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CHAPTER-IV

THE EXPERIMENT

4.0 Introduction

The present study was a quasi-experimental one with the primary purpose of preparing a package of materials for developing communicative competence of undergraduate students in social contexts and to evaluate effectiveness of the package of materials by comparing the performance of the two groups of students, the control group and the experimental group. The experiment involved students of FYBBA (Honours) batch 2007-2008 and FYBBA (Honours) batch 2008-2009 at the C.Z. Patel College of Business & Management, a college affiliated to the Sardar Patel University, Vallabh Vidyanagar.

This chapter mainly covers the experimental strategies used in the present study, criteria used for preparing the package of innovative materials and samples of some modules.

This chapter has been divided into three parts:

1) Preparation of materials
2) Classroom procedures
3) Administration of pre-test and internal tests.

The first part of this chapter discusses the procedures adopted for preparing and designing the instructional materials used in this research study. It covers the description of designing the syllabus, the criteria used for preparing materials and sample modules etc.

In the second part of this chapter the procedures and strategies adopted for conducting the study with the experimental and the control groups have been discussed in detail in which the description of sampling of data, equalization of groups for the present study and the criteria used for the equalization of groups is given. The experimental group was taught
with the innovative materials prepared by the investigator and the control groups were taught with the existing materials. For teaching Functional English 'communicative

approach' has been used in both the groups. The third part of this chapter describes the construction of pre-test, internal and external examination, scoring scheme and administration of the tests thoroughly.

4.1 Designing of the syllabus for the experiment

One of the objectives of the present study was to find out communicative needs of the undergraduate students of FYBBA (Honours) course. Hence, learners' present and future communicative needs were found out through personal interviews of the students.

The syllabus for the experiment was designed on the findings of the results of the pre-test and the personal interviews and techniques of communicative approach to enhance the communicative competence of the students. A careful study of students' interaction during the interview helped the researcher in choosing the relevant topics\contents, concentrating on the functions\structures, which are important for them.

The syllabus for the present study was designed on the basis of the needs identified. The total modules prepared on the basis of the needs identified were 10. Keeping in view the frequency of the functions, the researcher prepared 10 modules.

The table given below shows the needs identified and modules based on the particular need that has been identified through questionnaires.

After identifying the functions, the language items were ordered according to the functions served by them. Grammar, vocabulary and functional items were graded after taking into consideration their difficulty level.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Needs Identified</th>
<th>Module based on the particular need</th>
<th>Communicative Strategy</th>
</tr>
</thead>
</table>
| Module-I | Greetings and introductions | • Introducing oneself  
              • Giving personal information  
              • Introducing people to others | Information gap |
| Module-II | Description | • Talking about people, objects and places  
              • Describing daily routines  
              • Talking about current events | Guessing game |
| Module-III | Expressing one's views | • Talking about desirable and undesirable jobs.  
              • About different occupations,  
              • Professional qualities and skills required for various jobs. | Question and answer |
| Module-IV | Giving instructions, directions and suggestions | • Giving instructions and seeking clarifications  
              • Asking for direction and giving directions | Picture cue cards |
| Module-V | Invitations and Making Requests: | • Inviting people, accepting and refusing invitations  
              • Making requests.  
              • Responding to requests—Agreeing and disagreeing | Cue-cards |
| Module-VI | Making Complaints & apologizing | • Making complaints and responding to one  
              • Apologizing and responding to apology | Role Play |
“For learners who are studying English in a non-English speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which they are taken seriously as people.” [Keep Talking (1995): P.4]

Sometimes real communicative situations develop spontaneously when we exchange comments on deteriorating condition of roads in our town or about somebody’s new dressing etc. In the majority of the modules teaching situations however, are geared towards language oriented communication, or what Wilga Rivers calls ‘Skills -getting’ in which learners make use of the second language mainly in structural exercises and predetermined response by the learners.

“Since second language teaching should help students achieve some kind of communicative skills in the second language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.” [Keep Talking (1995): P.4]

To follow this, the researcher tried to incorporate situations which learners are familiar with for promoting use of the English language viz., the Uttrayan Festival, the changing face of teenage fashion, some popular superstitions, etc. Here the purpose was to use their knowledge about these situations for encouraging communication in the classroom.

Two devices ‘information gap’ and ‘opinion gap’ helped the investigator for designing learner-centered activities using learners’ familiar communicative situations.

**Information gap** exercises force the participants to exchange information in order to find a solution for example reconstitute a text, solve a puzzle. In the prepared package **guessing games** activities given in Module II can be considered to be a good example of information gap activities.

**Opinion gaps** are created by exercises incorporating controversial texts or ideas, which require the participants to describe and perhaps share their views on those ideas. Another type of opinion gap activities given is to let the participants share their views/feelings
about their individual as well as common experiences. Opinion gap activities are mainly of three types:

1. Thinking strategies
2. Discussion
3. Role-playing and simulation.

"By applying the principles of information gap and opinion gap even the traditional exercises can be changed into more challenging communicative situations." [Keep Talking (1995): P.5]

Thus the well-known procedure at beginner's level of having students describe each other's appearance is transformed into a communicative activity by adding an element of guessing (information gap). (See Module-VII -Task1). However, all exercises could not be spruced up like this. Matching exercises and other tasks have remained unchanged because one of the purposes here was to provide models to the learners.

Differences of opinion can be the focus of a discussion in tasks such as simulation and role-playing given in task no. (6) in module (V) and task (4) in Module (VIII) respectively. In these tasks learners are required to assume different roles and express their point of view keeping in mind their roles. In the end they were advised to reach a consensus.

Another type of opinion activity accommodated in the package is based on the common experience of the learners such as task (2) where learners are asked to prepare a list of items one requires while visiting a tourist destination and task (8) of module (V) in which the learners are expected to prepare a guide for tourist.

"Information and opinion gap exercises have to have some content worth talking about. Students do not want to discuss 'trivia.' The interest that is aroused by the structure of the activity may be reduced or increased by the topics." [Keep Talking (1995): P.4]

Many of the activities used in the package are concerned with the 'learners themselves'. Their feelings and ideas are the focal point of those tasks particularly in module -(VIII) around which a lot of their learning activities revolve.
Traditional exercises however necessary and useful they may be for pre-communicative grammar practice – do not forge a link between the learners and second language in such a way that the learners identify with it. Meaningful activities on a personal level can be a step towards this identification, which improves performance and generates interest. ‘Expressing one’s views’ (Module-III) affects them personally, which is eminently motivating for students.

“Furthermore, learning a second language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insights into our personality and culture?” (Keep Talking 1995)

This does not mean that students of a second language should submit to psychological exercises or probing interviews, but simply that, for example, learning to talk about their likes and dislikes may bring about a greater awareness of their values and aims in life.

“Learning is more effective if the learners are actively involved in the process. The degree of ‘learner activity’ depends among other things, on the type of material they are working on. Texts or pictures containing discrepancies or mistakes, by inferring questions, or missing information can arouse the students’ curiosity and this curiosity leads to the wish to find out, to put right or to complete.


Keeping in view the above-mentioned points, almost in all the modules pictures have been used which encourage the learners to infer questions or to complete the missing information.

In Module –I, task (i) is one in which students are asked to frame some questions and conduct interviews with one another. It is a less ambitious vehicle than the earlier ones for active learner’s participation; it makes students share their views with each other. It literally gets them out of their seats and this is very important because it culminates in a final product, which everybody has helped to produce. Further devices like games, miming,
fun and imagination, (brainstorming) problem-solving activities have also been used to make the learners more active and for sustaining their interest in the classroom activities. While designing the course, the researcher kept in mind the communicative needs of the students and the demands of the professional world of Hospitality and Tourism. Hence, she has expanded into the fields of value education and personality building. The impact of English for shaping the learner's personality is slowly being recognized. That is the reason why English as a second language like many other subjects plays an important part in education towards 'cooperation and empathy.' Teachers also like students to be sensitive towards the feelings of others and share their worries and joys. Realizing the importance of emotional quotient a few tasks have been designed focusing on the sharing of feelings and ideas. It demonstrates the learners that cooperation is necessary. Many of the activities included in this package focus on the participants' personalities and help build an atmosphere of mutual understanding.

Though the considerations outlined above have influenced the selection of all the activities, they have never been the only decisive factor. Mostly it has been the investigator's intention to collect activities, which demand the use of more and more English in meaningful situations. While preparing materials a good number of exercises had been rejected because the resultant language practice in no way justified the amount of time and preparation involved, and the aims/objectives of the study, even though they might have been excellent human relations or warming-up exercises. Since communicative aims are central to these activities they should not be used merely as fillers or frills, but should occupy a central place in revision or transfer.

To the researcher's mind, it is important that the activities train the students to use their knowledge of English language flexibly. They should get their meaning not only to do the tasks but also to utilize every iota of skill and knowledge they possess while communicating with others. Fostering this flexibility in the English language is as vital to her as trying to prepare learners for the communication situations that may arise.

INTEGRATED TASKS
The integrated tasks required the learners to read a given passage in the course book, or listen to a passage or conversation read out, discuss it in groups, and note down points
which could be developed into individual compositions. In this way listening, speaking and reading skills were integrated with writing. These activities helped in improving learners’ confidence to express their own ideas and feelings in the tasks that focused on written communication.

Integrated tasks served two fold purposes of providing adequate exposure to the English language as required in real life, and improving learners’ overall competence thereby ensuring that their ideas, opinions and feelings in the tasks given in the prepared modules are focused on reading and writing. It also familiarized the learners with group work and pair work activities.

FOCUS ON READING AND WRITING

In the package prepared for the experiment, however, all the skills LSRW are integrated. Learners are given enough opportunity to have discussion in the class, to use English in their groups and pairs respectively. The tasks with focus on reading and writing mode are mainly concerned with letter writing and paragraph writing, dialogue writing and brief report writing. In all the tasks learners are firstly expected to listen to the recorded texts and then discuss with their friends either in the form of groups or in pairs. At last they are asked to write a paragraph about the same.

Paragraph writing involved the learners in various activities ranging from describing concrete objects that can be found in their class or at home to abstract themes that involved imagination and creative writing. Other types of paragraph writing involved narrating simple everyday activities, describing processes like making tea etc.

4.5 Different Activities used

4.5.1. Warming-up Exercises

"When people have to work together in a group it is advisable that they get to know each other a little at the beginning. Once they have talked to each other in an introductory exercise, they will be less reluctant to cooperate in further activities. One of the pre-requisites of cooperation is to know one another’s names. A second one is having some idea of what individual members of the group are interested in. One important use of
warming up exercises is with new classes at the beginning of the academic year; if the teachers join in the activities and let the class know something about himself, the students are more likely to accept him as a person and not as a teacher. A second use of warming-up activities lies in getting students into the right mood before starting on some new project or task.” [Keep Talking (1995): P.12-13]

However, even warming up activities may seem threatening to very shy students. In particular, exercises in which one person has to speak about himself/herself in front of the whole class. For example 'guessing game' in Module-I belongs to this category. But, here reorganizing the activity in such a way has reduced the strain that the student concerned is questioned by the class, thus avoiding common language where the pressure is on one person only. Students often find pair work the least threatening because everybody is talking at the same time and they have got one listener. Depending on the atmosphere in the class, exercises can be modified in pair or group work.

**Warm-up games**

Keeping in view the above-mentioned points, the investigator has incorporated a good number of warming up exercise, for instance, in **Module I,** there is an introductory task named **Who am I?** In this game, the leader prepares cards with famous people's names on them. The leader tapes one card on the back of each member. Then everyone pretends they are at a party and asks each other questions to find out their own identities. When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front. The purpose of this task is to make learners curious about the new learning and also to help the teacher to know the level of students.

In **Module II,** one of the pre-tasks is to engage the learners in a game where one person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that you cannot ask "wh" questions!
Example: PINEAPPLE. Does it talk? Can it walk? No. Do you eat it? Yes. Is it something you
would eat for dinner? No. etc...
If someone makes a mistake in forming the question, the rest of the club members can help
turn it into a proper question.

In the same way, in Module- (VIII) the researcher starts with an introductory task in which
the pictures of different places are given and the students are asked to work in pairs and
discuss on the following points – name of the place, what they know about that place, what
they like or dislike about that place etc. The rationale of this task is to draw the attention of
learners towards the new module.

Before the commencement of Module IX, an introductory task named “Broken telephone”
was used. This is a listening and pronunciation activity that always gets learners laughing.
The leader first must think of a sentence or phrase and whisper it to the person beside her.
That person will then whisper what she heard to the next person. Each person can only
say, "Can you please repeat that?" one time. When the message reaches the end of the chain
that person must speak out loud. Oftentimes the message will be completely different
when it reaches the end. This game/activity is also known as the Chinese Whisper.
Here, the students have a chance to understand the importance of active listening and how
a message gets distorted if not received actively and attentively.

All the above-mentioned warming-up exercises and several others used in different
modules are suitable for students of Communication Skills course because they are simple
and are not demanding. The language content of the exercises is adapted for achieving
proficiency in English.

4.5.ii. Guessing Games
Everybody is familiar with guessing games. It is not only children who like guessing; adults
like guessing too, as shown by many popular TV programmes. The popularity of guessing
games can be explained by their structure. Both chance and skill (in asking the right
questions) play a part in finding the solution. The outcome of the game tends to be
uncertain until the last moment, and so it is full of suspense. The basic rule of guessing
games is eminently simple; one person knows something that another one wants to find out.

The thing to be guessed differs greatly from game to game. It can be something one player is thinking of an object seen only by one person, a word, an activity - or lots of other things.

As the person guessing has a real urge to find out something, guessing games are true communicative situations and as such are very important for second language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement. (Keep Talking P.31-32)

In Module-II, one of the tasks of the proposed package one guessing game activity is incorporated for promoting interaction among the students. In this activity the students are asked to describe themselves in a few words on a piece of paper without writing their name, fold the chit and put it in a box. Next, they are asked to come in front of the class one by one and pick up one chit. They are instructed to go through what is written on the chit and guess whose description it might be. Here they are given a hint to use expressions like 'I think it must be Sejal's description', 'Isn't it Jalpa's?' If they fail in guessing, or their guessing proves to be wrong, then others are given a chance.

4.5.iii. Questioning Activities

"Questioning are humanistic exercises that focus on the learners themselves, their attitudes and values. Secondly there is a kind of exercise that could be employed to teach learners about the cultural background of the target country. Thirdly these are the activities which can be used as warming-up exercises or strategies for tackling more factual topics.

Many of these activities are quite flexible, not only as regards their contents but also in terms of procedure. By simply introducing a few new rules, e.g. a limit on the number of questions or a time limit they are transformed into games.
As some students are able to produce yes/no and wh-questions, so in most of these type of questions are used." (Keep Talking P.51-52)

In all the modules questioning activities have been used with all the four skills to know the level of students about their culture and surroundings. It also ensures the active participation of learners.

4.5.iv. Discussion Games

"To get everybody involved in the discussion may occasionally be difficult. We cannot ask the students to hand round an object (e.g. a Knotted scarf or a paper weight) and agree on the rule that whoever is holding the objects has to contribute something to the discussion. It is not to be expected that each student will be able to think of something new to say, but in order to be able to say things like 'I agree with...' or 'I don't agree with... because,' he has to listen carefully throughout the discussion.

We can also use discussion games to improve the atmosphere in the class and help students cooperate better with each other. However, the common feature is that students have to give reasons for their views." (Keep Talking P.73-74)

Here in some of the cases, there are discussions or game-like exercises are given that lead to discussions. Quite often the same exercise/s have been used for discussion of serious questions as well as playing with ideas and language. The main intention of all these exercise was, of course, to get the students to talk and to stimulate their interest and imagination. Thus some discussion games make the students think about their values and priorities, others help them learn something about themselves (e.g. module-III: task: 'which job? .Nearly all of them demand a certain degree of flexibility and are structured in such a way that everyone will get a turn.

Many discussion games lead to oral or written follow-up activities e.g. write a paragraph for your college magazine.
4.5.v. Thinking strategies

In the last decade Edward de Bono repeatedly demanded that thinking should be taught in schools. Its main intention is to change our rigid way of thinking and make us learn to think creatively. Brainstorming mentioned by de Bono (1973) is a technique that has been used widely in psychology. (Keep talking P.96)

Here, in the package the thinking strategies have also been included in which different ideas have to be collected by the participants and it is followed by a discussion in the class. It is obvious that there is ample opportunity to use English language. Apart from the speech acts of agreeing, disagreeing, suggesting, etc. these exercises practice all forms of comparison and the conditional. Thinking strategies are linked with discussion, role-play and simulation.

4.5.vi. Miming

"The mimes are done in pairs or groups; in one case individual students have to perform their mimes for the whole class. Shy students or students not used to this kind of activity may not find it easy to act something out in front of everyone else. This should be kept in mind when you do mimes for the first time with your class. Pair or group work reduces stage fright to a certain extent and can be used as a starter.

In spite of these possible drawbacks, miming activities are valuable long-learning situations. Guessing sometime is linked with the real desire to find out and thus is a true communicative situation. Furthermore, miming exercises train the students' skill of observation and improvisation. Finally, miming exercises are useful because they emphasize the importance of gesture and facial expression in communication. In terms of language elements, they practice question forms and expressing possibilities."(Keep talking P.115)

Below is an example of Miming that has been used in Module VI.

A role card with a problem which could occur in an airport is given to each student in the class. Each student has to mime their problem. The class tries to guess the problem by
asking questions, but the student with the problem is not permitted to speak. They can only signal YES or NO.

This is a good game for teaching vocabulary in a memorable context. The stranger the problem, the more probable it is that the words will become part of the class's active vocabulary.

EXAMPLE OF A PROBLEM

My wife's going through passport control with my boarding card. She is wearing a long red coat and is carrying a rolling pin. Can you find her?

A pigeon has flown into the Food Hall and is eating the fruit cake.

The game is especially good for supplying the right formulae in difficult situations where languages may be a problem.

4.5.vii. Role-play and Simulations

It is not easy to distinguish clearly between role-play and simulation. Both are forms of games mirroring a slice of reality. As a role simulations are more highly structured and contain more diverse elements in their content and procedure.

"Simulations are simplified patterns of human interactions or social processes where the players participate in roles", (Davison and Gordon 1978, P.55).

Most simulations demand that the participants are supplied with background information and materials to work from both before and during the simulation. Accomplishing the task set in a simulation has sometimes got to be done within a time limit, for example, in writing the front page of a newspaper, just as in reality.

"In contrast to simulations, role-plays often consist of short scenes, which can be realistic – as in acting out a shopping situation – or pure fantasy – as in pretending to interview a celebrity on TV. Realistic role-plays have been common features of situational language teaching for a long time and are catered for by suitable dialogues in most beginners' textbooks. Also a lot of materials for role-play have been published. (Heyworth 1978), Lynch (1977), Menne (1975), Seely (1978), Walker (1979), Role plays may be enacted
around every day situations as well as around topical problems like the generation gap or vandalism."

"The materials necessary for a simulation should be more varied and complex to suit the multi-layered structure of a simulation" (Keep talking P.121-122)

Here the choice of role-plays and simulations was guided by the intention to achieve effective language learning situations rather than extremely original topics. It is believed that the role-play and simulations included here will also encourage teachers to develop their own materials.

In Module-V and in Module-XI, some of the tasks are based on simulations have been designed to suit the needs and interests of students. The first one in module-V (task No.1) has been designed keeping in view the area of the students' specialization namely Hospitality and Tourism. Being Honours course students, it was thought that naturally they would take interest in its discussion and also to take part in fictional situations by assuming different roles. In role-playing activities, role cards are used. But in module-III, the cards are directly given to the interviewers who are asked to prepare the cards for an interview and try to fill them after getting the information from the interviewee. In Module-XI the task is based on the problems faced by a professional in service sector.

Role plays are quite demanding for second language situations in that the players have to use the second language correctly and adequately both in terms of the second language itself and the particular role that is acted out.

It improves the students' oral performance generally, and simulations quite often train them in all the four skills. Simulations mainly constitute the practice sessions where the participants draw on everything they have learnt so far.

*****
4.6 Part-II - Experiment

4.6.i. Study Design
This is a quasi experimental study with an additional component of cross sectional observational study. In the experimental study, two comparable yet non-randomized groups of students were selected to be allocated to two different teaching methodologies and their outcomes were compared at the end of the study period. In the observational study, a group of students were given a questionnaire to fill.

4.6.ii. The Sample
On the grounds of feasibility of the study, the sampling frame was chosen from the students of the C. Z. Patel College of Business & Management, Vallabh Vidyanagar. The college runs two professional courses: (i) Four year BBA (with specialization in either Hospitality Management or Travel and Tourism Management) and (ii) Four year B.Com. All the 132 first year students of BBA (Honours) class of 2008-09 were approached for participating in the study, out of which 2 students dropped out of the class at the beginning of the course. During the period of one year of experimentation, further 5 students had dropped out of the course, before data collection started. Therefore, ultimately, 125 students were available for the experiment and data collection.

4.6.iii. Sampling Technique for the Experimental Study
All the 132 first year students of BBA (Honours) 2008-2009 were approached for the intervention group while students of BBA (Honours) 2007-2008 were selected as control group. The sampling was convenient one yet the investigator ensured comparability between the experimental and the control groups. As the students of the entire college are apparently homogeneous, for convenience of the study, only one group of students of 2008-2009 batch was selected for the observational study.

4.6.iv. Inclusion and Exclusion Criteria
Students whose class 12 marks were available were included in the study, while the intervention was conducted among students of first year BBA class who took the pretest. Thus, those who either didn't attend the classes at all after joining the BBA course or left without taking the pre-test were excluded from the study as well as from the analysis.
4.6. v. The Try outs (Experimental Study)

The details of the different experimental techniques introduced in the intervention group have been described in the preceding chapter (Chapter 4). In summary, at the beginning of the study period, before introducing the tryouts, a pre-test was conducted among the students of the experimental group, in which their language skills were evaluated on five different areas – speaking, reading, grammar, writing and listening with equally distributed marks in each of them totaling 100%. A similar pattern was followed in three subsequent tests viz first internal, second internal and prelims at three monthly intervals each. The tryouts were launched within one week from the date of the pre-test. The control group was given no additional intervention than the conventional mode of teaching English in the class. Both the interventional and control groups underwent teaching under the same syllabus set by the Sardar Patel University for Communication Skills and Personality Development in first year BBA Honours class. The components of the syllabus included a textbook named Stories for India, Communicative theories, business correspondence, vocabulary and topics on personality development included confidence building, stress management, time management and team building. The teaching involved four classes a week for both the groups for one year.

4.6. vi. Feedback Instrument

For the observational study, a structured questionnaire was designed including various questions about the perceived level of proficiency of the students in communication skills on a visual analogue scale. These questions addressed the following parameters:

1. Level of performance during or immediately after 12th standard examination
2. Grades of 12th Standard and expected grades in the final university examination in the subject of English.
3. Self assessment about proficiency in English competency in the past and at present in terms of reading, writing, listening and speaking
4. Students also summarized their self beliefs about their perceived learning outcomes as a result of this experience.
4.6.vii. Standardization of the Groups

It was considered necessary to identify two comparable groups of equal ability for the study. To equalize the experimental group and the control group, the investigator identified the two groups by utilizing the following procedures.

1. Mark sheets of 12th standard were obtained and learners' overall performance was matched with one another to see if the two groups were comparable in their linguistic abilities.

2. Students' scores in the subject of English at the 12th standard were matched to make sure that the level of proficiency in English was basically comparable between the two groups.

3. The learners were asked details about their family background mother tongue, languages known, and medium of instruction at school level etc. during personal interview.

4.6.viii. The Treatment

1. After the procedure of equalization, one group that was exposed to the package of innovative materials was called the experimental group and the group that received the instruction with the existing material was called the control group in this study.

2. The same syllabus was used in the two groups, the experimental group was taught in communicative language teaching method whereas the control group was taught in the conventional method.

3. Both the groups had equal number of sessions.

4. To minimize bias, the control group was taught by a teacher with similar qualifications and experience as the researcher who taught the experimental group.
4.6.ix. Variables in the Study

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
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<tbody>
<tr>
<td>1. 12th Standard Marks</td>
<td>1. First and Second internal test marks</td>
</tr>
<tr>
<td>2. Pre-test marks</td>
<td>2. Preliminary Examination marks</td>
</tr>
<tr>
<td>3. Medium of instruction till class 12</td>
<td>3. University Examination marks</td>
</tr>
<tr>
<td>4. Board</td>
<td>4. Attitudinal changes</td>
</tr>
<tr>
<td>5. Gender</td>
<td></td>
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4.6.x. The CLT – Strategies used for the Experimental Group

The CLT strategies adopted for teaching the experimental group were as follows.

ORIENTATION OF THE LEARNERS

The aim of the experimental sessions was to provide the students with opportunities to make use of their knowledge for using English in practical communicative settings and at the same time to free the students of the notion that communication is measured solely in terms of linguistic accuracy.

The first meeting with the students was devoted to a discussion of what it means to communicate. What are some non-verbal forms of communication? How do we evaluate a person's ability to communicate in a foreign language? How important are word order, pronunciation and grammar in order to understand a non-native speaker of English? How important are all the four skills in communication in English?

FOCUS ON MEANING AND APPROPRIACY

Each function aimed at developing communicative competence of the learners. The experimental procedure consisted of observation and performance of a variety of communicative acts with particular attention given to the kinetic features of communication. Emphasis was placed on conveying meaning rather than on linguistic accuracy. The chief purpose was to get the meaning across. The students were urged to use every means at their disposal to understand and in turn to make them understood.
English was used first to define the situation so that the students and the instructor would become familiar with the content. The students were free to say what they 'meant' rather than being limited to saying what they actually 'knew how to say'. (S.D. Krashen 1998)

INFORMAL ATMOSPHERE IN THE CLASSROOM
An informal atmosphere was maintained throughout the teaching programme for all the three groups. Students were free to interact with the teacher and with the student participants.

In the communicative situation the students were free to define the context and to elicit responses. Emphasis was on real, meaningful communication rather than activity topics and artificial situations. Attention was paid on the development of the ability in the learners to understand and convey information content.

Almost everything that was done in the classroom was done with a communicative intent. The focus of every module was on the performance of some operations ('learning how to do something').

JUDICIOUS USE OF L1
The learners were encouraged to use more and more English while interacting with their classmates and friends. Although there was intermittent use of the students' L1 during initial few days in order to establish a relaxed and informal relationship among the participants. The use of the L1 was a means to the end, not an end in itself.

THE ROLE OF THE TEACHER
The teacher's first role was to initiate the communication process among the participants in the classroom, and the various activities and texts. Sometimes, her role was to act as a participant within the learning teaching group. She tried to establish situations likely to promote communication. When discussions were going on, the teacher went from desk to desk to make sure active participation of all the learners. During the activities she acted as an advisor, answering students' questions and monitoring their performance. The teacher often withheld structural correction and postponed it until after the activity. The teacher's role was to set up the conditions for communication to take place. She actually assumed
roles to model the language, and to act as someone for the learner to communicate with. She also set up the conditions for the students to practice communicative operations themselves. She set up situations where information gaps existed and motivated the students to bridge them in appropriate ways. Moreover, there was no teacher intervention in the communicative activities.

ERROR TOLERANCE
Grammar and pronunciation errors were expected and were always ignored when they did not interfere with meaning. The teacher reacted to what was said, not how it was said. Errors were tolerated and seen as a natural outcome of the development of communication skills. Teacher never tried to correct them immediately. He provided other students a chance to answer appropriately. If she found that nobody was able to answer properly then she uttered the correct response and provided them an opportunity to take note of it.

THE CLT PROCEDURE ADOPTED
The CLT procedure was adopted for teaching the experimental group.

Table: C.L.T. PROCEDURE

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-communicative activities: Structural and Quasi- Communicative Activities</th>
<th>Communicative Activities</th>
</tr>
</thead>
</table>

The teacher began with quasi-communicative activities that gradually led to the communicative activities. Then, the students were provided with a communicative task and were asked to use whatever language they had at their disposal to perform the communicative task given to them. Students' errors were not corrected. The students were given an opportunity to learn the new ways of performing the communicative tasks. These tasks are either communicative or socio-cultural or learning—how to learn. These tasks help to establish and maintain interpersonal relationship, and through this the learners could learn exchanging of information, ideas, opinions, attitudes and feelings, and to get things done.

USE OF GROUP WORK AND PAIR WORK
The teacher used pair and group work activities frequently. Emphasis was given to the techniques such as language games, role-play, simulation, quizzes, debate and discussion, information gap activities etc. The teacher used such procedures that would involve the students
in using language to express their own ideas, opinions and feelings and sometimes to reproduce what others have said using passive voice, giving instructions etc. It has been suggested that learners need the opportunity to negotiate the new input, thereby ensuring that the language, which is heard, is modified to exactly the comprehensibility they can manage. They also claim that small group work provides the optimum environment in the classroom from this to take place, as well as giving opportunities for production. Researches on second language acquisition cite examples where language has, in the course of negotiating meaning, been modified by learners, thereby increasing the amount of comprehensible input to which the learners are exposed. This, it is hypothesized, increase the rate at which they learn (Long and Porter, 1985). The group and pair work also helped to increase the amount of negotiation and consequent learning from each other.

INPUT
In all these tasks the learners were using language to get things done, to express their opinions and to acquire and impart information and knowledge: thus all communication was genuine. The activities simulated the learners to mobilize all their linguistic resources, to try persistently to extend their linguistic limits. As in real life, a variety of skills were integrated in the tasks; learners were able to practice and develop those skills in a meaningful framework.
4.7 Part: III – Section I: Try-Out of the Communicative Materials in the Experimental Group

For motivating the students pre-tasks or other interesting exercises were incorporated. Various techniques were used for sustaining their interest in the class like guessing game, simulation, role-plays and so on.

4.7.i. Objectives of the Try-out

The investigator defined students' expected terminal behaviour, which was as follows.

1. Language skills

(a) Listening skills:
- ability to understand formal talks and instructions properly.
- ability to interpret and retain the auditory information.

(b) Speaking skills:
- ability to talk about oneself, one's likes and dislikes, to make complaints/ask apologies, invite others, motivate/express sympathies, make requests, agreement/disagreement with others and to greet and convey good wishes appropriately and to begin the conversation.
- ability to exchange/share information through telephonic/conversations, dialogues etc.
- ability to participate in academic discussions and debates.
- ability to give presentations in professional and business meetings.

(c) Reading skills:
- ability to comprehend literature of different genre and to extract relevant information from the books and journal.

(d) Writing skills:
- ability to write formal business correspondence for example sales letter, invitation letters, order letters, complaint letters and to fill various official forms.
- ability to prepare reports, reviews and promotional materials for business development.
• Ability to take notes from audio-visual information and then prepare an elaborate report on the same i.e. Note-making.

2. Enriched language components
   (a) Syntax better sense of grammar
   (b) Enriched vocabulary for formal and informal context
   (c) Intelligible pronunciation

3. Study skills
   (a) Referencing skills:
      • ability to extract information from published literature and
to broaden the students’ perspective about relevant subjects of study from different media publication.
   (b) Computer skills:
      • ability to make Power point presentation on general topics as well as topics related to the student’s field (namely Hospitality and Tourism Management)
      • ability use internet effectively for seeking information

4. Overall fluency and appropriateness in the use of language functions both for day today situations and professional purposes.

4.7.ii. Procedure used for implementing the communicative materials to the Experimental Group:

The final draft of the materials was then used in the F.Y.B.B.A. class by the investigator herself. The experimental group was given experimental treatment for one full academic year (June, 2008- Feb, 2009). Each module was given at least 5 lectures of one hour each. For teaching the students communicative techniques like group discussion, pair-work, role-play, simulation was used.

Each module was divided into four stages that were as follows:
   i) Introductory stage
   ii) Teaching stage
   iii) Practice stage
   iv) Testing stage
Introductory stage

The researcher started each module with some pre-communicative activities. Her overall purpose was to prepare the learners' for later communicative activities by providing them with the necessary linguistic forms and the necessary link between forms and meanings. Further these pre-communicative activities were classified into structural activities and quasi-communicative activities. Structural activities include the majority of the learning activities currently to be found in textbooks and methodological handbooks, such as lists of words and phrases that may be useful in the later communicative activities, different types of drill or question-and-answer practice. Quasi-communicative activities are those attempting to create links between the language forms being practiced and their potential functional meaning, thus taking account of communicative as well as structural facts about language.

Hence, the researcher tried to commence each module with a different pre-communicative activity. For example, in one of the modules, the teacher used some pictures of a tourist location and gave a list of some words and phrases related to the pictures. This was done in order to enrich the students' vocabulary so that they could describe the pictures in more detail and to make the students familiar with the forms of expressing location. In some modules cartoon pictures were given to the learners. Learners were asked to say a sentence or two about the objects.

This was done in order to make the learners feel interested for the upcoming module. Sometimes, the listening tasks were also given in which the teacher was giving them instructions and they had to follow. This task was done in order to know learners' level. In many of the Modules, matching exercises were given and learners were asked to refresh their knowledge by matching the columns. But the main purpose was to give them model answers for performing various functions e.g. making requests, registering complaints etc.

Teaching Stage

The learners who were introduced to the various tasks sometimes listened to the dialogues or played a guessing game, or mimed in the class on the basis of instructions given by their partners. General questions were discussed either in pairs or in groups. Pictures were also
displayed and the tape was played. Learners were encouraged to discuss the several issues in their respective groups and pairs. Grammatical mistakes were tolerated. The students were provided with activities that were communicative in nature for example brief dialogue, role plays, simulation, group tasks and group discussion. Important language forms involved in the tasks were highlighted and focused. The students were provided with partially communicate activities focusing on grammatical accuracy and linguistic forms. Fluency was stressed. Socially acceptable language was used and its use was encouraged in the classroom. Both the types of tasks: Pedagogic and authentic were used for teaching them.

Practice Stage
At this stage of teaching, the language forms used for performing various functions were practiced. Students were given practice through dialogue, conversation, role-play and simulation, group-work and group discussion. Audio-visual teaching aids were extensively used for the purpose. The teacher also participated in the activities as participants. Communicative tasks were given to the students to perform. Real life situations were created for the use of the 'real language'. Communicative exercise and drills were made use of in order to reinforce and consolidate learners' learning. Students' grammatical errors were tolerated to some extent if their responses were socially appropriate and linguistically feasible. But accuracy was not neglected altogether. It was, in fact, taken care of pedagogically and students' mistakes were removed in such a way that they did not feel that they were being corrected in front of the whole class.

Testing Stage
The students were given communicative tasks to perform in the real life situations. Dialogue, role-play, simulation, pair-work were used for testing learners' terminal behaviour. News paper cuttings, magazine cutouts, pictures, original genuine forms, letters, maps etc. were given to the students and they were asked to perform the communicative tasks with the help of aids. The test items were situationally, socially contextualized. For instance,
a) Complete the letter/conversation by writing the description of the person you recently met in a party.

b) As the Literary Director of your college's Students' Council, write an invitation letter to an eminent writer to become the guest speaker of a literary workshop in your college.

c) Look at the map. Your friend wants to take admission in the college where you study. Write a letter to him giving proper street directions so that she can reach your college easily.

4.7. iii. Analysis of Classroom Procedure

MODULE-I: GREETINGS & INTRODUCTION

Task 1: Pre-course interview

This is a pre-course interview designed to make the learners find out about each other before the course commences. It is a good team building exercise.

Goals

1. To allow the learners to find out about each other.
2. To develop a bonding approach to team building.
3. To give the learners some pre-course work to carry out.

Procedure

1. Two days before the course commences distribute copies of “This is my life” handouts to all the learners
2. Each participant is to interview a person nominated by the researcher.
3. Each person will have two minutes to introduce his/her partner.

OBSERVATIONS MADE

Since these handouts were given to the students two days in advance, they were quite relaxed and were enjoying the task. Many of them could interview their classmates successfully. The researcher had the satisfaction that her students had overcome their hesitation and started taking active part in the classroom activity. Since they had to acquire maximum information from their partner in stipulated time limit the researcher observed that the students were discussing with their peers which enhanced their confidence level.
This task was like an ice-breaker and since it was compulsory for all the students the investigator could get 100% participation of the students. The interviews were in depth and light hearted. This technique helps learners get to know others on a different level. Often, students know only their group member, but have no idea about the rest of the class.

MODULE II DESCRIPTION

Task 1: Pre-task

Can You Describe It?

A: It’s as big as a dog. And it looks like an octopus.
B: There’s an alien down here.
B: Can you describe it?
Can you describe these aliens?

Observations made:
This task could create a lively atmosphere in the classroom. The students were trying very hard to describe these extra terrestrial beings. Responses came from every nook and corner of the class.

Task 2: Find the Difference

This was a pre task which the investigator did at the commencement of the new Module. The purpose of this task was to grab the interest of the students and make them comfortable. This picture was made into a power point slide and with the help of the LCD
projector, it was shown to students. They were asked to point out the differences in the two pictures.

Task: 2 Guess the activity

Objective: To guess daily activities described by the other learner

Materials: One daily activity card, paper, pencil for each student

Procedure: The students were given Daily Activity cards and they were asked not to show their cards to anyone. Then the investigator instructed the students to think about how they might describe, step by step, activity depicted on their card without naming that activity.

The students were given a few minutes to plan what they wanted to say. The investigator walked around the class, providing help as needed. After giving the students time to plan, she divided the class into groups of five members each. The group members then took turns in describing their activities. If a student did not understand the description of an activity, he or she had to ask for clarification. After everyone had a turn, group members compare what they had written down. As a follow up activity, each group chose the best activity description and presented it to the entire class.

Observations made:

It proved to be a difficult task for the students, as they were not much familiar with this kind of activity. Although the Daily Activity Cards had pictures they know very well but they could not frame sentences describing that activity without naming it. Looking at their problem, the researcher explained some of the points to them for example; she helped the students by modeling a description for the students. She took a Comb Hair Card and said "I pick up something and I stand in front of the mirror. I put the object in my hair. I watch myself in the mirror." Once the students were clear about the activity, they started participating enthusiastically. Lots of language was created in the class. Most of the students could guess the activity precisely. Some students, who were quite hesitant, were also participating in the classroom activity.
MODULE III: EXPRESSING ONE'S VIEWS

Task 1: Personality and Job

This task is divided into two parts. In the first part of the activity, the students were asked to work in pairs and conduct a Personality test by asking questions about different aspects of their partner’s personality such as their likes, dislikes, dreams, aims etc. Once the students had collected enough details about their partner’s personality, they tried to find a job that would match the personality traits. Then as a second part of the activity, the students came forward and shared their choices with the rest of the class. It was a free talk session where the investigator invited the rest of the class to refute the choices made with proper reasons.

For example, one student after analyzing the personality traits of her partner suggested that she could be a good saleswoman because she was persuasive and had good communication skills. But at this juncture, one of her classmates argued that salesmen are usually tricky and dishonest since they persuade people to buy things which are of little use.

Observations made

This kind of activity is based on the nature of information gap activity by letting the learners to make personal choice from the list of language items which all fit into a given frame. The students took part enthusiastically thereby promoting free and spontaneous language use. It also served as a warm-up activity to stimulate the student’s interest in the topic and aims at broadening the student’s horizon.

Task 2: Job consultant

The investigator initiated this task as a continuation to the previous one. She made groups of four to five persons and chose one person as the group leader who would be playing the role of an educational consultant and the others would be playing the roles of job-seekers. Their descriptions were already given. After going through the details of the job seekers,
the educational consultant recommended a suitable job for each candidate keeping in view their educational qualifications.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A) Jalpa</strong></td>
<td>is a management graduate and her age is 22 years but doesn't have any working experience.</td>
</tr>
<tr>
<td><strong>(B) Kuldeep</strong></td>
<td>has completed B.Com. this year. In addition to this, he has working knowledge of computer. For one year he has worked as an assistant in 'Accounts Section' of S. Chand and Company, Baroda.</td>
</tr>
<tr>
<td><strong>(C) Mansi</strong></td>
<td>has just passed XII th examination with first division. Her height is nearly 160 cms. She is a good looking, confident and courageous young lady. Her age is around 18 years.</td>
</tr>
<tr>
<td><strong>(D) Jigar</strong></td>
<td>completed his graduation in Pharmacy in 1998. He is about 24 years. He has been working as a medical representative since 1991. He has a good command over English.</td>
</tr>
<tr>
<td><strong>(E) Nikita</strong></td>
<td>passed B.A. (English) in 1997. Her hobbies are reading books and listening to music. She is about 27 years old. She has also worked as a sales woman at Chirag Publishers, Surat. Besides this, she has got a diploma in computer application.</td>
</tr>
<tr>
<td><strong>(F) Shailee</strong></td>
<td>She has a nursing diploma along with a bachelor's degree in Home Science. She is fluent in Gujarati, Hindi and English. Her age is 21.</td>
</tr>
<tr>
<td><strong>(G) Zorawar</strong></td>
<td>He is a civil engineer. His age is 29 years. He has 6 years experience of working as a building-consultant particularly in designing/decorating/ space planning in Gwalior Rayon Pvt. Ltd., Ankleswar</td>
</tr>
<tr>
<td><strong>(H) Jatin</strong></td>
<td>He is a BBA (Honours) with specialization in Hospitality Management from a reputed institute; during his course he had obtained summer training in 5 Star properties. He loves to interact with people and has excellent command over English.</td>
</tr>
</tbody>
</table>
Task 1: Worksheet 1 Giving Instructions

Put the steps for the following tasks in the correct order (1st, 2nd, 3rd, etc).

___ Press the start button
___ Place the bag inside the oven
___ Listen carefully, when all kernels are popped, turn off the microwave
___ Set the timer for 5 minutes
___ Open door and remove bag carefully, it may be hot
___ Remove the cooking bag from the wrapper
___ Shut the microwave door

What is the task? ____________________________

___ Press the brew button
___ Put a disposable filter in place in the basket
___ Put in the desired amount of grounds in the filter basket
___ Place the pot into place
___ Pour the water into the receptacle
___ Plug in the appliance into the nearest electrical outlet

What is the task? ____________________________

Worksheet 2- Giving Instructions

Match appropriate responses with the questions. Put the correct number of the question on the line.
1. How do I open this bag? Yes, just put one cup of the grain in the cooker and add one half cup of water and turn the cooker on.

2. What do I need to do to operate the Safe? Sure, open up the bag, put the bag in the microwave, then set the timer for four minutes and turn it on.

3. How do I get connected to the Internet? Move to a speaking where English is the native language.

4. Do you know how to make this popcorn? Sure, first put the paper on the glass and close the lid, and then enter the number of copies you want and finally press start.

5. Is it easy to make rice? Look for the Internet Explorer icon on the desk top and click it.

6. I can't get the remote to work. Look for a small slit on the top right hand corner of the bag and start tearing there.

7. Can you show me how to copy this? One- put three scoops of your favorite flavor into a blender, two- add about a third of a cup of milk, and three- turn on the blender.


9. How can I dramatically improve my English ability? First, select a four digit number as your code, then enter the numbers in the new combination setting.

10. What are the steps in making milk shake? Well, you have to point it at the TV before it will work.

The investigator started this module with two simple tasks. Worksheets were given to the students and in the first worksheet they had to put the items in the chronological order and in the second worksheet they had to match the contents given in the two columns It was a pair-work.
Task 2: Going for a bite

Materials:

1. Partner A Activity Sheet
2. Partner B Activity Sheet
3. Restaurant Guide
4. Downtown Map

The purpose of these materials is to get the students to practice giving directions to a restaurant based on street names and other buildings in the vicinity: *It's on Pine Street next to the post office.* This is a fairly simple role-play. In short, students will call up their classmates and ask if they want to go for a bite. The student who receives the phone call will suggest a restaurant and give directions on how to get there.

The class was divided into two groups: callers and receivers. Callers got a Partner B Activity Sheet plus a map of the downtown area. Receivers got a Partner A Activity Sheet plus a Restaurant Guide. Callers called the receivers and asked them out to dinner. The receivers suggested different restaurants and gave directions on how to get there. Callers recorded the location on the map and the restaurant details on their activity sheet. In order to make this task more challenging, the investigator told the receivers to sit facing their back to the callers (callers tapped them on the back and said, "Tring! Tring! tring!")

Observations made

Initially the students were unable to understand the task until the examples were given. After giving examples, they came out with several responses and they started enjoying the activity.

MODULE V: INVITATIONS AND MAKING REQUESTS

Task 1: Making Appointments

Introduction

In this activity, each student is given a blank weekly planner, and the aim is to fill it with as many appointments as possible. There are two parts to the activity. Firstly, the students invent a
company for them and play the role of business person arranging meetings during work hours. Afterwards, the students abandon these roles and arrange personal meetings with their friends, outside work hours. In this way, the difference between formal and informal ways of making appointments is made clear to the students.

Preparation

Before the activity started, the investigator drew a copy of the worksheet on the board to save time later.

Procedure: At the beginning of the activity, the investigator instructed the students to copy the planner for the week from the black board. Then she asked the students first thing to make up a company and write this company and their own name on the back of the sheet, just like a business card. The students were told to make business appointments with other students. The investigator explained that these appointments must be during office hours; between Monday and Friday (highlight these ten boxes on the blackboard). The students will have to agree on when to meet, where to meet, and what to discuss.

As the second part of the task, the investigator asked the students to make appointments with their friends, outside of business hours.

Observations made

Students were quite familiar with the second part of the activity and they could respond properly but they were facing difficulty in framing formal language. But after a few examples of sentence structure by the investigator, the students could grasp the idea and started enjoying the task. Hence, the researcher's purpose to use their knowledge for learning English was accomplished quite successful.

MODULE VI: MAKING COMPLAINTS & APOLOGIZING

Task 1 Complaints

In this task, the investigator gave various situations for role play. She were divided the students into pairs, one person taking the role of the guest complaining about the items listed below and the other person taking the role of a hotel staff were asked to think of suitable explanations\apologies for them.
- No soap in the changing room
- An exercise machine that does not work properly
- A room not being cleaned yet
- The room air conditioner is not working properly
- The guest next to him is playing music too loud
- The room smells like smoke
- A side of garlic toast has not arrived
- There's a bug in the salad

Observations made

The purpose of incorporating this Module was to provide practice in life-like situations. Employees in Hospitality or Tourism Management have similar situations when guests have a problem and complain about it. Sometimes these complaints may be justified, such as being brought the wrong order in a restaurant or not getting the kind of room that was booked or being overcharged for a service. Sometimes the complaints may be unreasonable, such as a guest demanding an upgraded room at no extra cost or becoming angry over a short delay. Whether the problem or complaint is appropriate or not, it must be handled instantaneously and with professionalism.

Task 1: ONE CUP OF COFFEE

Letter of complaint

From: George Stine <Gstine@clientcompany.com>
Sent: Friday, June 11, 2004
To: Kerry Green [Kgreen@janitorcompany.com]
Subject: Janitorial Services

Kerry,

It is 6:18 p.m., and I just walked past our kitchen. I saw a woman who is a janitor in our building drinking our coffee. She used our sugar, milk and cups. This is not the first time that I have seen janitors up here drinking the coffee. What is just one cup of coffee? The problem is I think it is more than that! That was just one night and one worker. There are over 100 janitors and they work five nights a week, and how do I know they aren't all drinking our coffee? This is totally unacceptable to me. Please look into the matter.

-George
In this task the investigator gave a situation to the students where a janitor drank a cup of coffee during office hours and a client saw her doing so. He complained about it to the supervisor. The learners were given one letter of complaint and they were asked to read it carefully and prepare a suitable reply for it. It was a bit-challenging task for them because first the time they were writing from their parents’ point of view.

Observations made

As soon as the researcher finished her instructions, the students started writing. They were advised not to rush for writing straight away but first to think, draft a response to the letter and then express it before other students. In this task the discussion that took place was quite interesting. During discussion each of them suggested something about the possible contents followed by arguments and counter arguments. For example one student said 'she was tired,' another opinion was “one cup of coffee should not make such a difference". Various opinions were collected. Then they were asked to write a letter of apology and an assurance that such a thing will not be repeated.

MODULE VII: PERSUASIONS, GIVING OPINIONS, ADVICES /FEEDBACKS

Pre-task: What’s wrong?
A. What's wrong with you!

B: I'm getting bit by mosquitoes.

A: Why don't you put on some lotion?

C: If I were you, I'd put on a long sleeve shirt.

After showing this picture, the investigator asked the students to give advice to imagine their friends who were off for camping and facing the following problems. The students came out with various advices both reasonable and hilarious ones.

(1) I am getting bit by mosquitoes... 
(5) My clothes are wet...
Observations made

This activity is quite motivating, communicative and personalized. During this activity, everybody seemed happy because they had satisfaction that they were actively taking part. Soon the students got into their roles and started taking up real roles for example the landlords were putting a positive spin on everything and talking about the special features of the property and the tenants were quite steadfast and were not easily convinced. One of them even demanded an inspection of the house! They made interesting dialogues.

Task 3: Dinner guests

Procedure: The class was asked to imagine that they were going to have a dinner party next Saturday night. Three famous people either living or dead were to be invited to this imaginary party. Four people were to be in attendance. These guests could be politicians, actors, singers, religious leader, freedom fighters, business tycoons etc. The investigator then asked the students to write down the final names and after the list was prepared each student told the class his/her selection and the reasons for their choices.

Observations made

It was a fun filled activity; it seemed that the students were enjoying it. It was necessary to sustain their interest in the classroom learning. This task played a vital role in sustaining their interest. The choices they made were quite surprising ranging from Jinnah to Dhirubhai Ambani. Some of the vernacular medium students found this task a bit tough because of lack of vocabulary; they did not have appropriate words to explain their selection.

However, sometimes they were using their mother tongue. They were constantly encouraged by the researcher to use English. Hence, they were either asking for appropriate words from their teacher or other students.
A: Oops! Sorry about that!
B: You did that on purpose!
A: No. I didn’t mean to. Really! It was an accident. I’ll be more careful next time.

After showing this picture, the students were asked to think of some occasion when they accidentally did something bad or hurt someone and of a time when somebody did something bad to them on purpose. This generated a lot of response from the students and one of them narrated incidents which were really thought-provoking.

Task 1 Matching Exercise

In this task, the students were asked to do a matching exercise in which two columns ‘A’ and ‘B’ were given. In column ‘A’, some expressions were given which generally people utter when they get annoyed or either in distress. The column ‘B’ had some responses, which were quite appropriate to cheer them up, or offering sympathies. Students were
asked to go through both the columns carefully and match the given expressions with suitable responses.

**Observations made**
This task was a pre-task for the module. It was aimed to set the ball rolling and introduce the topic of the Module. The purpose was to facilitate the learners with model answers for expressing their anger/grief, consoling people, offering sympathies, seeking help from others and motivating their relatives and friends.

**Task 2: Lend your Ears**
In Task 2 which was based on listening and writing mode, the learners were asked to listen to some short conversations from the audio course named ‘Keep up your English’. After the listening, they were asked to complete some sentences which were based on the conversations that they had listened to a short time ago. The purpose was to involve the learners in short conversations with their friends.

**Observations made**
Students could not comprehend the conversations properly during the first listening. Therefore, the conversations were played twice. Further, the learners were found a bit confused about the task, as they did not have any idea as to how to complete the sentences though one example was given to them. So, the researcher provided some more examples. But in the last three sentences, they did fairly well. The overall response drawn from the students was quite encouraging for the researcher.

**Task 3: Help me!**
In Task 3 some statements were given, which generally people utter either in sheer disappointment or when they desperately need somebody’s help and learners were asked to give suitable expressions. All the familiar situations were chosen here for example “It’s a disaster! My train is late today.” “I’ll get late for the examination.” It is a common sight to see college students commuting from far off places; they often come across these situations.
Observations made

It was really interesting to read the expressions written by the students. Almost all of them tried to come out with the best expression possible. Some of the options used were like this: (i) Don’t worry, give a call to the Exam coordinator and tell him about your situation, I’m sure he will consider. (ii) Why do you get upset? Still you have 30 minutes. The purpose of the task was to prepare them to console or offer their sympathies to people in despair.

Task 4: Picture Cue-cards

In task (4) some pictures of difficult situations were given and the students were asked to write how they would react in those situations. The rationale of the task was to know how the learners would react in a “Do or Die” situation.

Observations made

When the students were jotting down their reaction to the incidents, the researcher was going from desk to desk to ensure active participation of all the learners. After this, the researcher asked different students to share their experience to the whole class. It was a quite encouraging for them. After listening to one another, even shy students stood up and shared their reactions. No doubt, they made many grammatical mistakes. But at this juncture it was very satisfactory to see them speaking in front of the whole class. The students could see different points of view to the same difficult situations. The reactions also talk a lot about their personality traits.
Task 5: State of affairs and my reaction...

Task (5) was based on thinking strategies in which they were instructed to think of some situations when they got bored, felt sad or amused. The purpose of the task was to sustain their interest in the classroom activity.

Observations made

The students attempted it successfully and quickly too, as it was just one line answer. Subsequently they were suggested that they should think of at least two to three responses each. Since it was related with their day today experience they were found satisfied.

MODULE IX: TELEPHONE CONVERSATION

Task 1 Tring! Tring!

The class was divided into two groups: callers and receivers. Callers got an Activity Sheet A and a Role Card. Receivers got an Activity Sheet B, a Will call back note and a Name tag. Receivers sat facing the wall and callers sat behind the receivers. When a caller wanted to make a call, s/he tapped the receiver on the shoulder and said, "Tring! Tring!" Receivers put the name tag on the back of their chair so that the caller knew who s/he was calling.

Callers asked to talk to their friend. Receivers told them that the friend was out and gave them the details in the 'Will Be Back' note. The receivers then asked if they could take a message. The callers left a message. After the callers had called all of their friends, they would go back home and ask if there were any messages. The receivers relayed the messages that they had taken down.

Task 2: I Need a Ticket to Osaka, Japan

Materials required:

1. A Traveler Activity Sheet
2. An Airline Ticketing Agent Activity Sheet
3. Role Card
4. Airline schedule and fares
This task was a pair-work. The investigator demonstrated before them how information could be elicited by presenting an example. As a warm-up, the investigator prepared a few notes with the following instructions.

**Your teacher is a travel agent. You want to buy a ticket to Paris, France. Buy your ticket from your teacher.**

After the students had a chance to digest the note, the investigator approached one of the students and asked him to buy a ticket to Paris so that the whole class could see and hear. She used the following expressions:

Welcome to Reema's Travel. May I help you? The student said that he wanted a ticket to Paris.

Are you traveling alone?
Will this be one way or return?
When would you like to depart?
When would you like to return?
Do you mind a stopover? Or would you prefer a direct passage?
Would you prefer economy, business, or first class?

After this practice session was done for a few times, the students were familiar with the vocabulary in the role-play. Then the students were divided into two groups: travelers and airline-ticket agents. The travelers were given An Activity Sheet and A Role card. The airline ticket agents were given An Activity Sheet and the schedule and fares for their particular airline. Then the travelers made calls to different airlines and inquired about airplane tickets. They wrote the information that the ticketing agents gave them. They used this information to decide which ticket and which airline best suited their role.

Observations made

This activity generated a lot of active participation. At the beginning of the activity, the class was unmanageable with a lot of commotion because everyone wanted to do their task.
first. The investigator solved the problem by giving a number token to the pairs. It was quite encouraging for the researcher that the students were not only using the sample questions but also had started creating new questions to draw information from their partners. Although their questions had many lapses, the researcher had the satisfaction that her students were showing keen interest in the tasks.

MODULE X: BUSINESS PROMOTIONAL WRITING AND CREATIVE IMAGINATION

Task 1 Barriers to communication

At the start of the session, the investigator gave the following situations and asked the students to share their views with the class.

(A) Imagine you are attending a teaching session as a student. Just before the session the teacher was very cross with you, accusing you of not attending the last session, but you know you attended it.

(B) Just before the session you heard the news that one of your best friends had been arrested. Would you learn properly? Would communication be good? If not, why not?

(C) Imagine communication between you and the following types of people. Try to explain any barriers there might be in each case.

- The principal of your college.
- A very young child.
- A person the same age as you who you have never met before.
- A person from overseas just arrived in India.
- A person from a different island.
- Your former girl friend or boy friend.

This was an introductory class to deal with various other topics of the syllabus.

Task 2: Introduction of the Reading Project

Prior to the lesson, the investigator asked each student to bring a copy of The Times of India. At the start of the lesson, the students were encouraged to browse through the newspapers. While they were doing this, the investigator took the opportunity to introduce the various sections - headlines, national news, foreign news, business section, editorial page, and letters to the editor, feature articles, classified/unclassified advertisements as well as the various supplements on computers, youth and education.
Then the investigator told them to put aside the newspaper and read a news report at fairly slow pace, taking time to emphasize the main details - the where, why, when, what, who of the report and asked the students to take down notes relevant to the headlines. After the students had taken notes, the investigator asked them to write a short report using the details. Once they had completed their reports, they were asked to compare their reports with the original report.

Later the students were given a home assignment to select a report/article based on their interest and most importantly at their level of comprehension, cut it and paste it onto the Communication Skills Portfolio and write a short report of the same on the other side of the page.

Task 3: Planning a Menu

Materials needed: One complete set of Food cards for each group of five students.

Procedure:
The investigator divided the class into groups of five students and gave each group a set of Food card. Then she explained that each group had to plan a Menu for a different event: wedding, a party, a picnic, a conference etc. Ten minutes were given to each group to plan the menu and they had to think of a name for the menu and reason for their choice of food. At the end of ten minutes, one of the members of the group came forward and talked about their Menu and also gave reasons for their choice of food.

Observations made

In this task the investigator was mainly concentrating on group participation and arriving at a consensus. The heterogeneous groups could ensure better co-ordination among the students. Although in the initial part of the activity, it was observed that brighter students were the ones deciding the items in the menu. But as the activity started getting momentum, the hesitant students also started expressing their views. To the investigator’s surprise, in many groups these initially hesitant students came forward and explained their menu to the whole class. Through group work the researcher could remove their hesitation to a greater extent. To conclude, it can be said that this task motivated the students for active participation.
Task 4: Documentary

"Cool Yuva Hangout"... Best eating joint in Vallabh Vidyanagar

This was a project given to the students at the beginning of the academic session. The investigator divided the class into several teams and asked them to select a team leader among them. Then they were asked to prepare a documentary on any of the eating joints in Vallabh Vidyanagar which according to them was the best in terms of food, service, ambience, hygiene etc. For collecting data, research tools like questionnaires, interviews survey etc could be used. Then after one month the team had to show the documentary to the class and each team gave a group presentation.

Observations made

This was a completely new idea and demanded the students to work after college hours. The investigator initially was doubtful whether it would work or not. But the students' involvement in this project was beyond the investigator's expectation. They were running all around to make the best documentary. They did a marvelous team work, some of them prepared questionnaires for the customers and employees and others conducted interviews and one group was busy recording these interviews and others were engrossed in photo-shoots. The final products were not less than any professional work. Their documentaries had everything from statistical details to customer's live interview to background music.

Task 5: Travel Guide

In this group task, an assignment was given to the students. The students were asked to make a list of all the famous monuments, places worth visiting. Then they were asked to select one place for their group and gather information about it along with the photographs of the place.

Then they were asked to collect all the descriptions along with the pictures in a folder to make a visitors' guide. The objectives of this task were to motivate students to collect information about their area, to prepare them how to use pictures for writing description, to encourage them to work as a team.
Observations made

It was a very productive task. Firstly, the students prepared a list of monuments and famous tourist places of Gujarat. Secondly, one place was selected for each group. Thirdly, they collected all the relevant information and pictures from the 'internet' and also referred to different books. Finally, they compiled all the information and pictures properly.

Task 6 Publicity Material

As part of the take home assignment, the investigator asked the students to think of any tourist location, product or hotel (existing or imaginary) and then prepare a brochure highlighting the USPs (unique selling points). They came out with excellent ideas and created creative material. Then during an internal examination they had to give a short presentation explaining their work and then submit it to the investigator.

Task 7: Cue-cards

The investigator made use of cue-cards at various intervals during the academic session. She had created cue-cards for various formal and informal situations.

Task 8: Syllabus related topics

The investigator tried to introduce some new ways to teach the topics given in the syllabus. For example instead of explaining line by line the story, the investigator turned the story into five to six lines containing the central theme or episodes. Then the students were divided into groups and one line was given to each group. Then they had to read the story, after few minutes each group leader reads the sentence and then the class had to chronologically arrange these sentences so that the story becomes complete and meaningful.

Secondly for the segment called Personality Development, the investigator brought many positive thought provoking stories to the class. The students were asked to read them first which followed by a discussion. Even Lectures by various motivational speakers were used in this session.

Documentaries of various tourist destinations both national and international were used for teaching note making and note taking.
4.8 Part III- Section II

Preparation of Pre-test and Internal Tests:
This package of materials has been prepared on the basis of the principles of CLT. The primary purpose of the prepared package, as stated earlier, was to enhance the communicative competence of the learners.
In order to measure the progress of the learners, increasing proficiency of the learners' communicative skills, one pre test and three internal tests were conducted by the researcher for internal validity and the students took one final examination from the university after the end of the academic session.

4.8.i Objective
- To measure the students' level of competence before and after the actual try out in order to know the effectiveness of the materials.

4.8.ii Description of the Communicative Competence Tests
The pre-test was prepared by keeping in mind the methodology and pedagogy of communicative language teaching. For the rest of the examination she had to follow the norms set by Sardar Patel University. The researcher tried to modify these tests so that they could test the communicative competence comprehensively. The tests focused on receptive as well as productive skills of language.

4.8.iii. Tests Administration
Before conducting the tests investigator gave the learners orientation talk to the experimental group in order to acquaint them with the objectives of the experimentation and asked the learners to come prepared the next day to take the pre-test. The pre-test was administered to the learners for two days, separately for oral test and personal interview and for written test. The pre-test aimed at testing learners' entry-level behaviour.
Before and while giving the test to the learners, the investigator asked them not to hesitate in inquiring if they were not able to understand any instruction. The investigator also assured them to respond to the tests, as they (tests) were not going to affect their examination result or progress of learning in any way.
Having administered the pre-test, the investigator examined students' answer sheets. They were informed about their marks and of their errors in the pre-test. Then the researcher used the communicative material she had prepared with the experimental group while in control group, the learners were taught through existing materials using the conventional approach.

The investigator tried to rule out variables while administering the tests. The classroom where the tests were conducted was noise free, well ventilated and bright. The time limit of the test was of two hours which was observed strictly. The tests were administered under the strict observation of the investigator.

4.8.iv. Item Analysis

At the beginning of the intervention period, a pre-test was conducted in which their language skills were evaluated on five different areas – speaking, reading, grammar, writing and listening with equal weightage marks totaling 100%. A similar pattern was followed in three subsequent tests viz first internal, second internal and preliminary examination at three monthly intervals each followed by the University Examination at the end of the academic session. The intervention was instituted within one week of the pre-test. A feedback evaluation was conducted on a random sample of 40 students after the prelims test by interviewing them with a structured questionnaire that included various questions about their perceived level of proficiency in communication skills on a visual analogue.

4.9 Conclusion

In this chapter, the researcher has mainly discussed the various experimental strategies used in the present study, criteria used for preparing the package of communicative materials and samples of some modules. In the later part of this chapter, the procedures and strategies adopted for conducting the study with the experimental and the control groups have been discussed in detail in which the descriptions of sampling of data, equalization of groups for the present study and the criteria used for the equalization of groups, etc. are given. The experimental group was taught with the innovative materials prepared by the investigator and the control groups were taught with the existing materials. The chapter ends with an in depth explanation of the construction of tests, scoring scheme and administration of the tests.
Glimpses of some Student Feedback after the completion of the course

Part II. Student completes (consulting with evaluator if needed)
Experience and Learning Outcomes: In approximately 250 words, summarize the learning outcomes (what you know and can do) as a result of this experience. Describe where and how you acquired the experience.

When I joined the college, I was a quiet student. I was an introverted kind of student and did not participate in any debates or elocution competitions. But after joining the college, I took part in both and even won. At that time, my teacher motivated me and said winning is not more important; participation is more important. Initially, while facing all new faces, I was nervous but I was confident. During the year, I even upgraded my public speaking abilities, note-making, note-taking, ability to start conversation with confidence. By note-making, process, I got better understanding of the theory subjects. I do have some stage fear but I'm confident that if I work more, I would surely overcome it.

When I passed my 12th standard, I was not that much confident in speaking but after I was given this public speaking course, I improved a lot. I had stage fear but today I have gained confidence to stand in front of audience and perform. I think this type of classes are need to be given to students so that they can improve.
The personality development classes have played an important role in enhancing my personality. It has boosted my confidence and my communication skills have improved.

Creative segments such as book review has enhanced my interest in reading & evaluating things.

When I joined this college, I was very poor in English language and was really frightened of facing interviews & giving speech. But after joining this course & learning about this course, I became confident now. I learn many things from this course. This course has also helped me to get better understanding of other theory subjects. In this course, I learned how to make group discussion, how to be confident while giving public speech, how can I give the best performance in interviews, also learned how to make the notes while we are watching a movie or a clip. It has created interest in me of literature. Now I have ability to converse with anyone very confidently. This course has given me those things which I was really expected from me.
Sample of the Brochures created by the students