CHAPTER - IV

PSYCHO-PHYSIOTHERAPEUTIC TRAINING
PROCEDURES USED IN TEACHING ENGLISH

4.1. Introduction

This chapter focuses on the application of psycho-physiotherapeutic strategies in English language teaching. The methods in presenting the subject matters and interventions are the primary concerns. Simons Mathews Dabhi, in his dissertation titled “Developing a need-based Curriculum for students resuming General English at the Degree Level” insists on “the need for a more effective teaching methodology” (179). Such teaching methodology encompasses the following factors.

4.2. Counselling

The first stage in Psycho-physiotherapeutic strategy is counselling cum interview. The counselling is done before the students are admitted inside the regular English Language Training classes. The students are asked to disclose their problems like psychological problems, problems in the classroom ambience, course materials, methods by which the language materials were taught, problems with the language teachers, duration of the course, class hours, socio-cultural problems and problems related to peer-learners in the class. The students are allowed to disclose the problems in the vernacular language. So, that the students are able to expose exactly what they have in their mind. In this counselling process, the language trainer is able to identify the problems and needs of the learners from the learners’ point of view individually. Moreover, the learners are aware that all their personal language learning-related problems are known to the trainer. The trainer is able to easily guide or facilitate the learners in the classroom decision-making and teaching-learning process.
4.3. Interview

In case, a few learners are unable to disclose their problems and difficulties to the language trainer in the counselling, the trainer converts it into an informal interview. In the informal interview, the trainer asks questions and makes the learner involved in the interview to identify the problems and obstacles related to English learning. Counselling and interview are carried out in the language comfortable to the learners so that the learners are able to express their opinion without any hesitation. While summing up the counselling cum interview session, the language trainer clearly lists the English language learning problems that were disclosed by the students. The trainer makes the students to agree that he/she will co-operate and participate in all the language activities conducted in the classroom with enthusiasm. The students also affirm that he/she will involve in language learning tasks provided in the English language learning course. In this atmosphere, point a rapport is built between the learners and the English language trainer.

The questions asked in the interview are as follows:

1) Tell me something about yourself.

2) Tell me something about your schooling.

3) Tell me something about your native place.

4) Are you really interested in learning English? Do you have the desire to speak in English?

5) How did you learn to pass your previous English examinations in your school?

6) Did you learn English to use the language or with the fear of failure in the subject?

7) Did you memorize and reproduce or did you understand the concepts and study?

8) Did you learn grammar?
9) Did you learn the LSRW skills?

10) After learning all the skills, what skill did you use in the examination?

11) Are you able to speak in English?

12) Are you able to understand English conversations/presentations/lectures?

13) Did you get a lot of opportunities to practise your language skills?

14) Did you make use of those opportunities to practise your language skills?

15) Do you have fear in speaking in English?

16) Did you and your language teacher focus only on teaching and learning English from examination point of view?

17) Were your friends and classmates very supportive and optimistic to learn the English language skills?

18) How much time did you spend daily for learning English during your schooling?

19) Did get feedback on your performance? How frequently did you get it?

20) Were you encouraged or motivated to learn English? If Yes, why? If Not, why?

Therefore, counselling cum interview and pre-tests would help the trainer in classroom decision-making to cater to the needs of the heterogeneous learning group.

4.4. Examining Learners’ English language Communication Skills at the Entry Level

The language trainer became aware of many during the counselling cum interview session but still it is obligatory to diagnose the knowledge of the learners in English at the entry level. Pre-tests are conducted on all the major language skills (listening, speaking, reading and writing). These proficiency tests helped the language trainer not only to find out the learners’ standard at the entry level, but also to design, compile or redesign the course material for the learners according to their needs.
When this is documented and analysed by the trainer, the untold and unidentified problems or needs of the learners will be found out by the language trainer. Therefore, before starting the English language training course, the language trainer would be able to plan the course to cater to the needs of both the slow and fast learners.

4.4.1. Pre-Test

To identify the proficiency of the learners’ LSRW skills at the entry level, a model blueprint of the pre-tests is given below:

(a) Pre-Test - I: (Listening skills)

1. Listen to the audio and write down five sentences about the person.
2. Listen to the story and answer the questions in one sentence each.
3. Listen to the audio-visual clipping and say what you watched.
4. Listen to the audio and repeat the sentences.

(b) Pre-Test - II: (Speaking skills)

1. Introduce yourself or your friend.
2. What advice do you want to your friend?
3. Mention some of the universal truths.
4. What is your friend’s daily routine?
5. Imagine that you are asked to welcome a gathering on the Independence Day celebration. Prepare a welcome address.
6. Tell us about the place where you are residing at.
(c) Pre-Test - III: (Reading skills)

1. Read the dialogue carefully and answer the following questions.
2. Read aloud the given passage as fast as you can. Write down the answer for the following questions that are asked on the given passage.
3. Read the story slowly and rewrite in your words.
4. Read the passage aloud and underline the difficult words that you find in it.

(d) Pre-Test - IV: (Writing skills)

1. Write a minimum of five sentences and a maximum of ten sentences about yourself.
2. Write down ten sentences about your routine.
3. Write down some advice to your friend, who is going to stay in a hostel for his/her higher studies.
4. Give all the instructions to a person, who doesn’t know how to prepare Lime Juice.
5. Look at the picture and describe it in ten sentences.
6. Write down five sentences in simple present tense.

The four above-mentioned Pre-tests were conducted at the beginning of the experiment to find out the standard of the learners at the entry level. Richard P. Duran in his article entitled Some Implications of Communicative Competence Research for Integrative Proficiency Testing, opines that “Examples of integrative proficiency tests include test (or subjects) described as: (a) written dictation; (b) cloze procedure completion of sentences; (c) written composition; (d) oral interviews; (e) reading aloud; and (f) multiple choice tests of reading comprehension requiring interference” (46). Such integrative proficiency tests are conducted to identify the exact entry level of the learners as done in physiotherapy.
4.5. Evaluation

The following are the observations collected from the pre-tests:

4.5.1. Listening Skill

- Three students were able to reproduce what they listened to exactly.
- Forty three students were able to reproduce what they listened to exactly.
- Twenty two students were unable to understand what they listened to.
- Thirty eight students were able to understand and unable to reproduce them in the written form.
- Seventeen students were able to understand what they listened to but unable to repeat it orally.
- Thirty six students were able to understand what they listened to but were unable to reply.
- Ten students were not interested in listening.

4.5.2. Self-Introduction (Oral Mode)

- Two students were able to construct around eight correct sentences about themselves.
- Thirty seven students were able to say only 3 or 4 sentences with grammatical mistakes.
- Forty five students were able to introduce themselves only in Tamil.
- Nineteen students tried to speak about themselves but they were unable to speak.
- Twelve students were able to express themselves bilingually.
- Twenty five students felt very shy to express themselves in front of the peer-group.
Eight students were easily distracted by their friends.

Seven students asked support/assistance of the trainer to express themselves.

Thirty eight students were unable to express themselves in complete sentences.

Twenty two students were unable to introduce themselves because of fear.

4.5.3. Reading Skill

- Two students were able to read English with sufficient understanding skill.
- Twenty four students were unable to read and understand.
- Twenty nine students were able to read with improper pronunciation.
- Thirty six students were unable to read with meaningful pause and stress.
- Forty five students were unable to read with intonation.
- Thirty two students were unable to read with native accent.
- Twenty five students were unable to read with neutral accent.
- Thirty seven students were able to read without understanding.

4.5.4. Self-Introduction (Written Mode)

- Ten students were able to write ten sentences correctly and completely.
- Twenty one students wrote self-introduction in phrases.
- Thirty students wrote sentences with grammatical mistakes.
- Fifteen students wrote about themselves in incomplete sentences.
- Forty two students wrote about themselves with spelling mistakes.
- Nineteen students wrote self-introduction without personal details.
- Thirty five students were unable to write any sentence about themselves.
4.6. Diagnosis

The language problems or the language inabilities of the learners at the entry level with regard to their language skills namely listening, speaking, reading and writing were identified through the pre-test results and learning environments, and were diagnosed. The language trainer integrated and evaluated the data to describe the learners’ conditions like demotivation, unavailability of resources, frustration, fear, shyness, distractions, incompetence in constructing sentences, spellings, and reproduction of the sentence structures. The diagnosed data was used to formulate the process of the course.

4.7. Prognosis

The experimental group was expected to acquire spoken skill in English. The speaking tasks such as self-introduction, speaking about daily routine, giving instructions, introducing others and describing an object or a place were fixed as the ultimate target to be achieved. The following psycho-physiotherapeutic language training strategy was designed. Computer is used as the teaching aid as instructed by Sanda Nichell Lyngwa in her dissertation Using Technology-Integrated tools for the Development of ELT Materials at the School Level of Education: A Case Study of Five Schools in Shillong.: “Teachers should take advantage of the available instructional technology making use of the available technology- OHP, TV, computer, microphone, cassette player, Internet, etc. This can contribute towards students’ curiosity to learn and to create a good level of interest and motivation” (72). A video camera was also used to record the activities to collect and document data. The procedural order of the course is as follows:
4.8. Motivation

The classroom procedure or presentation started with an ice-breaking activity like greeting. The learners were motivated by sharing the joy of learning and even by putting forth the end result of that day’s classroom experiences. The objectives or the goals were clearly stated to the learners in the beginning and they were encouraged to participate in the classroom activities. The importance of body language and intonations involved in self-introduction were explained.

4.9. Presentation of the Activities

a) Presentation-1: (Self-Introduction)
   i. Passive exercise (audio-visual material)
   ii. Assisted exercise (language trainer’s assistance)
   iii. Assisted-resisted exercise (language trainer’s assistance)
   iv. Resisted exercise (language trainer’s resistance)
   v. Evaluation, feedback and motivation

b) Intervention-1
   i. Passive exercise (with a model)
   ii. Assisted exercise (language trainer’s assistance)
   iii. Assisted-resisted exercise (language trainer’s assistance)
   iv. Resisted exercise (language trainer’s resistance)
   v. Evaluation, feedback and motivation

c) Intervention-2
   i. Passive exercise (with a template)
   ii. Assisted exercise (language trainer’s assistance)
iii. Assisted-resisted exercise (language trainer’s assistance)
iv. Resisted exercise (language trainer’s resistance)
v. Evaluation, feedback and motivation

d) Intervention-3

i. Passive exercise (with new vocabulary)
ii. Assisted exercise (language trainer’s assistance)
iii. Assisted-resisted exercise (language trainer’s assistance)
iv. Resisted exercise (language trainer’s resistance)
v. Evaluation, feedback and motivation

e) Intervention-4

i. Passive exercise (with peer learner)
ii. Assisted exercise (language trainer’s assistance)
iii. Assisted-resisted exercise (language trainer’s assistance)
iv. Resisted exercise (language trainer’s resistance)
v. Evaluation, feedback and motivation

4.9.1. Adapted Physiotherapeutic Training Strategy (Presentation-1)

As Wyatt has remarked, “Oral work should predominate from the outset and have a predominant place throughout. Oral practice is the quickest way of getting started...to be able to speak a language makes the language more living and real to the child than to be able to read or write it” (qtd. in Prasad 2). The self-introduction activity in the class was carried out to make each learner familiar with their classmates by introducing themselves orally. Oral self-introduction activity not only made students familiar among themselves but also helped them to gain confidence to
speak about themselves in front of others. These oral performances of the students were video-recorded. After the completion of self-introduction by all the students in the class, it was noted that some students were unable to introduce themselves even in one or two sentences. Here, the language trainer performed the oral self-introduction to the students to motivate them. Some instructions were given to the students to gain confidence by not worrying about their mistakes in the beginning.

In physiotherapy, compensatory training strategies, neuro-motor therapeutic exercises, functional training strategies and motor learning strategies are mentioned by Susan B O’Sullivan in *Physical Rehabilitation* (488). Sullivan also added strength, power and endurance training as intervention strategies to improve motor control (492). Muscle strengthening endurance training, flexibility exercises, range of motion exercises, and stretching techniques are elaborated by Susan B O’Sullivan (492-496).

The above-said training strategies are adapted as learning strategies in ELT like passive exercise, active assisted exercise, assisted-resisted exercise, resisted exercise. Adaptation of these physiotherapeutic strategies in ELT are elaborated in the table given below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Physiotherapeutic training Strategies</th>
<th>Adapted Physiotherapeutic Strategies in ELT</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Passive exercise:</strong>&lt;br&gt;For a patient, who has zero muscle power, the therapist completely does the movement for the patient. This is obvious in Dena Gardiner that “passive movement and posture result from the application of external forces when the muscles are unable to contract or when they relax voluntarily to permit movement or allow support” (27)</td>
<td><strong>Passive exercise:</strong>&lt;br&gt;In ELT, for the learners who don’t have the experience of expressing their skills, the language trainer performs the activity of self-introduction to make the learner passively witness the activity.</td>
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<tr>
<td>2.</td>
<td><strong>Assisted exercise:</strong>&lt;br&gt;Dena Gardiner mentions, “When muscle strength or coordination is inadequate to perform a movement an external force is applied to compensate for the deficiency” (41). Here, the therapist supports the patient’s initiative movements to reach the range of motion in exercise therapy.</td>
<td><strong>Assisted exercise:</strong>&lt;br&gt;When the student initiates to perform an activity, he/she may not be able to complete the sentences. At that time, the trainer supports the student to complete those sentences. This can be practised as an assisted exercise in ELT.</td>
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<td>3.</td>
<td><strong>Assisted-resisted exercise:</strong>&lt;br&gt;Dena Gardiner states “Muscle may be strong enough to work against resistance in part of the range and not in others. This type of exercise ensures that the external forces applied are adapted in every part of the range to the abilities of the muscle” (41). In this type of exercise, the therapist focuses on assisting the patient to achieve the full range of motion, where a part is independently moved without the assistance of the therapist.</td>
<td><strong>Assisted-resisted exercise:</strong>&lt;br&gt;The learner may be efficient enough to express a certain part of oral activity. The language trainer, here, assists the learner to complete the other parts of the oral activity, which need to be included in the acquisition of any language skill.</td>
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<td>4.</td>
<td><strong>Resisted exercise:</strong>&lt;br&gt;Carolyn Kisner remarks that “resistance exercise is any form of active exercise in which a dynamic or static muscle contraction is resisted by an outside force, applied either manually or mechanically” (59). The therapist, here, artificially and systematically offers resistance to develop power and endurance of the muscle.</td>
<td><strong>Resisted exercise:</strong>&lt;br&gt;The trainer creates an actual situation where the speaking skills of the learner could be strengthened in the oral performance at the exit level.</td>
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An adapted model of physiotherapeutic procedure in training the students in oral self-introduction activity

Students who are unable to introduce themselves in English can be trained with the following Physiotherapeutic training strategies.
4.9.1.1. Step-1 (Passive Exercise)

Language trainer can download self-introduction video clippings from the web resources which suit the learners, or the trainer can screen a self-introduction video that is available in the market, or the trainer can introduce himself/herself to the students. Here, the language trainer’s autonomy decides the video-lessons for his/her learners. Students can be asked to passively watch self-introduction videos by native speakers. M. Saravanapava Iyer in his dissertation *Listening Comprehension Strategies: The Impact of Explicit Instruction on Achievement in a Second Language Classroom* says, “Our study very clearly confirmed that there are many LC strategies and they play a vital role for a successful LC in the classroom. The subjects’ classroom interactions, performances, verbal reports and casual interview reports confirmed this” (234). This technique can enhance the Listening Comprehension of the learners. In the dissertation, *The use of video in the teaching of Literature at B.A/B.Sc level*, Caroline Jeeburi argues, “With the widespread availability of video cassette…classes are made quite interesting and challenging” (143).

This passive listening and watching exercise, is meant to motivate and increase the level of confidence in the learners and make them acquire English language skill directly.

**Outcome**

The language trainer is able to present the video presentations of (1) the native speakers, (2) Speakers of ESL, (3) native language trainers, and (4) language trainers of ESL to the students directly. It is observed that when students watch such video clippings, they are motivated and they gain confidence to some extent in the beginning of the language training programme. It is also an opportunity for them to acquire oral language skills directly and indirectly.
4.9.1.2. STEP-2 (Assisted Exercise)

The language trainer allows the students to perform self-introduction activity. The trainer is able to identify students, who are unable to speak incomplete sentences, and those who need assistance by the language trainer to complete the activity. Here, the students, who take initiative and start to introduce themselves, are assisted by the language trainer. The trainer also gives some information to the learners to complete their responses by encouraging using simple sentence structures.

**Outcome**

The students are able to complete the sentences with the help of the language trainer. The assistance given by the trainer to complete the sentence is a motivational factor for the students to go ahead with enthusiasm in speaking in English.

4.9.1.3. STEP-3 (Assisted Resisted Exercise)

The students, who are able to speak full sentences and give some information about them, are asked to say some more personal information. The language trainer identifies the students who are able to express limited number of full sentences, and enables them to add some more sentences on different dimensions like their personal qualities and educational achievements.

**Outcome**

The students, who were able to give some information about themselves, could say some more personal information with enthusiasm. This practice increases the level of confidence of the students to speak in English in situations like interviews and conversation with strangers in English.
4.9.1.4. STEP-4 (Resisted Exercise)

The students are allowed to face the interview experience to exhibit their speaking communication skills with real stress and pressure. This real situation gives them strength to overcome the sense of fear and shyness and encourages them to speak in English with courage.

Outcome

The learners are able to introduce themselves in English with confidence in any context.

A model performance outcome of the students and language trainers’ role in training the students to indulge in self-introduction is tabulated below:

<table>
<thead>
<tr>
<th>Stages</th>
<th>The Role of Students</th>
<th>The Role of Language Trainers</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students passively watch the performances from the web resources played by the language trainer on the screen.</td>
<td>The trainer is active to make his students watch self-introduction performances by the native speakers or by non-native speakers, or both.</td>
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<tr>
<td>2.</td>
<td>Students start to introduce themselves like a) Raja. b) Thanjavur. c) 12th std. d) St. Joseph’s H.S.S. e) age 19. Students give information about themselves without complete sentences.</td>
<td>The language trainer adds some more structural information to help the students to make sentences. For example a) I am Raja. b) I am from Thanjavur. c) I did my 12th std. in St. Joseph’s H.S.S. d) My age is 19. The trainer assists them to complete the sentences.</td>
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<td>3.</td>
<td>The students are able to say a few complete sentences confidently. They are unable to give some more personal details about themselves. E.g. qualities, background, hobbies, etc.</td>
<td>The language trainer explains the sentence structures. For example a) I am a student. b) I come from a village. c) My hobbies are playing Cricket and watching Television.</td>
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<tr>
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<td>4.</td>
<td>The students are encouraged to participate in real interview where they face the psychological pressure and stress of speaking in English with an interviewer or a stranger.</td>
<td>The trainer gives an ample chance to the students to express their ideas in English during the interview. The language trainer asks a few questions to the students in order to bring out all most all the personal information from the students.</td>
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</table>

The students in the context of heterogeneous classroom are able to participate in self-introduction practice through the adapted physiotherapeutic English language training strategies. The students from urban and semi-urban school background are able to develop their speaking skills in English through the training from passive exercise, assisted exercise, assisted resisted exercise and resisted exercise. The students are motivated to speak in English with enthusiasm and the trainer stimulates to the students to take part in the speaking task in all the stages actively.

4.9.2. Intervention-1

A Model passage on Self- Introduction was given to the students in print as follows:

I am Aishwarya. I am an Indian. I am from Tamil Nadu. I am 19. I am a student. I am a damsel. I am interested in dancing. I am good at writing Tamil Verses. I am the youngest daughter in my family. My favourite colour is pink. My hobby is reading. My ambition is to become an excellent administrator in an MNC. My father’s name is Ravi. He is a clerk. My mother’s name is Kala. She is a teacher. My strengths are punctuality, obedience and sincerity.

The students were asked to read aloud the basic model of “self-introduction” from the board/screen/book. After the loud reading of the model of “self-introduction,”
the students were given chance to introduce themselves in front of the class. Only a few students came forward to try their chances. The researcher encouraged a few more students to come forward to introduce themselves. These students were identified by the researcher in the counselling cum interview session as they needed opportunities for expressing themselves in front of the peer group.

The researcher found out that after the above-mentioned exercise was conducted, many students in the class were unable to introduce themselves. So, as a meaningful intervention, a basic model template on self-introduction was displayed on the screen. The researcher again stimulated a few students to introduce themselves with the help of the displayed template. Then, the researcher asked the students to write basic information about themselves in their notebook with the help of the template.

G. Girija in her dissertation, *Towards a Strategy for a Systematic Use of the Mother Tongue Inputs in the General English Classes at the College Level*, writes:

A systematized use of mother tongue inputs is a useful and a valuable technique for the ‘weak’ learners at the transition stage, to gain a minimum adequacy level of proficiency in the language at the collegiate level. It is therefore for all those connected with English language teaching in this country, to consider the possibilities of this strategy in the English curriculum, at the college level. (VI)

Enough time was given to the students to prepare for saying about themselves in front of their classmates. In this context, mother tongue was used as instructed by G. Girija.
A few students memorized a few sentences with the help of the template and were able to speak in front of the peer-group. The researcher, to motivate the remaining students again to speak about themselves in an intervention, asked a few questions to the students. Responding to the questions in the interview, a few students expressed their personal details in single words. The researcher gave feedback to those students who answered in single word and they were motivated to speak in full sentences. After this feedback, a few students succeeded in answering in complete sentences.

This above-mentioned procedure resulted in successful ending of the class. In the next class, students were asked to introduce themselves with additional personal information. Many students were unable to add personal details. So, the researcher intervened with a few basic self-introducing video-clips by the native speakers. Watching of these video-clippings motivated the fast-learners to imitate the style of the native speakers. Many average and below-average students found difficult to imitate the style of the native speakers. In order to encourage the participation of the average and below average students, the trainer showed some video-clippings on self-introduction of Indians. This motivated some of the average and below average students to come forward and express themselves.

After this, a formative test in the written mode was administered on “self-introduction” for the whole class. The scripts were evaluated and oral feedback was given to each student. The researcher gave some time to the students to ask questions and to clarify their doubts on “self-introduction.” A few students, who wanted to know the grammatical relevance, raised certain doubts. A few students wanted to know new words to refer to qualities in “self-introduction”.
4.9.3. Intervention-2 (Written Exercise)

The next assisted exercise was to fill in their personal details in a printed copy of a model template of “self-introduction.” This model template was designed for slow learners, and this contained around ten information seeking question addressed to the learners such as name, age, place, marital status, current occupation. This was to be filled in by the learners, and this template could assist some slow learners to perform the self-introduction activity with confidence.

A model template is given below:

I am ____________. (name)

I am ____________. (nationality)

I come from ____________. (State/district)

I am ______. (age)

I am ____________. (Occupation)

I am ________ (Marital status).

I am interested in ________ (any skill/activity). I am good at (any skill/activity).

I am ____________. (order of your birth)

My favourite colour is ____________ (gree, blue, yellow, etc…)

My hobby is ____________ (playing, watching T.V., etc…)

My ambition is to become ________________ (profession/job)

My father’s name is ________________.

My mother’s name is ________________.

My strengths are ____________, ________________, ____________,

__________________, ____________, ____________________, etc…

(punctuality, innovative, faithful, active, coordinating, team work, etc…)


The fast learners were able to introduce themselves without the model template. The fast achievers were identified and motivated to give some more personal information, and they were aware of the fact that they were acknowledged for the same in the heterogeneous class. This motivated them to learn, participate and perform in the future.

4.9.4. Intervention-3 (Reading activity with template support)

When the slow learners came forward to participate in the reading activity, they were asked to use their filled in model template to introduce themselves. As stated by Juhi Jessica Rowena Bhengra, in her dissertation entitled, *The use of Translation as a Strategy to develop Writing Skills in English*, “The strategic use of translation can help to serve a variety of purposes. It can be used to create awareness about the two languages L₁ and L₂, and to focus on problematic grammaritens and language structures in the target languages” (240). Thus, the trainer facilitated all the learners to participate in the activity carried out in the classroom. After the completion of the participation of all the learners in the activity, a general appreciation for participating in the activity was made by the trainer and the trainer positively motivated them saying, if they were able to do the activity of “self-introduction” and they could learn English very soon and they could speak in English fluently. At this juncture, the trainer accepted the fact that all the learners would not have taken the motivation and appreciation equally. Some learners were able to memorize the material designed for the activity and they were able to recite it very fast. The trainer was able to identify the learners who had recited “self-introduction,” and those learners who had not delivered “self-introduction” naturally. Those learners were also appreciated for their power of retention and recitation. Inputs on “self-introduction”
were presented for the whole class. Corrections of mistakes were not carried out
during the performance but after the performance. Comments, feed backs and
suggestions to improve their performance were given only to the whole class not to
the individual. Meenakshi Barad Sirigiri in her dissertation *Enabling learner
autonomy in Writing Through Indirect Feedback. English and Foreign Language
University*, maintains, “Thus one could conclude that indirect feedback helps students
to revise their essays, think about their own essays, correct their errors, think about
their own writing, and all this would eventually lead to learner autonomy” (109). This
indirect feedback is to psychologically facilitate the participation of the student in the
following language practice sessions by the learner individually.

4.9.5. Intervention-4 (Speaking activity with additional information)

In the next stage, the trainer added some more information like educational
qualifications, hobbies, background and so on to the “self-introduction.” The fast
learners were motivated to perform their oral presentation of “self-introduction” with
additional information rather than their previous oral presentation. The slow learners
did not feel that the previous oral activity was forced on them to repeat until they were
good at doing “self-introduction” well. The learners felt satisfaction in completing the
language unit. Leonore M. T. Derville believes, “This feeling of satisfaction increases
our confidence in ourselves and acts as an encouragement to further effort” (32). The
slow learners also had some additional information to add in their oral “self-
introduction” activity, and at the same time, they were also psychologically motivated
to go along with the fast learners. This intervention motivated some slow learners.
This stimulation pushed them to move forward to achieve the next level on par with
their peers.
4.9.6. Intervention-5 (Conversation activity with peer)

The next activity was to pair the learners with one another and they were asked to introduce among themselves. Sachi Madhavan, in this context, writes:

Peer-tutoring is envisaged as an integral part of the programme. Here high-proficiency learners will interact with the less proficient on a one-to-one basis. This element has been deliberately introduced not only because it has been proved to be a sound educational practice, but also because the programme aims at making proficient learners conscious of their responsibility to their less tabulated peers. (121)

This activity was demonstrated with the fast learners who were able to introduce themselves with a lot of information without any grammatical mistakes. This peer-team activity increased the level of confidence in the learners by practising it with another individual in the classroom. The learners were instructed to encourage their partners for participation and not to point out their mistakes but to present the correct form of it. The facilitator and language trainer appreciated and encouraged the learners for their initiatives and attempts taken to perform the “self-introduction” activity in oral mode with their peers. After the activity, the achievement of the student was tested at this level. This is dissimilar to proficiency test. It is apparent in the words of John L. D. Clark:

A fundamental operational distinction between proficiency tests and achievement tests, as the terms are used here, is that proficiency tests are intended to measure developed competence in the language, regardless of how that competence was acquired, while achievement tests are intended to measure the examinee’s acquisition of those specific linguistic features that have been presented in the course of a particular instructional sequence. (39)
At the end of the activity, feedback on the performance, summing up of what was acquired in the activity and further suggestions for improvement were given in general to the whole class. Suvarna Ragini, in the findings of her research, concludes that, “In this study the subject showed a marked improvement in the writing activity towards the end of the intervention of the study” (137). Therefore, the intervention was very effective in making the students write in English.

4.9.7. Intervention-6 (Vocabulary)

The next level in the learning process was to introduce some positive qualities that could add something more to introduce oneself. At the same time, the students who disclosed the fact that they lacked vocabulary during the counselling session, were satisfied. In carrying out the vocabulary activity, bilingual method was used to make the learners understand the new words. The fast learners were encouraged to contribute as many words as possible.

Outcome

The students were able to learn new words through this task and make use of those words in their own sentences. In the dissertation, Enriching Learning Experiences for High-Proficiency Learners of English at the Undergraduate Level, Sachi Madhavan says, “The successful implementation of such courses is necessarily dependent on the sanction for such change from educational planners at the highest levels. This has meant that teachers in the classroom have seldom been able to incorporate the suggested activities into the normal system in order to enrich learning for their students” (117). The researcher has included the intervention to fulfill the needs of the students, who lacked adequate vocabulary.
4.10. A Model Flow Chat Psycho-Physiotherapeutic Training Procedure

Counselling cum Interview Students’ Entry level

Diagnosis and Psychotherapeutic approach by the Teacher

Classroom Decision Making

Based on Interview cum Counselling

Diagnostic Test and Prognostic Test are conducted

Documentation

Presentation 1 on the subject

Direct method

Fast learners

Feedback on teaching and learning of Presentation 1

Evaluation and feedback for fast learners and motivation for others

Interventions 1

Presentation 2 on the subject

Bilingual

Feedback and motivation

Motivation and Evaluation for the average students

Drilling Practice for average students focused

Presentation 3 of Unit-I

Intervention 2

Drilling Practice for slow learners

Support with print material/video material/powerpoint material

Summing up, concluding remarks and homework
4.11. Additional Intervention Activities for the Fast Learners

The following language task was given to the students to make some challenging attempts in the development of language skills. It focused on the different verb forms of the simple present tense.

4.11.1. Use the following words in your own sentences

Go, goes, come, comes, play, plays, study, studies, dance, dances.

Outcome

Some students were able to use all the words in complete sentences. Some students were supported by the language trainer to complete the activity. Feedback and motivation were provided to the students.

4.11.2. Use the following words in your own sentences

(usually, normally, regularly, daily, everyday, generally, always, often, sometimes, occasionally, rarely, frequently, never, seldom)

1. He usually gets up 6 o’clock daily.

2. He normally takes bath in the cool water.

3. He generally has breakfast in your house.

4. He generally attends all the classes daily.

5. He goes to office by bus.

6. He comes to spoken English class on foot.

7. He usually takes lunch in the hotel.

8. He does exercise every day in the morning.

9. He watches T.V daily in the evening.

10. He meets your friend daily.
11. I usually get up around 6 O’ clock.
12. I usually wash my face around 6.30.
13. I usually brush my teeth around 6.45. a.m.
14. I usually pray to God around 7 O’ clock.
15. I usually do exercise around 7.15.
16. I usually drink water around 7.25.
17. I usually take bath around 7.30.
18. I usually have breakfast around 7.45.
19. I usually comb my hair around 7.50.
20. I usually apply power to my face around 7.55.
21. I usually get ready for my office around 8 O’ clock.
22. I usually go to my work around 8.15.
23. I usually take lunch around 1 O’ clock.

4.11.3. Fill in the blanks with the correct words from the brackets: (open, opens, go, goes, play, plays, like, likes, gives, give)

a) The city Museum _______ at 9 in the noon.

b) They ______ their shop at 10.

c) Raja ______ to church every Sunday.

d) We ______ to canteen daily.

e) Children ____________ in the garden.

f) Suresh ______ hockey.

g) Rani ____________ to watch thriller movies.

h) I ________ jeans to wear.

i) Cow ____________ us milk.
j) My father _________ me pocket money.

k) His friends _________ him party frequently.

4.11.4. Correct the errors in the following sentences by using suitable verbs

a) I plays daily.

b) He come at 7 to the college.

c) Raja write letters daily.

d) Students doesn’t listen to the teacher.

e) My mother go to the market in the evening.

f) Computer calculate the problems very fast.

g) Children plays with pet animals.

h) John sleep for a long time.

i) She read novel during the leisure time.

j) You helps your father at the right time.

4.11.5. Frame question for the following with WH words

a) He goes to market.

b) I go to college at 9’O clock.

c) Ravi buys vegetables in the market.

d) My teacher teaches me English.

e) These birds fly to the nearby fields.

f) Kala cooks deliciously.

g) He does his homework very fast.

h) This pen writes well.

i) They meet the teacher for help.

j) People use public transport to reach their office.
4.11.6. Convert the following into negative form

a) I come.

b) He speaks.

c) They go to the park.

d) You drink cool water.

e) The shop opens at 10 O’ clock.

f) My friend helps me at the right time.

g) Elephants live in herd.

h) Children go to schools early.

i) He always rides the bike very fast.

j) Rahul speaks in many languages.

4.11.7. Answer the following questions in complete sentences.

a) Who gives us letters and money orders?

b) What does a cow give us?

c) Where do you buy your shirts?

d) How does father go to the office?

e) When do you go to your uncle’s house?

f) How do you get a train ticket?

g) Where does brother study?

h) How long do walk daily?

i) Who knows you well?

j) Whom do you like?
4.11.8. Answer the following in ‘Yes’ or ‘No’

a) Do you play the guitar?

b) Does Sheela sing?

c) Do you go to college daily?

d) Does he like a chocolate?

e) Do you write stories?

f) Does your friend play cricket?

g) Do your take medicines very often?

h) Do we speak truth always?

i) Does your sister sing?

j) Does kamala arrange her room daily?

4.11.9. Write some general truths/regular actions.

a) _______________________

b) _______________________

c) _______________________

d) _______________________

e) _______________________

4.11.10. Write down 10 meaningful sentences from the following table.

<table>
<thead>
<tr>
<th></th>
<th>go</th>
<th>read</th>
<th>to the college.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>plays</td>
<td>plays</td>
<td>neatly.</td>
</tr>
<tr>
<td></td>
<td>goes</td>
<td>go</td>
<td>newspaper.</td>
</tr>
<tr>
<td></td>
<td>write</td>
<td>write</td>
<td>every day.</td>
</tr>
<tr>
<td></td>
<td>work</td>
<td>work</td>
<td>in the bank.</td>
</tr>
<tr>
<td></td>
<td>helps</td>
<td>helps</td>
<td>with my friends.</td>
</tr>
<tr>
<td>I</td>
<td>You</td>
<td>They</td>
<td>daily.</td>
</tr>
</tbody>
</table>
4.11.11. Read the following passage carefully and answer the questions given below

THE PICNIC

We set out very early in the morning. Father had his camera slung on his shoulder and carried walking-stick. Mother carried two large flasks full of coffee. I walked along a hamper full of chappathis, dry potato curry and pickled prawn swinging now from my right arm and now from my left, it was quite heavy. My little sister bore up bravely under the weight of a blanket.

Three hours of steady walking through the countryside brought us to a river. It flowed lazily along and curved away to our left. There was a tiny island in the middle of which was a stunted tree. The view was beautiful, Mother said in a firm voice: ‘Let’s spend the day here, under that mango tree.’ For once Father agreed. Ants bit us and we were pestered by two crows during our meal, but altogether it was a very pleasant picnic.

Questions to be answered orally in complete sentences before the answers are written

1. When did the picnic party start?
2. What did the mother carry?
3. What did the hamper contain?
4. Who had the blanket?
5. Where did the picnickers reach after three hours?
6. What was in the middle of the tiny island?
7. How was the view?
8. Who said ‘let’s spend the day here’?
9. What pestered the picnickers during their meal?
10. How was the picnic altogether?
4.11.12. Read very carefully through the following passage and then answer the questions

UP THE RIVER

The vegetation on the banks had crept closer and closer, shutting out the view. Tall trees leaned forward as if they wished to shake tops with their neighbours on the other side of the river. The only noises were the neighbours on the other side of the river. The only noises were the monotonous chug-chug of the launch and the conversations of the natives who squatted idly in the canoes.

The river narrowed and the current flowed more swiftly. The bushes seemed more impenetrable than ever, the branches overhead denser. In the distance a faint booming could be heard. Then the launch swung round a bend and there were the falls. Everyone gazed spellbound at the beautiful cascade which was at least one hundred and fifty feet high. The air was cloudy with spray and as the sun shone on the vapour it seemed as if a rainbow had suddenly come to life.

Comprehension

I. Questions to be answered orally in complete sentences before the answers are written:

1. How do we know that the trees were not upright?

2. Write down the two phrases that might make you think that the trees and bushes were human beings.

3. What were the only noises heard at first?

4. Why was the chugging of the engine monotonous?

5. When did the party get their first sight of the falls?

6. What caused the booming sound?

7. What made it seem as if they were looking at a rainbow?
8. What made the air cloudy with spray?

9. What words or phrases in the story mean (a) extremely difficult to pass through; (b) waterfall; (c) those living near one another; (d) trees and bushes?

10. Complete these words, which are similar in meaning to spell-bound:
    (a) Fasc------
    (b) Hyp------
    (c) Aston------
    (d) Ama---
    (e) Astou----
    (f) Stup------
    (g) Petr------
    (h) Dumb--------

11. Which of these statements are correct: (a) The natives were always silent. (b) After a time, the river became much narrower. (c) The falls were in view for a very long time. (d) a most beautiful sight met their eyes?

II. **Punctuation marks and capital letters have been omitted from the following sentences. Rewrite the sentences correctly:**

    1. The rocket red in colour soared into the air
    2. There is a ship on the reef exclaimed Mr. paul
    3. Is she in great danger the stranger asked

III. **In each of the following groups of words, one is out of place because it has nothing to do with the other four. Write down the odd word.**

    1. Boy, girl, man, beautiful, woman
    2. Tulip, daffodil, pansy, narcissus, crocus
3. Here, there, nowhere, everywhere, somewhere
4. Seeing, hearing, tasting, touching, waiting
5. Pretty, hasty, tasting, touching, waiting
6. Pretty, hasty, nasty, comely, ugly
7. Wise, tall, short, big, small

IV. This is to that. Complete the following sentences.

Example: Man is to woman as boy is to_____. The missing word is girl.

1. Monday is to Tuesday as Friday is to_____.
2. Fact to fiction as true is to_____.
3. Ball is to hockey as _____ is to ice-hockey.
4. Chick is to egg as butterfly is to_____.
5. Palace is to king as igloo is to_____.

V. Here are some crossword-puzzle clues, and parts of each answer. Write the words in full.

1. Opposite to the floor. C - - LING
2. Cattle graze in this. F - - LD
3. We write with this. PEN - IL
4. We eat this for breakfast. - ER - AL
5. Often found in a cake C - RR - NT
6. Thankful. GR - - FUL

4.11.13. Read the following aloud: A chef instructing a junior chef to prepare a fresh and cool lemon juice.

Take a clean tumbler,

take a knife,
take a lemon,
cut the lemon into two pieces,
squeeze the lemon into the tumbler,
put some sugar,
add a pinch of salt,
put some ice cubes,
pour some water,
take spoon,
stir it well,
taste it and if it is tasty,
serve it.

4.11.14. Give instructions to drive a car: use the verbs in the brackets (check, apply, switch on, start, press, shift, release, press, hold, adjust, rotate, etc...)

4.11.15. Give instructions to prepare a potato fry: (take, wash, cut, put, pour, add, light, keep, wait, adjust, etc...)

4.11.16. Give instructions to wash dirty clothes manually: (take, put, mix, pour, rinse, change, apply, rub, squeeze, dry, hang, etc...)