedure since all are new entrants.

CONTAMINATION

Contamination is a type of bias introduced when the teacher has some previous knowledge about the subjects involved in an experiment. The investigator is not aware of any student since they are all from different places.

4.15 CONSTRUCTION AND VALIDATION OF TOOLS

Generally, the tools are applied to assess the performance of the students at different stages of the experiment. While constructing the tool, it is necessary to fix the items to be tested in accordance with the objectives of the research and score allotted for each item following objectivity and uniformity.

In the present study, the researcher has constructed 58 tests out of which 12 tests under pretest and post test each and the rest 34 tests under progressive test.

Each test was designed in such a way that the response required different functions, exponents, cohesive devices, choice of words, filling up blanks, sentence completion, identifying missing functions and rearranging the sequence of sentences and functions. Naturally, the number of maximum scores allotted to each test varied depending on the type of response. The total mark awarded to each student was tabulated for further processing explained after each phase of the tests.

PRETEST

The pretest includes 12 tests and for each of the tests two phased assessment scale was adopted. The first five tests under part A one each on
1) anger, 2) threatening, 3) persuasive, 4) complaint, and 5) reconciliation were administered 6 functions and 6 exponents one on each of the functions totaling 12 items were identified as important components of anger, threatening and persuasive tones. One mark for each item (totally 12 marks) for each of these tones was fixed as maximum mark on complaint tone, 5 functions and 5 exponents were identified as significant items which would reveal the complaint and reconciliation tones effectively. Hence one mark for each of the items was finalised as maximum mark (totally 10 marks and 14 marks respectively).

Two tests under part A on tone change were administered in the pretest - i.e. i) Anger to persuasion and ii) Anger to reconciliation. In the test on the tone change, each tone change expresses itself through function and exponents. The number of functions and exponents vary depending upon tones. So in the evaluation of a tone each function and each exponent was awarded different credits to persuasion 6 functions and six exponents, and seven functions and seven exponents on the tone change anger to reconciliation were identified as very essential items for expressing the tone changes. So one mark for each of the functions and one mark for each exponents of the function were allotted as maximum marks (totally 12 marks for anger to persuasion and 14 marks for anger to reconciliation.

Under part – B of the pretest five tests were conducted on point of view - i.e. 1) customer to company, 2) Govt. official to company 3) customer to company 4) company officer to company officer and 5) company officer to customer (of the same company). In the customer’s point of view 6 functions and six exponents, in Govt. officials point of view 6 functions and 6 exponents, in company’s point of view 6 functions and 6 exponents and in company officials’ point of view (to another official of the same company) 6 functions and 6 exponents were noted to contribute to the emerging of the respective point of view. Hence one mark for each of the functions and one mark for
each of the exponents were allotted as maximum marks. So the maximum marks for each of the points of view was 12.

While awarding marks, the researcher noted the functions from the text of the letter. For instance, if a student wrote 'Sir', it was taken as the first function i.e., salutation and if a student wrote 'we thank you for your letter dt. 15.02.2002' the sentence was noted as the function - acknowledgement of the letter. For using a function one mark was given irrespective of the error in structure and grammar. If the student fail to write the essential exponent for any function he was given '0' (1 - 0) scoring was adopted in the assessment of the functions.

Secondly, the grammatical and structural items were scored on the basis of relevance, accuracy and precision. If the students wrote grammatically and structurally correct sentence to express a function one mark was awarded. In case of minor errors ½ mark was awarded and '0' mark was awarded if the students committed error in fundamental grammar. For instance in expressing the function 'acknowledging a letter' if a student committed error such as this - we have received your letter date (instead of dated) ½ mark was awarded. Suppose the student wrote 'we acknowledges your letter sent on - '0' mark was awarded. Thus 1 - ½ - 0 scoring scale was adopted in assessing the language component of the letters.

In the pretest and post test the same questions were given and the scoring pattern as mentioned above was followed. Marks awarded to functions and the exponents were added. Suppose a students secured 3 marks out of 6 in function sequence and 2½ for the exponents, the total marks secured by the student in the test was calculated as (3 + 2½ = 5½ out of 12). Thus the total marks secured by the students in each of the test was tabulated and converted into mark out of (10) for statistical uniformity.
FIGURE - 13
Details of the Tests and Maximum Marks Allotted to each Test

Progressive Test

Tone

A T P C R

(1) (2) (1) (2) (1) (2) (1) (2) (1) (2)
T,F 9 Th,WE 12 P,CW 10 C2CW 10 R,CD 8
T,FW 6 Th2WE 12 P,CW 10 C3WMF 10 R3IWS 8
T3IFE 14 P,IFE 12 C4RFS 10 R3FW 6
T,SC 6 P,SC 8 C5RC - R4SS 5
T,CD 6 P,WE 14 C6WE 12 R5WSS 12
T,WE 14 P,WE 14 R6WE 12
T,WE 12

(1) (2) (1) (2) (1) (2) (1) (2)
AT,WE 10 CA3WE 12 RP,WE 10

(1) (2) (1) (2) (1) (2)
Co-Co WE 12 Co-Co WE 12 Cu-Co WE 12 Co-Co WE 12

F - Format
WE - Writing exponents
SC - Sentence completion
RC - Recapitulation
IWS - Identification of words and structures
IWE - Identification of words / exponents
CD - Cohesive device
WMF & E - Writing missing functions & exponents
FW - Writing functions
CW - Choosing appropriate words
IFE - Identification of functions & exponents
SS - Sentence sequence
**Progressive Test**

In the phase II, progressive tests including 34 tests (including one test on format of business letters and one or recapitulation) were administered in the classroom. The number of tests conducted on tone, tone change and point of view are given in fig. 13 and the maximum marks allotted for each of the tests are given against each test. For the tests mentioned in table 1, 1 – 0 scoring scale was followed, i.e. one mark was allotted for each correct answer in the test. '0' mark was given to wrong answer.

**Post Test**

The same tests given under pretest are administered in post test and the same scale of assessment is applied in post test also.

**Validation of Tools**

The content validity of the tools was established through experts’ views and their evaluation. Reliability of all the tests from the beginning to end were established and were found to be significant. In the pretest, progressive test and post test the range of reliability values varied from 0.78 to 0.95. All the reliability coefficients were found to be statistically significant. Hence, the reliability and the validity of the tools were established.
Table – 4.01: Details of the number of tests on tones and the items for which 1 – 0 scoring scale is adopted

<table>
<thead>
<tr>
<th>Tones (1)</th>
<th>Test No. (2)</th>
<th>Name of the Item (3)</th>
<th>Total Marks (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGER</td>
<td>1 F</td>
<td>Format of Business letter</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2 FW</td>
<td>Writing functions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3 IFE</td>
<td>Identification of functions and exponents</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>4 SC</td>
<td>Sentence completion</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5 CD</td>
<td>Cohesive device</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6 IWE</td>
<td>Choice of words and exponents</td>
<td>14</td>
</tr>
<tr>
<td>PERSUASION</td>
<td>1 CW</td>
<td>Choice of appropriate words</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2 CW</td>
<td>Choice of appropriate words</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3 IFE</td>
<td>Identification of functions and exponents</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>4 SC</td>
<td>Sentence completion</td>
<td>8</td>
</tr>
<tr>
<td>COMPLAINT</td>
<td>1 CW</td>
<td>Choice of appropriate words</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2 WMF &amp; E</td>
<td>Writing missing function &amp; exponents</td>
<td>10</td>
</tr>
<tr>
<td>RECONCILIATION</td>
<td>1 CD</td>
<td>Cohesive device</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2 IWS</td>
<td>Identification of words and structures</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3 FW</td>
<td>Writing functions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4 SS</td>
<td>Sentence sequence</td>
<td>5</td>
</tr>
</tbody>
</table>
In each of the tests mentioned in table (2) marks were awarded under two heads – function and exponents. From the exponents, the researcher identified the functions. For each function one mark was awarded (irrespective of the grammatical error and error in structure). For each exponent of the function one mark was allotted. If the students wrote the exponents correctly full mark, i.e. one mark was awarded. For responses with minor errors (grammar & structural) ½ mark was awarded. If the exponents were vague or irrelevant or with fundamental grammar errors ‘0’ mark was given. Precisely 1 – ½ – 0 scoring scale was adopted.

Table – 4.02: Details Of Tests And The Items For Which 1 – ½ – 0 Scoring Scale Is Adopted

<table>
<thead>
<tr>
<th>Tone / TC/POV</th>
<th>Task No.</th>
<th>Description of the Item</th>
<th>Function</th>
<th>Exponent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>T7 WE</td>
<td>Writing exponents of the function</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>T8 WE</td>
<td>Writing exponents of the function</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Threatening</td>
<td>Th1 WE</td>
<td>Writing exponents of the function</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Th8 WE</td>
<td>Writing exponents of the function</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Persuasion</td>
<td>P5 WE</td>
<td>Writing exponents of the function</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>P6 WE</td>
<td>Writing exponents of the function</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Complaint</td>
<td>C3 WF &amp; SS</td>
<td>Writing functions &amp; sentences sequences</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>C5 WE</td>
<td>Writing exponents of the function</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>
The marks awarded to each student for functions and language were added and calculated out of 10/12/14. The total score awarded for each of the test was calculated out of 10 for statistical uniformity.

4.16 Data Collection

The tasks were typed in sheets with blank space below each task. The students were instructed to write their response in the blank space provided. In
case they found the blank space insufficient, they could use the next page. The responses were collected soon after the time permitted (40 minutes / 20 minutes) was over. The researcher himself personally collected the responses. Extra time was not given to students. The responses were assessed later by the researcher.

4.17 Scheme of Data Analysis

The marks secured by each student in each task were tabulated from which score and standard deviation was calculated. Then, the data were subjected to

i) Descriptive

ii) Multivariate

iii) Relational and

iv) Regression Analysis

The statistical data reveals the outcome in numerical form which has to be interpreted in terms of enhancement in performance, interrelationship among different exponents and the contribution of each exponent to the total performance etc. before consolidating the findings. The next chapter deals with analysis and interpretation of the data followed by findings.