APPENDICES

Appendix A

Rubrics for Speaking/Oral Skills Assessment

Students can earn 0.5–2 possible marks for each of five criteria

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
<th>2 marks</th>
<th>1.5 marks</th>
<th>1 mark</th>
<th>0.5 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 M</td>
<td>Pronunciation</td>
<td>Student is easy to understand and makes no errors.</td>
<td>Student is easy to understand and makes a few errors.</td>
<td>Student makes many errors in pronunciation, but can be understood.</td>
<td>Student is very difficult to understand in English. Responds in regional/hom language.</td>
</tr>
<tr>
<td>2M</td>
<td>Fluency</td>
<td>Student can effectively communicate like a native speaker in different contexts.</td>
<td>Student can generally communicate in most situations.</td>
<td>Student cannot communicate effectively in all situations.</td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>Word choice</td>
<td>Student uses the most appropriate words to express meaning.</td>
<td>Student uses appropriate words or phrases to express simple meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>Usage</td>
<td>Student makes no errors in grammar and structure and can be understood.</td>
<td>Student makes minor errors in grammar and structure and can be understood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>Ideas/meaning</td>
<td>Responds with connected vocabulary and language to express ideas. Response contains no errors.</td>
<td>Responds with connected vocabulary and language to express ideas. Response contains a few errors.</td>
<td>Responds with limited vocabulary and language to express ideas. Response contains frequent errors.</td>
<td>Unable to respond using English vocabulary.</td>
</tr>
</tbody>
</table>

Appendix B

Questionnaire for Teachers

Dear Teacher,

I am Ravi K, Ph.D research scholar at The English and Foreign Languages University, Hyderabad. I am carrying out a research on “Developing Oral Communication Skills of Tribal Learners through Culture Based Materials”.

I request for your cooperation in providing your honest responses to the questions based on your experience. I would be grateful if you could kindly spare some of your time on the following questions which will feed into my thesis.

The privacy of the subjects involved in this study will be duly maintained and the subject names shall not be revealed at any stages of the research.

Thanking you for your cooperation.

Regards,

Ravi Kemmasarapu
PhD (ELE)
EFL-university
Hyderabad.
Personal Information

PART I

Name of the teacher.............................................

Age..........................................

Gender: Male/Female (put a tick mark)

Educational qualification(s).............................................

Teaching experience..................................................................................................................

Name of the school..........................................................................................................

PART II

ANSWER ALL THE QUESTIONS WITH THE TICK MARK AND WHEREEVER NECESSARY, RESPOND

1. As a teacher of English, do you feel that English is important for everyday communication?
   a. Yes
   b. No

2. What is the medium of instruction?
   a. English
   b. Telugu
   c. Both

3. Are your tribal students able to understand whatever is taught in the English class?
   a. Yes
   b. No
   If your answer is "No", please provide the reasons.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
4. Which language do the tribal students use to communicate in your class?
   a. English
   b. Telugu
   c. Tribal language
   d. Any other

5. Do tribal students appear reluctant or hesitant in using English as a means of communication?
   a. Yes
   b. No

6. Tribal students use English in..................
   a. Single words
   b. Phrases
   c. Complete sentences

7. Of all the four skills, do you think listening and speaking skills are the most neglected ones in the ESL teaching-learning process?
   a. Yes
   b. No

8. Do you think teaching speaking is more important than other skills for developing oral communication skills?
   a. Yes
   b. No

9. Do you think a regular English textbook can develop tribal learners’ speaking skill?
   a. Yes
   b. No

10. Do you think a regular textbook of English of IX class is relevant to the tribal learners’ culture and social life?
    a. Yes
    b. No

11. For developing oral communication skills, do you make any special effort?
    a. Yes
    b. No
    if yes, please specify
    ..........................................................................................................................
12. Do you think the oral communication skills of the tribal learners can be developed faster if culture based materials are used in the classroom?
   a. Yes
   b. No

13. Do tribal learners’ culture based materials strengthen the learners’ ability in oral communication skills?
   a. Yes
   b. No

14. Please share any extra information on the use of culture based learning materials in developing oral communication skills.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

   THANK YOU!!!
Questionnaire for Teachers

Dear Teacher,

I am Piin K, a Ph.D. research scholar at Yen Bgiang and Trongyng Languages University, Myitkyina. I am currently conducting research on "Developing Oral Communication Skills of Visual Learners through Grammar Based Material".

I request for your cooperation in providing your honest views about the questions based on your experience. I would be grateful if you could kindly spare some of your time on our following questions which will find in my thesis.

The privacy of the responses received in this study will be duly maintained and the subject names shall not be revealed in any stage of the research.

Thanking you for your cooperation.

Yours truly,

Piin K

Ph.D. Research Scholar

[Signature]
PART I

Name of the teacher: P. Venkateswaran Pan

Age: 45 years

Gender: Male

Mother tongue: Tamil

Qualification: M.A. (English), M.Phil.

Teaching experience: 25 years

Name of the school: S.P.N. Government School

PART II

ANSWER ALL THE QUESTIONS WITH THE TICK MARK AND WHEREVER NECESSARY, RESPOND

1. As a teacher of English, do you feel that English is important in everyday communication?
   a. Yes
   b. No

2. What is the medium of instruction?
   a. English
   b. Telugu
   c. Both

3. Are your students who know and understand what is taught in the English class?
   a. Yes
   b. No

4. Which language do the students make a common state in your class?
   a. English
   b. Telugu
4. Fill in language
5. Any other

4. Do adult students agree if what or benefits in using English as a means of
communication?
   a. Yes
   b. No

5. Initial an English test in:
   a. Single words
   b. Phrases
   c. Complete sentences

7. Considering the four skills, do you think listening and speaking skills are the more neglected
   ones in the ESL teaching-learning process?
   a. Yes
   b. No

8. Do you think reading and spelling is more important than other skills for developing
   to communicate effectively?
   a. Yes
   b. No

9. Do you think a regular English textbook can develop initial learners' reading skills?
   a. Yes
   b. No

10. Do you think a student should learn English at home and use it at work?
    a. Yes
    b. No

11. Do you think oral and communication skills can be developed
    if audio-visual materials are used at the classroom?
    a. Yes
    b. No
12. Do you think that student culture-based materials enhance the learning ability in oral communication skills?

A. Yes
B. No

13. Please write any other feedback on the role of culture-based learning materials in improving oral communication skills.

(Write your feedback here)

THANK YOU!
Questionnaire for Teachers

Dear Teacher,

I am Khia R. M.E. research scholar at the English and Foreign Languages University. I am carrying out a research on "Developing Oral Communication Skills of Tamil Learners through Culture Based Materials".

I request for your cooperation in providing your honest responses to the questions about your experience. I would be grateful if you could kindly save some of your time to do the following quick questionnaire, with full meaningful thoughts.

The privacy of the subject involved in this study will be fully maintained and the subject names shall not be revealed at any stage of the research.

Thank you for your cooperation.

Yours sincerely,

[Signature]

[Date]

[Department]
Part I
Name: (To be filled in later)
Age: 23 years
Occupation: Student
Parole experience: 8 years

Part II
ANSWER ALL THE QUESTIONS WITH THE TN MARK AND UPPERCASE LETTERS.

Necessary: RE-YES

1. Ask a question of yourself: Are you still English to improve me personally?

2. Write seven or eight sentences and ask which one is next in the "circle".

3. Write a sentence: I am not sure what to say to communicate to you.

4. Write: English
1. Is this language?
   a. Yes
   b. No

2. Do local students appear reluctant or hesitant in using English as a means of communication?
   a. Yes
   b. No

3. Which experience using English?
   a. At school
   b. At home
   c. Complete sentences

5. Of all the four skills, do you think listening and speaking skills are the most neglected ones in the EFL teaching-learning process?
   a. Yes
   b. No

8. Do you think teaching speaking is more important than other skills for developing communication skills?
   a. Yes
   b. No

6. Do you think a native English teacher can develop both reading and speaking skills?
   a. Yes
   b. No

9. Do you think a regular teacher of English at EFL can relate to the students' culture and social life?
   a. Yes
   b. No

10. For developing communication skills, do you make any special efforts?
   a. Yes
   b. No

12. Do you think the oral communication skills of the local learners can be developed through the language teacher's examples during the classroom?
   a. Yes
   b. No
Do: what language group-based materials are when the learners are NOT in well
pronunciation skills.

Y/N

THANK YOU!

Please write any extra information on the use of culture-based learning materials in
developing communication skills:

Cultural proficiency, strategies, language, etc. should also be included in the text book.
Appendix C

Questionnaire for Students

Dear student,

I am Ravi K, Ph.D research scholar at The English and Foreign Languages University, Hyderabad. I am carrying out a research on “Developing Oral Communication Skills of Tribal Learners through Culture Based Materials”.

I request for your cooperation in providing your honest responses to the questions based on your experience. I would be grateful if you could kindly spare some of your time on the following questions which will feed into my thesis.

The privacy of the subjects involved in this study will be duly maintained and the subject names shall not be revealed at any stages of the research.

Thanking you for your cooperation.

Regards,

Ravi Kemmasarapu
PhD (ELE)
EFL-university
Hyderabad.
Personal Information

PART I

Name of the student..............................................

Age..............................................

Gender: Male/Female (put a tick mark)

Class......................................................

Name of the school..................................................................................................

Mother tongue/language at home.............................................................................

PART II

ANSWER ALL THE QUESTIONS WITH THE TICK MARK AND WHEREEVER NECESSARY, RESPOND

1. Are you interested to learn English?
   a. Yes
   b. No

2. Do you enjoy your English classes in the classroom?
   a. Yes
   b. No

3. Do you speak in English with your friends and teacher in the class?
   a. Yes
   b. No

4. Do you understand whatever teacher teaches in the classroom?
   a. Yes
   b. No

5. If you don’t understand the teaching, do you raise questions in the classroom?
   a. Yes
   b. No

   If yes, in which language (English/ Telugu)?
   If no, provide reasons.................................................................
   .....................................................................................
6. Which skills do you find difficult to learn in English language? [Note: you can select more than one skill.]
   a. Listening
   b. Speaking
   c. Reading
   d. Writing
   e. All of the above

7. Do you need to improve your speaking skill for successful oral communication skills?
   a. Yes
   b. No

8. Are you able to participate actively in the speaking activities inside the classroom which conducted by your English teacher?
   a. Yes
   b. No

9. How do you find stories, narratives, biographies, poems, and topics etc., given in the prescribed textbook?
   a. Very interesting
   b. Interesting
   c. Average
   d. Boring
   e. Don’t know

10. Do you like your culture?
    a. Yes
    b. No

11. What do you think if your own culture based materials (stories, pictures, narratives, folk tales, festivals, songs, etc) are translated into English and are incorporated in your English textbook?
    a. It can make your learning of English easy and exciting
    b. It can make your learning of English boring
    c. Don’t know

12. Do you think your own culture based materials (stories, narratives, folk-tales, pictures, festivals, songs, etc) would enable you to improve your oral communication skills?
    a. Yes
    b. No
13. Do you think developing oral communication skills in English makes you as the proficient user of English?
   a. Yes
   b. No

14. Please share any extra information on the use of culture based learning materials in developing oral communication skills.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

THANK YOU!!!
Questionnaire for Students

Dear student,

I am [Name], a Ph.D. research scholar at the [University Name]. I am currently conducting research on "Developing Oral Communication Skills of [Language] Learners through Culture-Based Materials".

I would like to request your voluntary participation in this study. Your responses will serve as the foundation of my research. I would be grateful if you could take a few minutes to respond to the following questions which will help in my research.

Your privacy is guaranteed and all data collected will be treated in strictest confidence. The information you provide will be used only for the purposes of this research.

Thank you for your cooperation.

Sincerely,

[Name]

[Title]
[University Name]
PART I

Name of the student: 

Age: 

Gender: Male/Female (pick one)

Class: 

Name of the school: 

Mother tongue language at home: 

PART II

ANSWER ALL THE QUESTIONS WITH THE TRUE MARK AND WRITE IF NECESSARY.

1. Are you interested in learning English?
   a. Yes
   b. No

2. Do you enjoy your English classes in class?
   a. Yes
   b. No

3. Do you speak English with your friends and teachers in class?
   a. Yes
   b. No

4. Do you understand what your teacher is saying in class?
   a. Yes
   b. No

5. If you can't understand the teacher, do you raise questions in class?
   a. Yes
   b. No

   If yes, in what language (English/Telegu)?
   If no, provide reasons: 

   __________________________________________________________

   __________________________________________________________
6. Which skills do you find difficult to learn in English language? (You can select more than one skill)
   a. Listening
   b. Writing
   c. Reading
   d. Speaking
   e. All of the above

7. Do you need to improve your reading skills for academic or personal purposes? Yes/No

8. Are you able to participate actively in the speaking section while in the classroom without support by your English teacher? Yes/No

9. How do you feel about lectures, narratives, dialogues, stories, and poems given in the previous lectures?
   a. Very interesting
   b. Interesting
   c. Average
   d. Not at all
   e. Very boring

10. Do you like your classmates?
   a. Yes
   b. No

11. What do you think of your own culture-based materials, songs, pictures, narratives, folk tales, legends, movies, etc. when translated into English and presented in your English classroom?
   a. It can make your learning of English easier and more enjoyable
   b. It can make your learning of English longer
   c. It can make your learning of English harder

12. Do you think your own culture-based materials facilitate your communication skills?
    a. Yes
    b. No
13. In your field, developing oral communication skills in English makes you more pro-curious. English
a) Yes
b) No

14. Please share your views on the use of cultural or local learning materials in developing oral communication skills.

THANK YOU!
Questionnaire for Students

Dear students,

I am a 3rd Yr. PhD research scholar at the English and Foreign Language University. Presently, I am working on a research on "Developing Oral Communication Skills of Tribal Learners through SuitableBasics Materials".

I request you to cooperate in providing your genuine responses to the questions based on your experience. I would be grateful if you could kindly spare some of your time to answer the following questions which will help me in the research.

The process of the projects involved in this work will be duly monitored and the major issues shall be attended at relevant stages of the research.

Thank you for your cooperation.

Regards,

[Signature]

[Name]

10th January

[Date]

[Place]
PART I

NAME: ____________________________________________

Gender: ____________________________________________

Class: ____________________________________________

Name of the school: ____________________________________________

Education language of the school: ____________________________________________

PART II

ANSWER ALL THE QUESTIONS WITH THE TICK MARK AND WHEREVER NECESSARY, WRITE DOWN.

1. Are you interested in learning English?
   a. Yes
   b. No

2. Do you enjoy your English class in the classroom?
   a. Yes
   b. No

3. Do you think English is easy and understand the class?
   a. Yes
   b. No

4. Do you think English is difficult to understand the class?
   a. Yes
   b. No

5. If you don't understand the teaching, do you have the opportunity to ask questions in the classroom?
   a. Yes
   b. No

... [Provide language: English]...
6. Which skills do you find difficult to learn in English language? [Note: you can select more than one skill.]
   a. Listening ✓
   b. Speaking
   c. Reading
   d. Writing
   e. All of the above

7. Do you need to improve your speaking skill for successful oral communication skills?
   a. Yes ✓
   b. No

8. Are you able to participate actively in the speaking activities inside the classroom which conducted by your English teacher?
   a. Yes ✓
   b. No

9. How do you find stories, narratives, biographies, poems, and topics etc., given in the prescribed textbook?
   a. Very interesting ✓
   b. Interesting
   c. Average
   d. Boring ✓
   e. Don’t know

10. Do you like your culture?
    a. Yes ✓
    b. No

11. What do you think if your own culture based materials (stories, pictures, narratives, folk tales, festivals, songs, etc) are translated into English and are incorporated in your English textbook?
    a. It can make your learning of English easy and exciting ✓
    b. It can make your learning of English boring
    c. Don’t know

12. Do you think your own culture based materials (stories, narratives, folk-tales, pictures, festivals, songs, etc) would enable you to improve your oral communication...
13. Do you think developing oral communication skills in English makes you a more proficient user of English?
   a. Yes
   b. No

14. Please share any extra information on the use of culture-based learning materials in developing oral communication skills.

THANK YOU!
Appendix D

Classroom Observation Checklist

Name of the school: ---------------------- Class-----------------------------

Focus skill / component------------------

1. Medium of instruction: TL/L1/TL+L1
2. Learners’ talk or response in: TL/L1/TL+L1
3. Teaching learning process: Learner-centred/Teacher-Centred/ any other
4. Use of target language: 5 4 3 2 1
5. Use of L1 or regional language: 5 4 3 2 1
6. Focus on content: 5 4 3 2 1
7. Importance given to oral communication skills: 5 4 3 2 1
8. Learners’ participation in the classroom: 5 4 3 2 1
9. Teacher’s content knowledge: 5 4 3 2 1
10. Teacher’s target language competence:
    ➢ Clarity 5 4 3 2 1
    ➢ Accuracy/ grammatical correct sentences 5 4 3 2 1
    ➢ Fluency 5 4 3 2 1
    ➢ Suitableness to instructional objectives 5 4 3 2 1
11. Teaching aids/materials: black-board, text-book, prepared notes, audio, audio-visual, culture-based materials, pictures, chart or any other

Note: 1 TL represents target language and L1 represents regional language (Telugu).

Note: 2

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td>Very low</td>
</tr>
</tbody>
</table>
Classroom Observation Checklist

Name of the school: Trenq Lutu

Focus skill/component: Reading, Skill, The Story "True Height"

1. Medium of instruction: TL/TL/TL.1
2. Learners' talk or response in: TL/TL/TL.1
3. Teaching learning process: Learner-centred/Teacher Centred/any other

4. Use of target language: 5 4 3 2 1
5. Use of L1 or regional languages: 5 4 3 2 1
6. Focus on content:

7. Importance given to oral communication skills: 5 4 3 2 1
8. Learners' participation in the classroom: 5 4 3 2 1
9. Teacher's content knowledge: 5 4 3 2 1
10. Teacher's target language competence:
   - Clarity: 5 4 3 2 1
   - Accuracy/grammatical correct sentences: 5 4 3 2 1
   - Fluency: 5 4 3 2 1
   - Suitability to instructional objectives: 5 4 3 2 1

11. Teaching aids/materials: black-board, text-book, prepared notes, audio, audiovisual, culture-based materials, pictures, chart or any other

Note: 1 TL represents target language and L1 represents regional language (Telugu).
Note: 2

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td>Very low</td>
</tr>
</tbody>
</table>
Classroom Observation Checklist

Name of the school: [Student's name]

Focus skill/component: Adverbial clauses (as, since, when)

1. Medium of instruction: TL/TL/IL/IL

2. Learners' talk or response in: TL/TL/IL/IL

3. Teaching learning process: Learner-centred/Teacher-centred/any other

4. Use of target language: 5 4 3 2 1

5. Use of L1 or regional language: 5 4 3 2 1

6. Focus on content: 5 4 3 2 1

7. Importance given to oral communication skills: 5 4 3 2 1

8. Learners' participation in the classroom: 5 4 3 2 1

9. Teacher's content knowledge: 5 4 3 2 1

10. Teacher's target language competence:
   a) Clarity: 5 4 3 2 1
   b) Accuracy/grammatical correct sentences: 5 4 3 2 1
   c) Fluency: 5 4 3 2 1
   d) Suitability to instructional objectives: 5 4 3 2 1


Note: 1 TL represents target language and L1 represents regional language (Telugu)

Note: 2

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td>Very low</td>
</tr>
</tbody>
</table>
Classroom Observation Checklist

Name of the school: [redacted]

Focus skill/component: Reading and Listening Skills

1. Medium of instruction: TL/L1/TL+L1
2. Learners' talk or response in: TL/L1/TL+L1
3. Teaching-learning process: Learner-centred/Teacher-Centred/any other
4. Use of target language: 5 4 3 2 1
5. Use of L1 or regional language: 5 4 3 2 1
6. Focus on content: 5 4 3 2 1
7. Importance given to oral communication skills: 5 4 3 2 1
8. Learners' participation in the classroom: 5 4 3 2 1
9. Teacher's content knowledge: 5 4 3 2 1
10. Teacher's target language competence:
   - Clarity: 5 4 3 2 1
   - Accuracy/grammatical correct sentences: 5 4 3 2 1
   - Fluency: 5 4 3 2 1
   - Suitability to instructional objectives: 5 4 3 2 1
11. Teaching aids/materials: black-board, textbook, prepared notes, audio, audio-visual, culture-based materials, pictures, chart or any other

Note: 1 TL represents target language and L1 represents regional language (Telugu).

Note: 2

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Very high</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td>Very low</td>
</tr>
</tbody>
</table>
Appendix E
Pre-Test

(Total marks = 50)
Time: 35 minutes

Name of the school:                                Student name:
Class:                                            Gender:

It is an oral test for assessing the proficiency level in oral communication skills. It consists of five questions that tests different aspects of oral ability in English. Thirty five minutes are allotted for this test.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
<th>Evaluation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read a text aloud</td>
<td>Reading aloud</td>
</tr>
<tr>
<td>2.</td>
<td>Introduce yourself to the class</td>
<td>Expressing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Describe a picture</td>
<td>Description</td>
</tr>
<tr>
<td>4.</td>
<td>Describe two pictures</td>
<td>Description</td>
</tr>
<tr>
<td>5.</td>
<td>Narrate a story in your own words</td>
<td>Narration</td>
</tr>
</tbody>
</table>

Read the general instructions before you start completing this test:

For every question, you are given special directions including the time allotted for preparation and speaking. It is beneficial for you to speak as much as you can in allotted time. It is also important that you speak clearly and answer every question according to the directions.

Each question carries ten marks (5x10=50)
**Question No-1:** Read the given two paragraphs aloud.

**Directions:** Read two paragraphs aloud as part of this test. (Which were taken from your English Textbook) Three minutes are given for reading aloud.

Michael Stone rolled over and did his ritual of three finger-tipped push-ups. He found his pole, stood and stepped on the runway that led to the most challenging event of his seventeen year-old life.

The runway felt different this time. It startled him for a brief moment. Then it all hit him like a wet bale of hay. The bar was set at nine inches higher than his personal best. “That’s only one inch off the national record,” he thought. The intensity of the moment filled his mind with anxiety. He began shaking off the tension from his body. It wasn’t working. He became tenser. “Why is this happening to me now?” he thought. He began to get nervous. Fear would be a more accurate description. What was he going to do? He had never experienced these feelings. Then out of nowhere, and from the deepest depths of his souls, he envisioned his mother. Why now? What was his mother doing in his thought at a time like this? It was simple. His mother always used to tell him whenever he felt tense anxious or even scared, to take deep breaths.

**Question No-2:** Introduce yourself to the class.

**Directions:** Imagine that you are a newcomer to the class and class-teacher asks you to give your self-introduction; now introduce yourself to the class. You can also speak about your goal, hobbies, likes, dislikes etc., in your introduction. Three minutes are given for your self-introduction.
**Question No-3:** Describe a picture.

**Directions:** Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Two minutes are allotted for picture-description.

![Image of Oldage Home](image)

**Question No-4:** Describe two pictures.

**Directions:** Look at two pictures given below and describe what the pictures are about, what pictures are there, differences between two pictures and which picture you like. Why? Two minutes are given for your pictures observation. Three minutes are allotted for picture-description.
Question No-5: Narrate the story in your own words.

Directions: Read the story “The Snake and the Mirror” from your English textbook (which was already discussed by your teacher in the class). If you don’t understand anything, please ask the teacher/researcher who is with you. Fifteen minutes are allotted for reading the story and five minutes are allotted for narrating the story in your own words.
Learners’ Responses

Learners’ Oral Performance in Pre-Test

1. Performance of Sample 9 of control group in pre-test

Task –I: Reading aloud

S9: (stood silently for one minute). (Uttered three words) Michael, Stone, rolled (wrongly) and (pause) (He read only two sentences) –He found his pole, stood and stepped on the runway that led to the most challenging event of his seventeen year-old life. The runway felt different this time” (with much difficulty and pronounced most of the words wrongly). Ok, (said in Telugu) –I cannot read sir”.

Task –II: Expressing oneself


Task –III: Description of one picture.

S 9: picture. House, boys, girl. He said old people in Telugu. (silent) for some time and went to his place.

Task –IV: Description of two pictures.


Task –V: Narration.

S9: (silent), said in Telugu –I cannot talk sir”
2. **Performance of Sample 28 of experimental group in pre-test**

**Task –I:** Reading aloud

S28: Michael (wrongly pronounced) Stone rolled over and did his ritual of three finger-tipped push-ups. He found his pole, stood and stepped on the runway that led to the most challenging event of his seventeen year-old life. (gap)

The runway felt different this time. It startled him for a brief moment. Then it all hit him like a wet (pause) bale of hay. The bar was set at nine inches higher than his personal best. –That’s only one inch off the national record,” he thought. The intensity of the moment filled his mind with anxiety. He began shaking off the tension from his body. It wasn't working. He became tenser. –Why is this happening to me now?” he thought. He began to get nervous. Fear would be a more accurate description. What was he going to do? He had never experienced these feelings. Then out of nowhere, and from the deepest depths of his souls, he envisioned (wrongly pronounced) his mother. Why now? What was his mother doing in his thought at a time like this? It was simple. His mother always used to tell him whenever he felt tense anxious or even scared, to take deep breaths. (a very few mistakes)

**Task –II:** Expressing oneself

S28: Good evening sir and my friend I am L. Navya. I am studying 9th class. I am Suraram, My parents are workers. (pause). I like chess game. Like English. Play kho-kho and chess. I want to be doctor. My brother study inter. Ok sir. Aah, aah ,

**Task –III:** Description of one picture.

**Task –IV:** Description of two pictures.

S28: There are two pictures. One village and one city picture. Car, bus, lorry, , buildings in one picture (pause) and trees, People, ox, grass, hills in second picture (gap). Aah, aah, no sound in village more sound in city, (silent) trees grass houses in village only buildings in city. Ok sir

**Task –V:** Narration.

S28: The snake and the mirror are in this story. Doctor living in a house. He is studying medical. There is rat sound up. No current in this house. Rent room. One day snake fell on the doctor. Doctor fear stood silent. Snake moved to mirror. Doctor run out (pause) friends‘ house. They come to house next day. There is no snake, no clothes in house. Aaah, aah, ok sir. Snake no bite sir.
Appendix F

Post-Test for Control Group

(Total marks = 50)

Time: 35 minutes

Name of the school:                                                         Student name:

Class:                                                                                Gender:

It is an oral test for assessing the proficiency level in oral communication skills. It consists of five questions that tests different aspects of oral ability in English. Thirty five minutes are allotted for this test.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
<th>Evaluation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read a text aloud</td>
<td>Reading aloud</td>
<td>pronunciation</td>
</tr>
<tr>
<td>2. Talk about your</td>
<td>Expressing</td>
<td>All the above, plus Fluency, Word choice, Usage (Grammar), Ideas /meaning</td>
</tr>
<tr>
<td>family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe a picture</td>
<td>Description</td>
<td>All of the above</td>
</tr>
<tr>
<td>4. Describe two</td>
<td>Description</td>
<td>All of the above</td>
</tr>
<tr>
<td>pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Narrate a story in</td>
<td>Narration</td>
<td>All of the above</td>
</tr>
<tr>
<td>your own words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the general instructions before you start completing this test:

For every question, you are given special directions including the time allotted for preparation and speaking. It is beneficial for you to speak as much as you can in allotted time. It is also important that you speak clearly and answer every question according to the directions.
Each question carries ten marks (5x10=50)

**Question No-1:** Read the given two paragraphs aloud.

**Directions:** Read two paragraphs aloud as part of this test. (Which were taken from your English Textbook) Three minutes are given for reading aloud.

Michael Stone rolled over and did his ritual of three finger-tipped push-ups. He found his pole, stood and stepped on the runway that led to the most challenging event of his seventeen year-old life.

The runway felt different this time. It startled him for a brief moment. Then it all hit him like a wet bale of hay. The bar was set at nine inches higher than his personal best. “That’s only one inch off the national record,” he thought. The intensity of the moment filled his mind with anxiety. He began shaking off the tension from his body. It wasn’t working. He became tenser. “Why is this happening to me now?” he thought. He began to get nervous. Fear would be a more accurate description. What was he going to do? He had never experienced these feelings. Then out of nowhere, and from the deepest depths of his souls, he envisioned his mother. Why now? What was his mother doing in his thought at a time like this? It was simple. His mother always used to tell him whenever he felt tense anxious or even scared, to take deep breaths.

**Question No-2:** Talk about your family

**Directions:** Talk about your family. You can include members of family, occupation of parents, food items, details of education of family, festivals and things used in profession, work etc. Three minutes are given for speaking.

**Question No-3:** Describe a picture.
Directions: Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Two minutes are allotted for picture-description.

Question No-4: Describe two pictures

Directions: Look at two pictures given below and describe what the pictures are about, what pictures are there, differences between two pictures and which picture you like. Why? Two minutes are given for your picture observation. Three minutes are allotted for picture-description.
Question No-5: Narrate the story in your own words.

Directions: Read the story “The Snake and the Mirror” from your English textbook (which was already discussed by your teacher in the class). If you don’t understand anything, please ask the teacher/researcher who is with you. Fifteen minutes are allotted for reading the story and five minutes are allotted for narrating the story in your own words.

Control Group responses in Post-Test

1. Performance of Sample 9 of control group in post-test

Task –I: Reading aloud

S9: (silent). Aah, Michael, Stone, and of three (difficulty) , (gap). Michael Stone rolled over and did his ritual of three finger-tipped push-ups. He found his pole, stood and stepped on the (much difficulty and pronounced most of the words wrongly). (silent). (said in Telugu) →cannot read sir”.

Task –II: Expressing about his/her family


Task –III: Description of one picture.


Task –IV: Description of two pictures.

S9: pictures, water, no water. (Gap) deer peacock (in Telugu), (pause).water coming in picture, no water coming in picture. dried up and breaking (in Telugu). ok

Task –V: Narration.

S9: (silent), story Michel stone, (pause) said in Telugu –I-cannot talk sir”
Appendix G

Post-Test for Experimental Group

(Total marks = 50)

Time: 35 minutes

Name of the School: Student name:

Class: Gender:

It is an oral test for assessing the proficiency level in oral communication skills. It consists of five questions that tests different aspects of oral ability in English. Thirty five minutes are allotted for this test.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
<th>Evaluation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read a text aloud</td>
<td>Reading aloud</td>
<td>Pronunciation</td>
</tr>
</tbody>
</table>
| 2. Talk about your family | Expressing          | All the above, plus Fluency
                          | Description                  | Word choice
                          |                          | Usage (Grammar)
                          |                          | Ideas/ meaning
                          |                          | All of the above |
| 3. Describe a picture  | Description      | All of the above                     |
| 4. Describe two pictures | Narration       | All of the above                     |
| 5. Narrate a story in your own words |                          | All of the above                     |

Read the general instructions before you start completing this test:

For every question, you are given special directions including the time allotted for preparation and speaking. It is beneficial for you to speak as much as you can in allotted time. It is also important that you speak clearly and answer every question according to the directions.
Each question carries ten marks (5x10=50)

**Question No-1:** Read the given two paragraphs aloud.

**Directions:** Read two paragraphs aloud as part of this test. Three minutes are given for reading aloud.

It was a story of an outcast old swineherd. The story started in the evening and ended in the morning. The old man had two pig-sheds in front of his hut and he was the owner of twenty pigs. For him, pigs were everything and they were his sole wealth. Out of twenty pigs, there were two special breed sukka-pigs. One sukka-pig gave birth to twelve piglets and other sukka-pig was carrying. One day he was ill, that day his grandson (Gopal) had taken those pigs out to gaze but he had not returned and it was almost sun-set (evening time). He was worried about his pigs and his grandson.

When the boy did not return, he thought, “Perhaps pigs got out of control and got into trouble. Or was the boy himself in danger?” For gaining strength, he had drunk toddy (palm-wine). After taking it, he went himself to search for his pigs and grandson, Gopal. On the way, his grandson approached him but he was weeping because his sukka-pig had been missing since the evening because she was full blown and about to have piglets. He said to his grandson, “why are you crying now useless fellow? Drive these pigs carefully into the yard. I will go and search for the missing sukka-pig.” He went to Barkala ditch.

**Question No-2:** Talk about your family

**Directions:** Talk about your family. You can include members of family, occupation of parents, food items, details of education of family, festivals and things used in profession, work etc. Three minutes are given for speaking.
Question No-3: Describe a picture.

Directions: Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Two minutes are allotted for picture-description.

Question No-4: Describe two pictures

Directions: Look at two pictures given below and describe what the pictures are about, what pictures are there, differences between two pictures and which picture you like. Why? Two minutes are given for your picture observation. Three minutes are allotted for picture-description.
**Question No-5:** Narrate the story in your own words.

**Directions:** Read the story “The story of Erukala Nanchari” (which was already discussed by the researcher in the class). If you don't understand anything, please ask the teacher/researcher who is with you. Fifteen minutes are allotted for reading the story and five minutes are allotted for narrating the story in your own words.
Experimental Group responses in Post-Test’

4. Performance of Sample 28 of experimental group in post-test

Task –I: Reading aloud

S28: It was a story of an outcast old swineherd. The story started in the evening and ended in the morning. The old man had two pig-sheds in front of his hut and he was the owner of twenty pigs. For him, pigs were everything and they were his sole wealth. Out of twenty pigs, there were two special breed sukka-pigs. One sukka-pig gave birth to twelve piglets and other sukka-pig was carrying. One day he was ill, that day his grandson (Gopal) had taken those pigs out to gaze but he had not returned and it was almost sun-set (evening time). He was worried about his pigs and his grandson.

When the boy did not return, he thought, –Perhaps pigs got out of control and got into trouble. Or was the boy himself in danger?” For gaining strength, he had drunk toddy (palm-wine). After taking it, he went himself to search for his pigs and grandson, Gopal. On the way, his grandson approached him but he was weeping because his sukka-pig had been missing since the evening because she was full blown and about to have piglets. He said to his grandson, –why are you crying now useless fellow? Drive these pigs carefully into the yard. I will go and search for the missing sukka-pig.” He went to Barkala ditch. (a very less pauses and three words pronounced wrongly).

Task –II: Expressing about his/her family

S28: Good evening sir and my friend I am L. Navya. I am studying 9th class. I am Suraram. My family members are five. My father is a worker and my mother is a tailor. I have one sister and one brother. My sister completed tenth class. My brother is studying intermediate. My grandparents are in village. They are making baskets
and soothe-saying. (pause). I like my mother. I want to study hard. My family is very poor. My goal is a doctor. Ok sir. Thank you for giving me this chance.

**Task –III: Description of one picture.**

S 28: This picture is about basket making. There are two people who are making baskets with wild date leaves and bamboo sticks. There are huts in the picture. These two persons live in these huts. They are Erukala people. The Erukala people are very poor. So they live in huts. They also look after pigs. There are knife and bucket with water. They use water and knife to cut and make baskets. My grandparents are also doing in village and making baskets. Ok sir thank for giving me this opportunity. Thank sir

**Task –IV: Description of two pictures.**

S28: There are two pictures. One picture is about Ekalavya and second picture is about Pandavas. In the first picture Ekalavya is practising archery before statue of Dronchariya. In the second picture Dronchariya is teaching archery to the Pandavas in the forest. In the first picture Ekalavya made a statue of Dronacharya under tree. Ekalavya did this because he believed that if he practised before his Guru, he would become great archer. Thus, he started practicing archery. Eklavya became a great archer superior even to Drona’s best student, Arjuna. One day, while Ekalavya was practising, he heard a dog barking. At first, he ignored the dog, but the continuous disturbance in his practice angered him. He stopped his practice fired seven arrows in dog’s mouth without injuring it. Then it shouted the forests with its mouth opened.

In the second picture Pandavas busy in practising, they suddenly looked at the dog, and wondered who shot the dog. Drona told the Pandavas that if somebody was such a good archer then we meet him.
**Task –V: Narration.**

S28: Now I will tell you the story of Erukala Nanchari. Once there lived Kotaiah with his wife Nagamma in Thangelapally They not have children for many years. They went to Bhunancharamma temple. One day, Bhunancharamma gave a fruit by saying eat this fruit and you have bay. One day a sage was praying to Lord Shiva in Himalayas. Gandharva came to take a bath. Water fell on him disturbed his meditation. Then the sage became angry and cursed her. The angel said sorry and asked to take back his words. But the sage replied no and went

After eating the fruit, Nagamma gave birth to a girl-child. Danger happened in their house. Kotaiah lost animals and crops. He sent worker to the priest. He said your child was born at wrong time and on wrong day. The priest said, kill her or donate her to Erukala tribal people”.

Kotaiah gave his daughter to Erukala Yelamanchi and called with Nachari. The baby Nanchari was growing bigger day by day. She helped Yelamanchi in work. She prayed to goddess “Yellamma” One day, Nachari and Sodaiah got married. They had one daughter. One day she moving in the village by calling “Eruko, Eruka” one lady came out and asked tell about business loss with the help of Eruka One day, some migrated Banjaras came to a village for business. The village elder planned to cheat Banjaras‘ wealth. Then he asked them to play Judo game. The Banjaras played the game and won it. The village elder left the village. He started magic prayer to Maisamma-goddess to take revenge on them

Parsunayak, said to other Banjaras that Erukala Nanchari solve this problem. Parsunayak took her to house. She explained about the problem. She told them that one magical person created this problem. To solve this problem she said, you have to kill one pregnant lady who has one child. All Banjara people will die The Banjaras looked at Erukala Nanchari tied and kept burning bowl on her head. She was died. She came out and killed all the Banjaras not kill Parsunayak.
<table>
<thead>
<tr>
<th>S.NO</th>
<th>MATERIALS</th>
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</thead>
<tbody>
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<tr>
<td>2</td>
<td>ACTIVITIES ON EXPRESSING ONESELF AND FAMILY</td>
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<tr>
<td>3</td>
<td>ACTIVITIES ON DESCRIBING A PICTURE</td>
</tr>
<tr>
<td>4</td>
<td>ACTIVITIES ON DESCRIBING TWO PICTURES</td>
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<tr>
<td>5</td>
<td>ACTIVITIES ON NARRATION</td>
</tr>
<tr>
<td>6</td>
<td>OTHER ACTIVITIES</td>
</tr>
</tbody>
</table>
ACTIVITIES ON PRONUNCIATION

Activity I

Pronunciation of “S” sound (Plural nouns – verbs in third person)

**Note:** Voiceless sound does not use vocal cords. Voiced sound uses vocal cords and it produces a vibration or humming sound in the throat. Sibilant sound is a hissing or buzzing sound.

<table>
<thead>
<tr>
<th>/s/ Voiceless sound</th>
<th>/z/ Voiced sound</th>
<th>/iz/ Sibilant sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>P       sleeps</td>
<td>B     crabs</td>
<td>C      races</td>
</tr>
<tr>
<td>K       books</td>
<td>D     words</td>
<td>S      buses</td>
</tr>
<tr>
<td>T       hats</td>
<td>G     bags</td>
<td>X      boxes</td>
</tr>
<tr>
<td>F       cliff</td>
<td>L     deals</td>
<td>Z      prizes</td>
</tr>
<tr>
<td>PH      graphs</td>
<td>M     dreams</td>
<td>SS     kisses</td>
</tr>
<tr>
<td>TH      myths</td>
<td>N     fans</td>
<td>CH     watches</td>
</tr>
<tr>
<td></td>
<td>NG    sings</td>
<td>SH     dishes</td>
</tr>
<tr>
<td></td>
<td>R     wears</td>
<td>GE     changes</td>
</tr>
<tr>
<td></td>
<td>V     gloves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y     plays</td>
<td></td>
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</tbody>
</table>

Activity II

Pronunciation of “ED” sound

**Note:** The pronunciation of word ending with “ED” depends upon the final consonant (sound). There are three ways to pronounce “ED” sound. Voiced sound uses vocal cords and it produces a vibration or humming sound in the throat.

<table>
<thead>
<tr>
<th>/t/ Voiceless sound</th>
<th>/d/ Voiced sound</th>
<th>/id/ Sibilant sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>P       helped</td>
<td>L     called</td>
<td>T      wanted</td>
</tr>
<tr>
<td>K       looked</td>
<td>N     cleaned</td>
<td>D      needed</td>
</tr>
<tr>
<td>SH      washed</td>
<td>R     offered</td>
<td></td>
</tr>
<tr>
<td>CH      watched</td>
<td>G     damaged</td>
<td></td>
</tr>
<tr>
<td>GH      laughed</td>
<td>V     loved</td>
<td></td>
</tr>
<tr>
<td>TH</td>
<td>breathed</td>
<td>S</td>
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<td>-----</td>
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<td>----</td>
</tr>
<tr>
<td>SS</td>
<td>kissed</td>
<td>W</td>
</tr>
<tr>
<td>C</td>
<td>danced</td>
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</tr>
<tr>
<td>X</td>
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<td>Z</td>
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Activity III

Pronunciation of “S” and “SH”

<table>
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<th>/sh/</th>
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<tbody>
<tr>
<td>Voiceless sound</td>
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<td>She</td>
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<td>Ship</td>
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<tr>
<td>sake</td>
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<tr>
<td>sort</td>
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</table>
Activity IV

Pronunciation: The “th” sound pronounces in two ways

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<thead>
<tr>
<th>“th” Voiceless sound</th>
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</thead>
<tbody>
<tr>
<td>Thick</td>
<td>Thee</td>
</tr>
<tr>
<td>Thin</td>
<td>That</td>
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<tr>
<td>Thank</td>
<td>Then</td>
</tr>
<tr>
<td>Think</td>
<td>They</td>
</tr>
<tr>
<td>Thought</td>
<td>There</td>
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</table>

Activity V

Pronunciation: the “p” and “f” sounds

Minimal pairs

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<thead>
<tr>
<th>Face</th>
<th>Pace</th>
<th>Suffer</th>
<th>Supper</th>
<th>Cuff</th>
<th>Cup</th>
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<tbody>
<tr>
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<td>Dipper</td>
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<td>Cheap</td>
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<td>Laughable</td>
<td>Lapable</td>
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<td>Reefer</td>
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<td>Leapt</td>
<td>Strife</td>
<td>stripe</td>
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</table>
ACTIVITIES ON EXPRESSING ONESELF AND FAMILY

Activity 1: Self introduction

Here some words and phrases are provided to introduce you to the class.

Good morning dear teacher and my dear friends

My name is........................

I am from..........................

I am studying........................

My father is a........................

My mother is a........................

I have..........................

My brother name is...................... he is studying......................

My sister name is...................... She is studying......................

My hobbies are........................

I like to eat.........................

My favourite subject is...................

My goal is.................................

Thank you for giving me this opportunity
Activity 2: Self introduction

Directions: Introduce yourself to the class with clues provided in the table.

Activity 3: Self introduction

Directions: Imagine that you are a newcomer to the class and class-teacher asks you to give your self-introduction; now introduce yourself to the class. You can also say your goal, hobbies, likes and dislikes etc., in your introduction
Activity 4 Talk about your family to the class

Here are some words and phrases provided to talk about your family in class.

Good morning dear teacher and my dear friends

My name is.........................
Now I would like to share about.........................
My family is.........................
Family members are.........................
My grandparents are........................... they are doing....................
My father is a............................
My mother is a............................
I have.................................
We live in..............................
My brother name is......................... he is studying......................
My sister name is.......................... She is studying......................
I like to eat..............................
We celebrate festivals......................

Thank you for giving me this opportunity.

Take clues

Family, big or small family, occupation (basket makers, soothe Sayers, hunter, swineherd) House wife, number of brothers and sisters, food, area name and festival names etc.
Activity 5

Talk about your family

Directions: Talk about your family. You can include members of family, occupation of parents, food items, details of education of family, festivals and things used in profession, work etc. Three minutes are given for speaking.
ACTIVITIES ON DESCRIBING PICTURE

Activity 1:

Describe a picture

**Directions:** Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Three minutes are allotted for picture-description.

Activity 2

Describe a picture

**Directions:** Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Three minutes are allotted for picture-description.
Activity 3

Describe a picture

Directions: Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Three minutes are allotted for picture-description.
Activity 4

Describe a picture

Directions: Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Three minutes are allotted for picture-description.

Activity 5

Describe a picture

Directions: Observe the picture given below attentively. After completion of your observation, describe the picture orally to the class. Two minutes are given for your picture observation. Three minutes are allotted for picture-description.
ACTIVITIES ON DESCRIBING TWO PICTURES

Activity 1

Describe two pictures

Directions: Look at two pictures given below and describe what the pictures are about, what pictures are there, differences between two pictures and which picture you like. Why? Two minutes are given for your picture observation. Three minutes are allotted for picture-description.

Activity 2

Describe two pictures

Directions: Look at two pictures given below and describe what the pictures are about, what pictures are there, differences between two pictures and which picture
you like. Why? Two minutes are given for your picture observation. Three minutes are allotted for picture-description.
The story of a great tribal boy, Ekalavya

This is the story of a tribal boy named Ekalavya, the son of a tribal chief, Hiranyadhanus in the forests of the kingdom- Hastinapura in an ancient India. Ekalavya was a brave, skillful and handsome boy who was loved by all. But one day he was not happy. His father saw that something troubled Ekalavya. More than once he found his son lost deep in thought when other boys enjoyed the pleasures of hunting and playing. Father asked his son, “Why are you so unhappy, Ekalavya?”

“Father, I want to be an archer, I want to learn archery from the guru, Dronacharya of Hastinapura and his Gurukul is a magical place where ordinary boys are turned into mighty warriors”, replied Ekalavya.

Ekalavya saw his father was silent. He continued, “Father, I know that we belong to the hunting tribe, but I want to be a warrior, father, not a mere hunter. So please send me to the great Dronacharya. Ekalavya’s father was troubled for some time because his son’s ambition was not an easy one. But the chief was a loving father so he gave his blessings and sent his son to Dronacharya’s Gurukul. Ekalavya went to the place where Drona taught archery to the prince of Hastinapur. When the boy reached Dronacharya’s Gurukul, he saw that it consisted of a group of huts, surrounded by trees and an archery yard. The disciples were practicing shooting arrows with their bows in the yard. It was an engaging sight. But Ekalavya’s eyes searched for Drona. Without Drona, all his purpose of coming here would be meaningless. But he did not have to wait for long to find Dronachariya. Dronachariya was busy in instructing a boy, the third Pandava prince Arjuna, as Ekalavya came to know later. Though Ekalavya had never seen Drona before, he put his guess at work. He went near Drona and bowed. The sage (Drona) was surprised to see a strange boy addressing him. “Who are you?”, he asked.

“Guru, I am Ekalavya, son of the Tribal Chief in the western part of the forests of Hastinapura, and I have come here to learn the wonderful art of Archery, please accept me as your disciple and teach me”, Ekalavya replied.
Drona said, “Ekalavya, you are a tribal hunter, you must be a Shudra, the lowest social community according to the Vedic Caste System. I am a Brahmin, the highest caste in the kingdom. So, I cannot teach a Shudra boy.” Arjuna also interrupted and said looking at Ekalavya furiously, “Our Guru is a royal teacher and he has been appointed by the King to train the princes and the highborn. How dare you come inside the Gurukul and seek him? Leave! NOW!”

Eklavya was stunned at Arjuna’s behavior. He himself was the son of the chief of his tribe, but he never insulted anyone below him in such a way. He looked at Drona for some kind of support, but the sage remained silent. The message was loud and clear. Dronacharya also wanted him to leave. He refused to teach him. The innocent tribal boy was deeply hurt by Drona’s refusal to teach him. “It’s not fair!” he thought miserably. “God has given knowledge to all, but man alone differentiates his kind.”

He left the place with sadness. But it could not break his ambition to learn Archery. He thought, “I may be a Shudra but does it make any difference?” I am as strong and zealous as Drona’s princes and disciples. If I practise the art every day, I can surely become a great archer.”

Ekalavya returned to his own forest and took some mud from a nearby river. He made a statue of Dronacharya and placed it under tree. Eklavya did this because he faithfully believed that if he practised before his Guru, he would become an able archer. Thus, though his Guru rejected him, he still had faith on him and thought of him as his Guru.

Day after day, he took his bow and arrow, worshiped the statue of Drona and started practice. In time of faith, courage and perseverance transformed the mere tribal hunter (Ekalavya) into the extraordinary archer. Eklavya became an archer of exceptional skill, superior even to Drona’s best student, Arjuna. One day, while Ekalavya was practising, he heard a dog barking. At first, he ignored the dog, but the continuous disturbance in his practice angered him. He stopped his practice and went towards the place where the dog was barking. Before the dog could shut up or get out of the way, Eklavya fired seven arrows in rapid succession to fill the dog’s mouth without injuring it. As a result, it roamed the forests with its mouth opened.
But Ekalavya was unaware of the fact that just some distance away, the Pandava princes were also present in that part of the forest. As luck would have it, that day, they had come with their teacher, Drona, who was instructing them about some finer points of archery by making them learn in the real-life condition of the open jungle. As they were busy in practising, they suddenly looked at the “stuffed” dog, and wondered who could have pulled off such a feat of archery. Drona was amazed too. “Such an excellent aim can only come from a mighty archer”, he exclaimed. He told the Pandavas that if somebody was such a good archer then he surely needed to be met. The practice was stopped and together they began searching in the forest for the one behind such wonderful achievement. They found a dark-skinned man dressed all in black, his body besmeared with dirt and his hair in matted locks. It was Ekalavya. Dronacharya went up to him.

“Your aim is truly remarkable!” Drona praised Ekalavya, and asked, “From whom did you learn Archery?” “From you, my Master and you are my Guru”, Ekalavya replied humbly. “Am I your Guru? How can I be your Guru? I have never seen you before!” Drona exclaimed in surprise. Suddenly he remembered about Ekalavya and asked “Are you not the same hunter boy whom I refused admission in my Gurukul some months back?” “Yes, guru, and I practised archery before your statue and become a good archer”, said Ekalavya.

Hearing this, Arjuna became angry. “But you promised me that you’d make me the best archer in the world and now a common hunter has become better than me!” he accused Drona. Unable to answer Arjuna's question, Drona remained silent. The sage too was upset that his promise to Prince Arjuna was not going to be fulfilled. He was also angry with Ekalavya and planned to punish him. “Where is your guru dakshina? You have to give me a gift for your training,” the sage demanded. A guru dakshina was the voluntary fee or gift offered by a disciple to his guru at the end of his training.

Ekalavya was overjoyed. “Guru, I’ll be the happiest person on the earth to serve you. Ask me anything and I will offer it to you as my guru dakshina”, he said. Drona did not wait anymore. “Ekalavya, I seek to have your right-hand thumb as my guru dakshina”, he declared. Silence befell on everyone. Everyone was shocked, even Arjuna. He looked at his teacher in horror and disbelief. How could their teacher
make such a cruel demand? For a moment Ekalavya stood silent. Without his thumb, he could never shoot arrows again. But the teacher must be satisfied. ―Ok Gurudev as you wish‖, said he. Then, without the slightest hesitation, Ekalavya drew out his knife, cut his thumb and gave it to Dronacharya.

―Here is my guru Dakshina, guru, I am happy that you have made me your disciple, even if I’m a mere Shudra hunter‖, Ekalavya said. The sage blessed the young archer for his courage. ―Eklavya, even without your thumb, you’ll be known as a great archer. I bless you that you will be remembered forever for your loyalty to your guru,‖ Drona declared and left the forests. He moved and grieved at his own action. But he was content that his promise to Arjuna was not broken. The Gods blessed Ekalavya from above.

Despite his handicap, Ekalavya continued to practise archery. How could he do so? When one is dedicated, one can make even mountains bow down. With practice, Eklavya could shoot arrows with his index and middle finger and he became a greater archer than he was ever before. His fame spread far and wide. When Drona came to know this, he blessed the boy silently and begged for divine forgiveness. And true to Drona's blessing, Eklavya is still praised as the most loyal and brave student in the epic of Mahabharata.

**Glossary:**

Pleasures = enjoyments, happiness

Gurkul = school

Guru = teacher, master

Archer = one who shoots an arrow from a bow

Archery = sport of shooting arrows with a bow

Mighty warriors = great soldiers/fighters

Bowed = saluted, greeted
Sage = guru, master, teacher

Furiously = angrily, seriously

Miserably = sadly

Zealous = enthusiastic, eager

Perseverance = determination

Stuffed = swollen

Disciple = student

Guru Dhakshina = teacher’s fee

Loyalty = faithfulness

Grieved = felt sad

Content = satisfied

Fame = name
Activity 1: Narrate a story based on the pictures.

Directions: Look at the series of pictures attentively and narrate a story based on the pictures and with cue words/ phrases given under the pictures. Four minutes are given for your picture observation. Six minutes are allotted for narrating a story.

Son of tribal chief Hiranyadhanus,
Forests of Hastinapura.

Guru, Dronacharya, pandava princes about the archery.

Guru, pandavas, archery.

Ekalavya bowed to Dronacharya, gurukul.
After rejection, making statue of Dronacharya.

Practising archery, the statue of Dronacharya.

Ekalavya, 7 arrows, barking dog.
Guru and pandavas.

Praying to statue, self practice.

Arjuna, archery, guru, in the forest.

Guru dakshana, Ekalavya's right thumb
Activity 2

Narrate the story in your own words.

Directions: Read the story “The story of a great tribal boy, Ekalavya” (which was already discussed by the researcher in the class). If you don’t understand anything, please ask the teacher/researcher who is with you. Fifteen minutes are allotted for reading the story and five minutes are allotted for narrating the story in your own words.

THE STORY OF ERUKALA NANCHARI

Once there lived Kotaiah with his wife Nagamma in Thangelapally village who belonged to upper caste. They did not have children for many years. They used to go to Bhunancharamma temple and pray to goddess. One day, Bhunancharamma appeared and gave a boon in the form of fruit by saying “Eat this fruit and you will conceive.”

Meanwhile, one day a sage was praying to Lord Shiva and meditating under a tree on the banks of a river in Himalayas. A lady, named Gandharva (an angel), came to take a bath. After taking a bath, while she was drying up her hair, water fell on the sage and disturbed his meditation. Then the sage became angry and cursed her by saying “You will be born in an upper caste family and get married with outcaste fellow and die in the middle age” very rudely. The angel requested the sage to forgive her and take back his words. But the sage replied that it was not possible to take back curse. And then the sage disappeared.

The angel came to the earth. The goddess Bhunancharamma changed her as a fruit and gave it to the couple as a boon. After eating the fruit, Nagamma gave birth to a girl-child. The couple was very happy. But sudden changes happened in their house. Kotaiah lost cattle and crops. This misfortune made him get puzzled. He immediately called the priest to seek the reason behind the misfortune his child’s birth. The priest referred astrology book and said that your child was born at wrong time and on wrong day. Kotaiah asked the priest to tell him the solutions to the problem. Firstly the priest
said to Kotaiah, “kill your daughter or else your wife will die within three months. Then Kotaiah said, “I can’t do this and please suggest me other ways to solve this problem”. The priest also understood his sorrow and gave a second solution “you should separate your daughter from mother and donate her to outcaste Erukala tribal people”.

Kotaiah gave his daughter to Erukala Yelamanchi, fortune-teller who was living at Erukala-gudem with her husband Jejaiah and her son Sodaiah. She was surprised and rejected to take his daughter because of poverty. Kotaiah convinced her by giving some wealth and requested her to look after his daughter by naming Nachari.

Erukala Yelamanchi took the baby, Nachari in the fortune telling basket to her hut. She told her family about the incident happened in Kotaiah’s house. Then her husband suggested her to give back the baby to Kotaiah because of poverty and it was very difficult for them to look after the child. Yelamanchi told her husband that she would look after the baby. Then she started looking after the baby like her child. She felt very happy because the baby’s arrival brought luck to her. She named the baby as Erukala Nanchari. The baby Nanchari was growing bigger and better day by day. She helped Yelamanchi in house hold work. She used to pray to goddess “Yellamma” and became a great devotee to Yellamma-goddess.

One day, Nachari and Sodaiah got married on the proposal of Yelamanchi. They lead the family happily. They had one daughter. One day, before Nanchari took the profession of Eruka-chepputa (fortune telling), she had visited Yellamma temple and got blessings. While she was moving in the streets by calling “Eruko, Eruka” one lady came out and asked her to tell about the reasons of business loss with the help of Eruka (fortune telling). Nanchari found a business cheat and informed her and her husband. They felt very happy and tried to give valuable wealth but she rejected to take it and asked them to give rice. They gave the rice.

Another day while Nanchari was calling Eruko! Eruka! Two rascals tried to cheat her but she escaped from them very hardly. Then two rascals kidnapped village elder’s son for taking revenge on Nanchari. They wanted to blame her as kidnapper but Nachari protected village elder’s son with the help of goddess, Yellamma, and proved them as kidnappers.
Nanchari earned a great fame in the village because of her honesty and good-manners. One day, some migrated Banjaras came to neighbour’s village on business. They were doing business and enjoying their lives. The village elder sent two servants to enquire about Banjaras and bring them to his house. When Banjaras went to elder’s house, he asked, “Who are you? And why did you come here?” They replied, “We are Banjaras, we migrate from village to village for business. The village elder asked them, “Did you pay taxes for your business? They said “no”. The village elder was serious and planned to steal Banjaras’ wealth. Then he asked them to play Judo game. He also put two conditions i.e., if Banjaras lose the game they will give all wealth to the elder and if the elder loses the game, he will leave the village and go to the forest. The Banjaras played the game and won it. The village elder left the village. He started magic prayer to Maisamma-goddess in the forest for taking revenge on them. Maisamma-goddess appeared and provided blessings to him. The goddesses made the Banjaras unhealthy and vomit blood. Then Banjaras went to a magic-person to solve the problem but it was not solved by him.

Parsunayak, Banjara fellow said to other Banjaras that Erukala Nanchari would only find solution to this problem. Other Banjaras sent him to bring Erukala Nanchari. He went to her and explained about the incident. He also requested her solve the problem and save his people’s lives. Nanchari said to him, “I will come and solve the problem.” Then she went to the house and asked permission from mother-in-law. But she objected by saying, “You are pregnant and it is not good to go there”. Her uncle and husband also suggested her not to go there. But she convinced them. While she was getting ready to go, basket fell down and a cat came across. But she did not stop and she went there along with Parsunayak. When she reached, the Banjaras invited her inside the house and explained about the problem. She found the reasons beyond the problem with Eruka. She told them that one magical person created this problem. To overcome from this problem she said, “You have to sacrifice one pregnant lady who has one child. Otherwise whole Banjara people (Thanda) will die by tomorrow”.

The Banjaras gathered to discuss to find a pregnant woman. Suddenly, their eyes fell on Erukala Nanchari who had come there to save their lives. The Banjara people asked Parsunayak about the details of Nanchari. He told them that she had one daughter. Other Banjara started laughing and wanted to sacrifice Nanchari. Then
Parsunayak requested them not to kill her and said, “We will search for any other person.” But, they did not listen to him and kept him in locked room. They dug the hole, put Nanchari in it and filled up the soil neck level. Then they kept burning utensil on her head. She was burnt severely and died. She came out in the form of Gandarva-angel and killed all the Banjaras except Parsunayak. She said to him, “you celebrate a festival on my name every year. I will provide blessings for you and your people.” Then she disappeared and went to heaven.

**Activity 3**

**Narrate the story in your own words.**

**Directions:** Read the story “The Story of Erukala Nanchari” (which was already discussed by the researcher in the class). If you don’t understand anything, please ask the teacher/researcher who is with you. Fifteen minutes are allotted for reading the story and five minutes are allotted for narrating the story in your own words.
He conquered the jungle

It was a story of an outcast old swineherd. The story started in the evening and ended in the morning. The old man had two pig-sheds in front of his hut and he was the owner of twenty pigs. For him, pigs were everything and they were his sole wealth. Out of twenty pigs, there were two special breed sukka-pigs. One sukka-pig gave birth to twelve piglets and other sukka-pig was carrying. One day he was ill, that day his grandson (Gopal) had taken those pigs out to gaze but he had not returned and it was almost sun-set (evening time). He was worried about his pigs and his grandson. When the boy did not return, he thought, ‖Perhaps pigs got out of control and got into trouble. Or was the boy himself in danger?‖ For gaining strength, he had drunk toddy (palm-wine). After taking it, he went himself to search for his pigs and grandson, Gopal. On the way, his grandson approached him but he was weeping because his sukka-pig had been missing since the evening because she was full blown and about to have piglets.

He said to his grandson, ‖why are you crying now useless fellow? Drive these pigs carefully into the yard. I will go and search for the missing sukka-pig.‖ He went to Barkala ditch but he could not find her there. He thought that she might have gone into the forest to have a safe delivery because the forest was a safe place for animals. He went into the jungle. He had a lot of forest experience in his life because once he had gazed the cattle in the jungle. He said, ‖I should be cautious. If the sukka-pig is there and senses my presence, she will attack like a tigress and kill me. She is a brute and cannot distinguish between enemies and well wishers.‖

On his search for the sukka-pig, he met a tribal yerukala and chenchus, an aboriginal of Andhra Pradesh and Telangana. They were the aboriginals of the jungle, they understood animal’s language, and the old man lived in the Sugali forest for two years. There was a little rain but he had decided to search for his pig and moved alone in the eastern direction. He shouted ‖Huch‖! ‖Huch‖! ‖Huch‖! Walked across the Balasa and Kasara creepers, he threw some stones into the bush but could not find her. Then a pair of rabbits jumped out of the bush. When he was hungry, he thought, ‖I should have killed one of the rabbits and eaten. For some time, he blamed himself for
not having done that. But later, he thought, “It was a great sin to separate a couple.” So he was great human being.

His searching for his pig in shrubs and caves was like Bhimasena rushing to save Draupadi from Keechaka’s hands. He firmly believed in that foot prints of his pig were the clues to find out the pig and moved in that direction. He climbed up Areca-nut tree in the jungle. When he stood on branches of the tree, he watched the jungle very closely like an eagle and he heard the sound of babbler-bird. He thought, “Babbler is a seeker which announces the jungle when something unusual happens.” When the bird saw the pig, it made a sound. Then he moved towards the place by tightening his loincloth, holding his knife and spear silently like a cat. With the help of smell he understood, the pig had laid piglets in the Tindra bush. When the babbler found the old man approaching meekly, the bird increased sound in double pitch. Before the old man could realize, the sukka pig had jumped on him and tore the muscles on his legs, thighs and shoulders with her sharp tusks. After a great struggle, he escaped and climbed up the sunkrenu tree and sat on a branch.

When the old man was on the branch of sunkrenu tree, he saw his pig and piglets and compared them with the moon. By looking at the moon he said, “O moon, you need not to come out from the clouds, I have ten moons (piglets) in the Tindra bush, who cares if you come out or don’t.” In fact, he even called the piglets to be more beautiful than the moon. When the moon is seen through the clouds, he further thought, “Come on… come and see, in the Tindra bush there are ten moons like you, in fact more beautiful.” He was very happy and he was counting his piglets because pig and piglets were sources of his income. In the joyful mood, he never failed to thank the babbler which directed him to find his missing pig.

His heart was filled with gratitude, but this did not last long. When he understood that the babbler’s cry was not only an invitation to him but also to the jackals and other animals, he got irritated and killed it. He also criticized himself of his evil deed. From the top of the tree, he saw a jackal meekly heading towards the Tindra bush. The old man got ready to attack the jackal without disturbing his sleeping sow and piglets. Before he could react, the pig suddenly jumped out of the bush like a lightning, threw the jackal on the ground and killed it. The old man from the tree admired the bravery...
of the pig. He had to stay on the tree for two reasons; firstly, to save the pig and the new born and secondly, the pig would not allow him near her.

Again four jackals tried to attack the pig and the piglets from four directions - east, west, north, and south. Sensing the danger, the pig bounced on the jackal that approached her and the old man aimed his spear at the other. By the time, the other two jackals ran away by picking up a piglet each. The old man was worried at this sight and cried out in pain like a pregnant woman hit by a rice-pounder on the belly, he knelt on the branch as if the arrows of a hunter had struck him in the knees and his whole body began to quiver with pain as if hurt by poisonous thorns. The old man counted piglets they were only eight. He was so angry on the jackals. He thought that jackals would attack on his piglet anytime. As he feared, a pack of jackals started charging toward the bush. The old man was puzzled because if it was one or two he could manage but when it was in tens, twenties or more then he could not escape his defeat. The only weapon, what he had was spear but with that he could not save his the pig and piglets. Suddenly, an idea struck him but the very next minute his body started to shiver. Now his aim was to save the piglets which would be his future and to save the piglets he had to kill his dearest sukka-pig only then he could come down from the tree and threaten the jackals to run or he had to lose both the pig and the piglets. So he killed her and like a swift, he jumped from the tree and roared at the jackals with terrifying face. They made off in different directions like cowards.

With so much of love and concern, he tried to carry the pig. Since it was too heavy for him, he decided to leave it in the jungle. He carried the piglets in the basket. He started moving towards his hut. The entire night's struggle made him weaker and weaker. He stopped near the pool to rest and recovered his energy. He drank handfuls of water and lay down for a while. The morning light gently touched him. He woke up but to his shock he found four vultures sitting on the rim of the basket with the blood soaked beaks. Seeing this, he rushed to the basket and found only eight lumps of flesh instead of eight piglets. He cried out and collapsed totally. His deep sorrow was expressed as: He stood erect. There were tears in his eyes. The jungle looked hazy to him through the film of tears. He wiped the tears with the back of his hand. He tried to control his thoughts by saying, "But I must put an end to these thoughts and rest my exhausted mind. There are many things I have to do later because this is not the last
day of my life. I have suffered the greatest misfortunes today and endured countless
blow of misfortune. Even then it is not the last day of my life.” Here the old man was an optimist.

**Glossary:**

Outcast = shudra (low caste)
Swineherd = a person who looks after pigs
Swine = pig
Piglets = babies of pig
Ditch = waterway, canal, river
Cautious = careful
Brute = animal
Yerukala = name of a tribe that lives by rearing pigs, weaving baskets and hunting birds and animals
Chenchus = hill tribe
Huch = the word used to call pigs
Balasa = the thorny bush
Kasara = thick creeper
Shrub = bush
Bhimasena = In the Mahabharata, one of the Pandava brothers
Draupadi = wife of Pandavas
Keechaka = a villain who tries to seduce Draupadi
Babbler = bird
Tindra = medicinal plant
Sunkrena = the tiger bean tree (large tree)
Lumps of flesh = pieces of flesh
Erect = straight
Hazy = misty, gloomy, dim
Optimist = positive thinker
Activity 4

Narrate the story in your own words.

Directions: Read the story “He Conquered the Jungle” (which was already discussed by the researcher in the class). If you don’t understand anything, please ask the teacher/researcher who is with you. Fifteen minutes are allotted for reading the story and five minutes are allotted for narrating the story in your own words.

OTHER ACTIVITIES

Activity 1

Name the occupation

Look at the pictures and name their occupation
Activity 2

Respond to the questions using information provided.

**Directions:** Read the story “The Story of Erukala Nanchari” (which was discussed by researcher during intervention) and respond to the questions (which are related to the
story) given below. Eight minutes are allotted for reading the story and Eight minutes are allotted for responding to the questions.

1. What is the story about?

2. Tell names of characters and relationship among the characters.

3. What is the main theme of the story?

4. Do you like the story? If yes, why? If no, why not?