Chapter V

Analysis and Interpretations

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Chapter –V

Analysis and Interpretations

The present chapter is based on the analysis of data collection. It has been divided into three parts. In the first part, the analysis of questionnaires is made. For the experiment, the data was collected by various means. First of all, a survey was made in which two questionnaires (for the teachers and the students of Functional English respectively) were prepared to analyze the needs of the student. The second part covers the detailed analysis of classroom procedure has been given such as a description of the task performed in the class, problems faced and solutions offered and students' responses. It is followed by the general observations made by the investigator and the external observer, and students. In the third part, the qualitative and quantitative analysis of the research study has been given.

5.1 Analysis of Questionnaires

For the purpose of effective analysis a set of categories is framed. The students' questionnaire and teachers' questionnaires are analyzed after dividing the questions in various categories. Given below is a list of categories along with the list of question numbers in each category.

Table 6: Category of questionnaires

<table>
<thead>
<tr>
<th>Category No.</th>
<th>Particulars</th>
<th>Students' questionnaire</th>
<th>Teachers' questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Factual information</td>
<td>Q.1 &amp; 2</td>
<td>Q1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>2.</td>
<td>Use of English</td>
<td>Q.5, 6, 8 &amp; 9</td>
<td>-----</td>
</tr>
<tr>
<td>3.</td>
<td>Reasons for choosing Functional English</td>
<td>Q.3 &amp; 7</td>
<td>Q.5</td>
</tr>
<tr>
<td>4.</td>
<td>Level of English</td>
<td>Q.4</td>
<td>-----</td>
</tr>
<tr>
<td>5.</td>
<td>Objectives of the course</td>
<td>-----</td>
<td>Q.6</td>
</tr>
</tbody>
</table>
6. Syllabus followed, Suitability of the course contents  

---

Q.7 & 8

7. Students communicative needs, preferable topics, forms of communication frequently used  

Q.10, 11, 12, 13 & 14

Q.16, 17 & 18

8. Problems of students  

Q.15 & 16

Q.14 & 15

9. Use of materials  

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Q.9 & 10

10. Teaching techniques  

---

Q.11, 12 & 13

11. Vocations preferred  

Q.17  

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5.1.1 Analysis of students’ Questionnaire

Category 2: Use of English

Q.5. When do you use English?
14.6% students said that they try to speak English all the time while 50% students responded that they often try to use English. 30% students answered that ‘sometimes’ they use English. 5% of them replied that they hardly use English.

Q.6. Do you write letters in English?
Here 92% students answered in the affirmative, whereas 7.69% said that they did not use English for writing letters.

When asked as to whom they write letters, more than 80% replied that they wrote letters to their classmates and friends. 60% of them wrote letters to
their relatives, while 30% wrote letters to other professionals and 27.69% to their own teachers. 6.92% wrote to strangers and 0.76% to none of these.

Q.8. Answer the following questions by tick marking in the appropriate column for each question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Daily</th>
<th>Very often</th>
<th>Sometimes</th>
<th>Hardly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) How often do you read English newspapers and magazines?</td>
<td>29.2%</td>
<td>17.69%</td>
<td>34.61%</td>
<td>13.84%</td>
<td>4.61%</td>
</tr>
<tr>
<td>And magazines?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) How often do you watch English programmes like TV serials \News?</td>
<td>23.07%</td>
<td>26.15%</td>
<td>36.92%</td>
<td>10.76%</td>
<td>3.07%</td>
</tr>
<tr>
<td>English books (novels, short stories etc.)?</td>
<td>21.53%</td>
<td>27.69%</td>
<td>34.61%</td>
<td>9.23%</td>
<td>6.92%</td>
</tr>
</tbody>
</table>

i) How often do you read English newspapers and magazines?
29.2% students said that they read English newspapers and magazines daily while 17.69% read them very often. 34.61% sometimes read them whereas 13.84% hardly read them. A very small number of students (4.61%) admitted that they had never read any.

ii) How often do you watch English programmes like TV serials and news items?
23.07% students watched English programmes everyday whilst 26.15% watched them very often. 36.92% respondents sometimes watched them. 9.23% students hardly watch them while merely 3.07% students denied watching any English programme.
iii) How often do you read English books (novels and short stories etc.)?
21.53% students replied that they daily read English books whereas 27.69% read them very often. 34.61% students read them sometimes. 9.23% students hardly read English books and 6.92% of them never read any.

Q.9. Some reasons are given below for which people engage in non-academic writing. How often do you use English for the following purposes? Put the tick mark in the appropriate column.

| i) To express your emotions/feelings? | 17.69 | 33.84 | 33.07 | 10.76 | 4.61 |
| ii) For gathering & sharing | 13.07, 22.30, 45.38, 11.53, 7.69 |
| iii) For correspondence? | 7.69, 21.53, 32.30, 16.15, 22.30 |
| iv) For form filling e.g. (Railway reservation, bank forms)? | 5.38, 22.30, 43.84, 16.92, 11.53 |
| v) Daily accounts? | 20.76, 10, 12.30, 17.69, 39.23 |

The first reason preferred was to express feelings and emotions. 17.69% used English everyday while 33.84% students used it very often for expressing emotions and feelings whereas 33.07% students used it sometimes. 10.76% students admitted that they hardly used English for this reason. Only 4.61% students’ opinion was that they never use it for this purpose.

For gathering and sharing information, 13.07% students used English everyday whereas 33.84% used it very often. 33.07% said that they used it sometimes. However, 10.76% students hardly use English for the said function. 4.61% of them never used it.
For correspondence, 7.69% students used English everyday while 21.53% used it very often. 32.30% answered that they sometimes used it for this function. 16.15% of them hardly used it for this purpose. 22.30% said that they never used it for this purpose.

For form filling: 5.38% students used English everyday whereas 22.30% very often used it for filling different forms. 43.84% replied that they sometimes used it. 16.92% of them hardly used it for this purpose while 11.53% never used it.

20.76% students have the habit of writing diary everyday whilst 10% of them wrote very often. 12.30% sometimes wrote it whereas 17.69% students hardly wrote daily diary in English while 39.23% of them never wrote it.

**Category 3: Reasons for Choosing Functional English**

Q.3. Who advised you to choose 'Functional English' as one of the subjects?

Fellow pupils’ advised 13.84% students. 22.30% students followed teachers’ advice. The highest percentage is of parental advice that was at 32.30%. College administration’s percentage is 7.69. 12.6% students ticked the option ‘any other’ which may include options like ‘your own choice’, ‘somebody else’s advice’ etc.

Q.7. Given below is a list of reasons behind joining the ‘Functional English’ course. Rank them in an order.

<table>
<thead>
<tr>
<th>Reason</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Advice pressure from the parents=</td>
<td>10</td>
<td>9</td>
<td>15</td>
<td>=34</td>
</tr>
<tr>
<td>ii) Advice pressure from the teachers=</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>=28</td>
</tr>
<tr>
<td>iii) For the personality development=</td>
<td>31</td>
<td>20</td>
<td>18</td>
<td>=69</td>
</tr>
<tr>
<td>iv) Friends influenced=</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>=14</td>
</tr>
<tr>
<td>v) This course will help me in compulsory English=</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>=21</td>
</tr>
</tbody>
</table>


The following conclusions are drawn from the first three preferences:

1. Personal attention in the FE class will help me to improve my English.

2. For the personality development.

3. This course will help me in getting a job.

4. Develop self-employment skills.

5. Advice\pressure from the parents.

Category 4: Level of English

Q.4. How good is your English? Place yourself on this scale by putting a dot on the line against language skills.

Before giving them the questionnaire, the students were informed about the different levels. ‘Elementary level’ means ability to read and write; ‘intermediate level’ means ability to comprehend and to express. Advanced level means fluent and appropriate articulation of English language.

33 percent students considered themselves in between the elementary level and the intermediate level. 55.38% students believed that they are in between the intermediate level and the advanced level.

Category 7: Communicative Needs of Functional English Students
Q.10. Suppose a course is prepared for you. What would you like to learn from the course? Put a tick mark in the appropriate box.

<table>
<thead>
<tr>
<th>Function</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Greetings</td>
<td>90%</td>
<td>5.38%</td>
<td>3.84%</td>
</tr>
<tr>
<td>b) Giving Instruction</td>
<td>89.23%</td>
<td>6.92%</td>
<td>3.07%</td>
</tr>
<tr>
<td>c) Making request</td>
<td>86.15%</td>
<td>9.23%</td>
<td>3.07%</td>
</tr>
<tr>
<td>d) Giving permission</td>
<td>86.92%</td>
<td>6.15%</td>
<td>5.98%</td>
</tr>
<tr>
<td>e) Making Apologies</td>
<td>77.69%</td>
<td>16.15%</td>
<td>3.84%</td>
</tr>
<tr>
<td>f) Inquiring</td>
<td>76.92%</td>
<td>15.38%</td>
<td>5.38%</td>
</tr>
<tr>
<td>g) Describing houses</td>
<td>75.38%</td>
<td>18.46%</td>
<td>4.61%</td>
</tr>
<tr>
<td>h) Disagreeing</td>
<td>74.61%</td>
<td>17.69%</td>
<td>5.38%</td>
</tr>
<tr>
<td>i) Offering help</td>
<td>72.30%</td>
<td>16.92%</td>
<td>8.46%</td>
</tr>
<tr>
<td>j) Expressing sympathies</td>
<td>65.38%</td>
<td>23.07%</td>
<td>9.23%</td>
</tr>
<tr>
<td>k) Regretting</td>
<td>63%</td>
<td>23.07%</td>
<td>11.53%</td>
</tr>
<tr>
<td>l) Inviting people</td>
<td>63.84%</td>
<td>23.07%</td>
<td>10.76%</td>
</tr>
<tr>
<td>m) Making complaints</td>
<td>56.92%</td>
<td>24.61%</td>
<td>13.84%</td>
</tr>
<tr>
<td>n) Giving advice</td>
<td>56.15%</td>
<td>23.07%</td>
<td>18.46%</td>
</tr>
</tbody>
</table>

**Interpretation:**

90% students always liked to learn the function greetings. 5.38% answered that sometimes they wanted to learn it while 3.84% of them never wanted to learn it.

89.23% students always wanted to learn the function ‘Giving Instructions’. 6.92% of them sometimes while 3.07% never wanted to learn it.

‘Making request’ emerged as the evident choice of the learners as 86.15% students always required to learn this function. 9.23% sometimes sought to learn it while 3.07% never wanted to learn it.

‘86.92% students expressed their desire to learn the function ‘Giving permission’. However, 6.15% of them sometimes wanted to learn it. 5.98% refused to learn it at all.
77.69% students always wanted to learn the function ‘Making Apologies.’ 16.15% sometimes sought to learn it. 3.84% did not like to learn it. 76.92% students were always keen to learn ‘Inquiring’ while 15.38% sometime wanted to learn it but 5.38% had no interest in learning this function. 75.38% of them always wanted to learn ‘Describing houses/rooms’ while 18.46% expressed their desire to learn it sometimes. For 4.61%, it was not their need at all. Disagreeing was the need of 74.61% students while 17.69% sometimes wanted to learn it. 5.38% refused to learn it. 72.30% students always liked to learn ‘Offering help’ as 16.92% sometimes wanted to learn it. 8.46% never wanted to learn it. 65.38% learners favoured ‘Expressing sympathies’ whereas 23.07% opinion was that they sometimes wanted to learn it. 9.23% clearly said ‘no’ to this function. 63% students always wanted to learn ‘regretting’. 23.07% sometimes liked to learn it. 11.53% straight way rejected the very idea of learning this function. 63.84% students always sought to learn ‘Inviting people’ while 23.07% liked to learn it sometimes. 10.76% never liked to learn it. 56.92% learners always wanted to learn ‘making complaints’. However, 24.61% sometimes wanted to learn it and 13.84% never wanted to learn it. 56.15% students always liked to learn ‘Giving advice’ while 23.07% sometimes wanted to learn it. 18.46% did not like to learn it.
Q.11. Which of the following topics would you like to write about?

Rank them in an order.

<table>
<thead>
<tr>
<th>Topic</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>= Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>23</td>
<td>18</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>= 70</td>
</tr>
<tr>
<td>2. Your experience</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>3</td>
<td>= 48</td>
</tr>
<tr>
<td>3. Environment</td>
<td>17</td>
<td>1</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>= 41</td>
</tr>
<tr>
<td>4. Feelings\emotions</td>
<td>15</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>= 38</td>
</tr>
<tr>
<td>5. Likes\dislikes</td>
<td>4</td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>= 37</td>
</tr>
<tr>
<td>6. Health</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>8</td>
<td></td>
<td>=34</td>
</tr>
<tr>
<td>7. Religion</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>12</td>
<td>= 32</td>
</tr>
<tr>
<td>8. Childhood</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>= 33</td>
</tr>
<tr>
<td>9. Describing places</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>= 31</td>
</tr>
<tr>
<td>10. Political \social</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>= 28</td>
</tr>
</tbody>
</table>

The following first five choices have been taken: 'Education', 'Your experience', 'Environment', 'Feelings\emotions', 'Likes\dislikes' 'Describing places' and 'Political \social views'.

Q.12 Besides these, on what other subjects would you like to write in English?

14% students said that they would like to learn English through topics related to entertainment, which covers TV programmes, serials and films etc. 12% preferred to discuss problems of their life\town\family. 8% said they would be happy to work on thoughts and proverbs. It gives them a chance to learn many things in addition to enhancing communicative skills.15% are interested in 'favourite-person and favourite book'. 4% liked to work on the topic 'youth and related to youths' while 5% students opinion was in favour of topics like law, crime and women etc. Many of them did not give their opinions. Perhaps they thought that the topics suggested in the Q.11 covered
all their choices. Some of their opinions were not different from the topics
given in Q.11. Therefore, those are not considered worthy of mention.

Q.13. Which forms of written communication do you use most? Please
arrange your choice in an order.

<table>
<thead>
<tr>
<th>Forms of communication:</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>= Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Letters</td>
<td>32</td>
<td>15</td>
<td>13</td>
<td>16</td>
<td>8</td>
<td>= 84</td>
</tr>
<tr>
<td>b) Study-notes</td>
<td>40</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>= 83</td>
</tr>
<tr>
<td>c) Description (paragraph)</td>
<td>6</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>5</td>
<td>= 46</td>
</tr>
<tr>
<td>d) Job-application</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>= 40</td>
</tr>
<tr>
<td>e) Form-filling</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>= 32</td>
</tr>
<tr>
<td>f) Reports</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>= 36</td>
</tr>
<tr>
<td>g) Bio-data</td>
<td>9</td>
<td>16</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>= 56</td>
</tr>
<tr>
<td>h) Summary</td>
<td>1</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>= 40</td>
</tr>
<tr>
<td>i) Dialogues</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>10</td>
<td>= 37</td>
</tr>
</tbody>
</table>

Here also the first five preferences were taken into consideration. ‘Letter
writing’ was considered to be the most used form of written communication
in English. Study notes were also preferred but it cannot be considered a
form of communication. The other preferred forms were ‘description’, ‘job
application’, ‘form filling’ and ‘report writing’.

Q.14 Besides the above forms, what else would you use in English?
12% students used paragraph writing most. 5% used ‘messaging’ frequently
as they send it through SMS and e-mail services. 6% favoured
‘conversation’ while 4% generally used ‘interviewing’ as the form of
communication in which English is used. 3% used English for diary writing.
2% said that they used English generally for ‘creative writing’
Category 8: Problems of students

Q.15 What are the difficulties you face while using English? List at least five in order of priority.

Following problems have been listed by majority of students.

i) Poor vocabulary
ii) Grammatical mistakes
iii) Lack of fluency
iv) Lack of confidence while speaking
v) Limited exposure

Q.16 What kind of help regarding your difficulties, do you expect from your teacher?

Majority of the students expected to have personal attention of the teacher. They believed that it would help them in eradicating their problems. The next was greater exposure of English through debates, seminars and discussion. Many of them wanted constant guidance from their teachers. Some opined that the focus should be on improving grammar and vocabulary.

Category 11: Vocations Preferred

Q.17. Given below is a list of some professions. Tick mark on the appropriate option to indicate which kind of profession you would prefer.

<table>
<thead>
<tr>
<th>Job</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Home-tutions</td>
<td>10</td>
<td>16</td>
<td>14</td>
<td>17</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>2. News reader</td>
<td>19</td>
<td>18</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>68</td>
</tr>
<tr>
<td>3. Teacher</td>
<td>25</td>
<td>20</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>4. Journalist</td>
<td>21</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>61</td>
</tr>
<tr>
<td>5. Interviewer</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>17</td>
<td>12</td>
<td>52</td>
</tr>
<tr>
<td>6. Announcer</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>7. Receptionist</td>
<td>20</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>8. Script writer</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>35</td>
</tr>
</tbody>
</table>
'Home tuitions' is considered to be the most suitable profession. Second preference is given to two professions: a) 'news-reader', b) teacher. Many students also prefer the career of a journalist. The less preferred professions are 'interviewer', 'announcer', receptionist' and 'scriptwriter'.

5.1.2 Analysis of Teachers' Questionnaire

A structural interview was also conducted with the same questions as given in the questionnaire to ensure the reliability of their responses.

**Category 1: Factual information**

This category contains information about the total number of respondents, their qualifications, teaching experience, training received, syllabus followed and classes taught.

i) **Number of respondents**

The total number of teacher respondents was 10. Four of them were male and six were female.

ii) **Qualifications**

All the ten teachers had M.A. (English) while five of them also had M.Phil and one had B.Ed. degree. One had doctorate degree and two of them had PGDTE course from CIEFL, Hyderabad.

iii) **Experience**

(a) Up to 5 years: 1
(b) Up to 10 years: 4
(c) Up to 15 years: 2
(d) Up to 20 years and above: 3

iv) **Teachers' Interest in English Language Teaching**

Most of them had gone through various books on ELT viz. Munby's 'Communicative Syllabus Design', William Littlewood's and Brumfit's 'Communicative Language Teaching', books based on communicative
activities. They were in constant touch with the journals like JELT, CIEFL Bulletin etc.

v) Teachers training regarding Functional English course:
Two of them had undergone training at both the centers CIEFL, Hyderabad and RIE, Chandigarh while four of them were trained at RIE, Chandigarh for teaching Functional English course. One respondent had PGCTE course from CIEFL Hyderabad so he was well acquainted with communicative approach. Three of them have not got any training for teaching of FE course. However, they could adopt the methodology of teaching FE course after observing other teachers’ classes and by reading books.

vi) Classes taught
All the teachers have taught at F.Y.B.A while nine teachers have experience of teaching in both F.Y.B.A and S.Y.B.A and four teachers are teaching Functional English at T.Y. B. A. also.

Category 3: Reasons for choosing Functional English
Four teachers agreed that students opted the course because it improves their prospects in getting a job whereas five opined that the enhancement of communicative competence was the major reason. One of them believed that as it opened up new avenues of knowledge so the learners opted this course.

Category 5: Objectives of FE course
When asked about the objectives of the FE course. All the ten teachers unanimously agreed that the prime objective of the course is develop students’ ability to communicate effectively.
Category 6: Syllabus for teaching Functional English

Q.7 All the colleges are following UGC 's syllabus (1993) but it was adapted for the annual examination system.

In view of majority of teachers some of the course contents are not suitable in order to enhance the communicative ability of the students. They opined that FE syllabus should focus more on functions, different forms of communication used mostly and scope for creative writing etc. Some teachers said that in the present syllabus more weightage has been given to the grammatical items. They viewed that less focus should be on the grammar topics.

Category 7: Communicative needs of FE students

Q.16 (a) How often do your students want to learn English for the following purposes?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Functions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Future need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving invitations</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Greetings\good wishes</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Making requests</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>4.</td>
<td>Making apologies</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>5.</td>
<td>Making complaints</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>6.</td>
<td>Asking for permission</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>7.</td>
<td>Giving advice</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>8.</td>
<td>Offering help</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving instructions</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>10.</td>
<td>Describing objects\places\persons</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>11.</td>
<td>Inquiring</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>12.</td>
<td>Persuading people</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Reporting</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>14.</td>
<td>Making suggestions</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Six teachers regarded ‘Form-filling’ as the most important need of the learners while three opined that sometimes their students wanted to learn this function and one teacher said that they never wanted to learn it.

Five teachers said that their students always liked to learn the function ‘Giving instructions’ while four admitted that their students sometimes wanted to learn it. One of them said this was not the need of his students.

In ‘Giving advice’, five teachers opined that their students always wanted to learn the various ways of giving advice while four admitted that their students sometimes wanted to learn it whereas one said that his students did not want to work on it.

The students of three teachers always preferred ‘Making requests’ while seven said that their students sometimes wished to learn it.

Three of the teachers strongly said that their students always wanted to learn ‘Making apologies’ while four accepted that they sometimes wanted to learn it. Three teachers said that their students never expressed any desire to learn it.

Three teachers said that their students always wanted to learn ‘Making complaints’ while seven opined that their learners sometimes wanted to work on it.

Three teachers strongly favoured this function ‘expressing sympathies & offering help’ as their students always wanted to learn it. Seven of them also admitted that sometimes their students liked to work on it.
Two teachers said that their students always wanted to learn the function ‘Describing objects\places\persons’ while eight favoured it by saying that some times their students wanted to work on it. Nobody went against this function.

Two teachers said that their students always wanted to learn the function ‘Making suggestions’ while five opined that their students sometimes expressed their desire to learn it. Three teachers strongly said that it was not at all the need of their students.

Two teachers replied that their students always wanted to learn the function ‘Giving invitations’ while seven said that their learners sometimes wished to learn it; one said that it was not at all the need of the learners.

Two teachers’ opinion was that their students always wanted to learn new ways of expressing good wishes and greetings also while five said that their students sometimes liked to work on it. Three of the teachers said ‘No’ to this function.

The frequency rate of some of the functions was found very low, which shows that teachers did not prefer them, particularly for F.Y.B.A. students, but it does not mean that they were not important for the learners; teachers’ point of view was that at F.Y.B.A. prime importance should be given to the functions that have a higher frequency rate.

So far as ‘inquiring’ was concerned, six of the teachers said that their students never expressed their desire to learn it while four teacher’s opinion was that sometimes their students had showed their desire to learn how inquiry could be made. Two teachers preferred ‘Reporting’. Their opinion was that their students always wanted to learn it while some of them said that they sometimes wanted to learn it. Four of the teachers thought that ‘reporting’ was the least important for the Functional English students.
Two teachers reported that their learners always wanted to learn 'Asking for permission' while five teachers opinion was that their learners sometimes wanted to learn it. Three teachers said that their students did not want to learn this function.

In case of 'Persuading people' only one teacher said that his students always wanted to learn it. Five teachers' opinion was that sometimes their students asked for this function. In the opinion of four teachers it was never given any importance by their students.

One teacher said that his students always wanted to learn the function 'Speculating' while four teachers said that sometimes their students liked to learn it. In five teachers' opinion, their students never expressed their desire to learn it.

In case of the function 'Comparing' three teachers said that their students always wanted to learn it while two teachers said that their learners sometimes wanted to learn it. Five teachers opinion was that their students never wanted to learn it.

Q.16 (b) Besides these, what else do your students want to learn in English?

When asked about other functions, which are important for their students' forthcoming life, they answered that all the important functions had been covered in the questionnaire. Most of them said that if the learners were taught all these functions properly, then it would be a great help for them. They unanimously agreed that the need of the time was to prepare suitable materials covering all the functions rather than listing the functions.
Q.17 (a) Which out of the following topics do your students, write on and how often? Please rank them in an order.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Topics</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Computer technology</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Environment</td>
<td>0</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Views (political and social)</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Education</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Travel</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Occupations</td>
<td>0</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Customs and festivals</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Agriculture products</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>9.</td>
<td>Religions</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>10.</td>
<td>Monuments</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>Recipe</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Sports</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>House-articles\electrical appliances</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Childhood</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>Feelings-emotions</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16.</td>
<td>Your experiences</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>17.</td>
<td>Fashion</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Current affairs</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>Events (accidents)</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>Your favourite book\teacher\game\ hero\ leader\ program</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>21.</td>
<td>Likes\dislikes</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>22.</td>
<td>Shopping</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The above table shows details of the topics that teachers considered as important for the learners in Functional English class. According to the data collected, Feelings (emotions), Your experiences, Likes\dislikes and Your favourite book\teacher\game\ hero\ leader\ program are considered very
important. While social and political views, different occupations, current affairs, house-articles\electrical appliances, recipes, customs and festivals, monuments, travel and environment are given the next higher ranking.

Few teachers preferred the following topics: computer technology, agriculture products, childhood, religion environment and shopping.

Q.17 (b) Besides these topics, on which topics do your students write or want to write in English?

When the teachers were asked to suggest some other topics suitable for their learners, they recommended the following: debatable topics, entertainment (films, serials etc.), and instruments for communication, changing social norms.

Q.18 (a) Which forms of communication (such as application, letters) do your students use mostly while communicating in English? Please rank them in an order.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Form of communication</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job application</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Form filling</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Telegram</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>-5</td>
</tr>
<tr>
<td>4</td>
<td>Articles</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>-1</td>
</tr>
<tr>
<td>5</td>
<td>Notices (meetings)</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>-6</td>
</tr>
<tr>
<td>6</td>
<td>Order (offices)</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>-5</td>
</tr>
<tr>
<td>7</td>
<td>Dialogues</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Letters</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Slogans\thought</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Definitions</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>-3</td>
</tr>
<tr>
<td>11</td>
<td>Minutes (messages)</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>-3</td>
</tr>
<tr>
<td>12</td>
<td>Daily diary</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Curriculum Vitae</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>News item</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>-5</td>
</tr>
<tr>
<td>15</td>
<td>Puzzles\jokes</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>-1</td>
</tr>
<tr>
<td>16</td>
<td>Reports</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
When asked about the forms of communications used by their students mostly, most of the teachers pointed that **form filling** was the form used by most of learners in their day-to-day life. Maximum nine teachers said that their learners used this form of communication mostly. The next choice was the **job application along with curriculum vitae** preferred by eight teachers. Seven teachers’ opinion was in favour of **letter writing and dialogue writing**. Three of them said that **reporting** was the form of communication used by their students. Two teachers preferred **diary writing** as the important form of communication. Only one teacher in each case considered **messages and slogan thought** important.

The low frequency rate of some forms of communication indicates that Functional English students rarely use these forms. Telegram and notices were considered the least important as seven teachers said that these were ‘not at all important’. Nobody preferred minutes and orders.

News item was also not given any importance as six teachers said that their learners hardly used this form of communication. In the same way it was found that teachers did not find definitions, articles and jokes important for their learners: in their opinion these forms were seldom used by their learners.

**Q.18 (b) Besides these forms, which forms do your students, want to use in English?**

When asked about other forms of communication, which are generally used by FE students, the following are the responses: songs and stories, prayers (creative writing), discussion, paragraph writing and interviewing.
Category 8: Problems of students

14. Given below is a list of area in which learners make mistakes. Indicate how often do you find such mistakes in your students while using English.

While asked about the areas of learners' mistakes, seven teachers said that their learners made mistakes very often in grammar, pronunciation and organization while three identified vocabulary, lack of confidence in speaking English, and proper sentence structure as the main problems of FE students.

15. How do you respond to students' mistakes?

While asked how learners' mistakes are corrected five of them said that they uttered correct responses while four discussed the mistakes in general without pointing out the students. One said that he corrected learners by explaining personally where and why the student was wrong.

Category 9: Use of Materials

Q.9 when they were given a list of materials and asked to rank them the preference were given to 'newspaper', 'maps', 'charts', 'diagrams', 'photographs', materials form different books such as 'BBC Beginners' English,' 'Cambridge Series,' etc. They also informed that they used audiotapes for Phonetics prepared by CIEFL, Hyderabad.

Q.10 (a) Do you agree with the statement that the existing teaching materials do not suit the level and needs of Functional English students in Gujarat?

Majority of them agreed the existing teaching materials did not suit the level and need of the Gujarati learners and they had to adapt it for their students.

Q.10 Do you think that there is an urgent need to prepare teaching materials keeping in view the needs of Gujarati learners, their topic of interest and the forms of communication frequently used by them?
All the teachers emphasized the need of preparing teaching materials keeping in view the level, communicative needs and cultural setting of Gujarat. As there was no such materials had been designed till date they had no alternative left except using the presently available teaching materials.

**Category 10: Teaching Techniques**

11. What is the classroom procedure generally followed by you in FE class?

Eight teachers said that they assigned activities to the learners after dividing them in pairs\groups and they were asked to discuss the task within their groups\pairs. Two teachers answered that they followed various communicative activities such as drilling (in Phonetics), class presentation, role-playing, and simulation in the class.

12. In what way this procedure is helpful for them?

All of them agreed that it provides quality teaching, ensures active participation of learners and makes them confident. One added that it provides an opportunity to the learners to know their mistakes and also get different ideas through interaction.

13. Do you take learners feedback?

Majority of teachers’ replied that they took students’ feedback but they also admitted that it was not taken regularly.

5.2 Analysis of classroom procedure

In this section, the analysis of tryout of various tasks has been given covering the points such as ‘classroom procedure’, ‘students problems’, ‘solutions offered’, and ‘observations made’. All the ten modules have been given in appendix-1.
5.2.1 MODULE-I

Before trying out the innovative materials in the class, the researcher assured the students that in this class they would be discussing, sharing views, listening others and writing to different persons as they do in real life.

Pre-task:
The learners were given six pictures of well-known figures and they were asked to identify the persons shown. The researcher asked them such questions as ‘Who is wearing a T-shirt?’ and ‘Whose necktie is blue in colour?’ to promote the communication in the class.

Students’ response: Most of the students looked at the pictures carefully and answered the questions. However while responding they either nodded their heads or answered in phrases such as ‘white-hair’, ‘simple hair-style’, and ‘suit/coat-trousers’ etc. as we do in real life. But they were encouraged to answer in sentences. Here the purpose to draw their attention was quite successful. They recognized all the persons except Tariq Aziz (the former Prime Minister of Iraq) whose photographs made them curious and they started asking questions like, ‘Who is this?’ and ‘Is he Pervez Mushraff?’ to their classmates and even to their teacher.

Guessing Game:
Here learners were asked to guess the person whose description was written on the chit, which they picked up from the bowl placed on the table.
Students’ problems:
i) Firstly, the learners had no idea about how to write their own description.
ii) Secondly, they were using the words of character and words of appearance together, for example, one student described herself in the following words: ‘honest’, ‘simple’, ‘kind’, ‘beautiful’, which made the guessing extremely difficult for other students as they were not much familiar with one another in the beginning of session.
iii) Thirdly, Students repeated the same mistake that they had made in the previous task, of answering in a word or two, for instance; one student read the description and only uttered the name of the student ‘Arva’ whose description was written.

Solutions offered: For the first problem, the investigator asked a few questions to the students, for example, ‘Is your teacher tall?’, ‘Is he young?’ and ‘Does he wear specs? The answers to the above-mentioned questions gave them a sufficient hint.

To overcome the second problem, the investigator presented a model before them by picking up one chit and tried to guess the person whose description was written on it. Then he said, ‘I think it is the description of Ramesh.’ It involved them in a discussion because the teacher deliberately gave them a wrong answer. (to promote the communication in the class). At last, the teacher concluded the discussion by asking the question “is it the description of Priya?” which was the correct answer. This demonstration had a positive impact on the students and later, they were seen responding in a similar way.

During this activity they were also instructed to list the words uttered by their classmates. The investigator moved form desk to desk to ensure that learners were listing the words. Once the lists were prepared, they were
asked to read the examples given in the handout and divide the words into two categories appearance and character.

**Observations made:** Many of them guessed their classmates successfully. Though they were not using English language appropriately, the researcher had the satisfaction that to some extent his students had given up their hesitation and started taking part in the classroom activity. When some of the students failed to guess correctly, others were given a chance to guess and explain to their friends how guessing could be made successfully. The researcher observed that the students were discussing problems with their peers unhesitatingly. The second time when they were called to guess the person whose description was written on the chit they could guess their classmates, they did it satisfactorily. By following this procedure the investigator ensured the maximum participation of the students and also enhanced their confidence.

While dividing the words in two categories: appearance and character, some of them made mistakes but their mistakes prompted other students to raise their query, which led to a good discussion.

**Information Gap activity:**

This task was a pair-work in which one partner was given one photograph and another was asked to collect information about that photograph by asking yes-no questions. A demonstration was given to facilitate the activity.

**Students' response:** It was quite encouraging for the researcher that the students not only framed yes-no questions but also started asking them to draw information from their partners. Although their questions had many
lapses, the researcher had the satisfaction that they were showing keen interest in tasks prepared for them.

Consequently, learners were prepared for the next task in which they inferred about the person whose photograph was given to them in the previous task. To facilitate them such questions were given to them, ‘What type of person do you think he is?’ and ‘in what type of work he may be involved in?’

Observations Made: This activity took 5 to 7 minutes. In reply to the question ‘how does he look?’ one student said, “he seems to be cheerful, calm and quite’. Another one answered, “he looked confident, relaxed too because he was wearing T-shirt (casual dress). One student opined, “the person shown is a receptionist because he is standing near the reception”.

Listening Task:

They were asked to listen to the description of the same person and then compare their descriptions with it.

Observations Made: Through this activity they learnt how to get relevant information from listening. But the main problem was that students were not accustomed to it. At first, they could not understand anything, so the task was repeated many times. The researcher suggested them to note down the main points while listening. After several attempts they could follow it.

After the listening task, the students were asked to fill the details of Mr. Rakesh Parikh whose description they had listened earlier. It proved to be a simple task for them as they had listened about him in the previous task and also noted down the points.

Problems faced: Students had confusion regarding ‘place of work’ and ‘occupation’. In the column ‘place of work’, the students were confused
whether to write ‘Ahmedabad’ or ‘Surat’. In the column ‘occupation’, they wrote ‘representative’ or ‘travel-representative’. Once again they were asked to listen the conversation in order to clarify their doubts. Below is given one response from the students, which indicates growing understanding.

Writing Task:

In task (6) photographs of five famous persons such as ‘M.F. Hussain’, and ‘Parthiv Patel’ were given to the learners and they were asked to listen the description of all these icons. Then, the researcher asked them to identify the photographs with the help of descriptions that they had listened to. As they had cultivated a habit of noting down the points, they could identify all the persons successfully. Then, the students were divided into five groups. Each group was given a photograph of a different person. All the groups were instructed to discuss the photographs, and then describe them in their own words. It took nearly 10 minutes. After that, each group presented the description. While other groups were asked to listen to the descriptions carefully and look for any mistake. Finally, they were given one incomplete letter in which the descriptions of these celebrities were to be written.

Problems faced & solutions offered: Some of the students were not familiar with the word ‘pen friend’. So, others were asked to explain the
term ‘pen-friend’. Many of them opined that it meant chatting with somebody in a cyber café. It led them to a good discussion on ‘pen-friend’ and ‘chatting with a friend.’ Secondly, they made many grammatical mistakes particularly in present perfect tense and in hypothetical situation. They would confuse present and past tenses in their writing. Thirdly, they could not link the sentences properly. They did not have any idea about paragraph formation. To facilitate them model paragraphs were given which provided an understanding of organization of texts. Students were suggested to revise their writing and then present it before the class.

**Students’ response:** It took nearly 10 minutes. Students not only shared their experience and checked each other’s response but also added new points to the descriptions for example, in Parthiv Patel’s description; one remarked on his sitting posture that he seemed to be in a relaxed mood, which means that he must be at his home. One response is given below which shows a gradual improvement in their writing.

In the task 8, they wrote a paragraph about themselves and exchanged their paragraphs with their partners and made comments on their writing.

**Students’ response:** This activity did not take much time. It was observed that students went through their partner’s answer sheet very carefully. Here,
the teacher constantly encouraged them that they would be learning something from their partner’s writing if they went through the sheets critically. The mistakes pointed out were the following: ‘Chubby-face’, ‘white hair’ and ‘dress’ instead of salwar-kamiz. They simultaneously used ‘round oval shaped’ etc. Below is given the response that shows the progress of learners.

Role-playing:

In the task (9) they assumed the role of an interviewer and an interviewee in their pairs respectively. For collecting information about the interviewee, the interviewer first of all, framed 5-10 questions and addressed them to the interviewee. Then, he organized all the information in a paragraph collected from the questions asked.

Problems faced & solutions offered: Students had confusion about the subject: topic they should ask questions on because they already knew the names, class and also had talked about the physical appearance.

The researcher suggested them that they should frame questions on hobbies, memorable experience of their school life, their achievements, their future plans etc. Some of the questions framed were like this: “What are your
favourite animals? Why?” Whom do you like most?” Have you gone outside/out of Gujarat?” Are you frightened of something?”

5.2.2 Module-II

When the students asked about their future plan, a few answered ‘teacher’ while two students wished to be ‘computer operator/programmer’ and one wanted to be an ‘announcer’ or a ‘news-reader’. Many of them could not say anything, as they did not know much about different jobs. Therefore, the module–II was designed to provide them information about the different professions.

Pre-task:

Learners were asked to identify the professionals shown in the six photographs respectively and also to discuss the skills/qualities required for them.

Observations made on the students’ response: Most of the students identified the first five professionals easily, which were ‘news-reader’, ‘lawyer’, ‘teacher’, and ‘doctor’ and ‘defense personnel’. They had confusion about the last two pictures. One student said that the photograph no.6 was of a ‘telephone-operator’ but the others objected and drew the respondent’s attention towards the telephone, papers and other things, which were lying, on the table. They argued that the telephone operator did not require all these items on his table. After discussing for a while, they reached the conclusion that it must be a ‘receptionist’. The last photograph was of ‘computer programmers’. Upon being asked, how they recognized it, their answer was that there was one computer and the lady shown in the picture was using a keyboard and her companion seemed to be suggesting her something.
Students in pairs discussed about the skills and qualities required for different professions. It was followed by a general discussion in which some more skills were added to these professions. During the discussion students used phrases like 'fluent', active' and 'smart'. The students’ participation was quite satisfactory. They not only suggested the qualities that had not been mentioned by the particular group but also corrected one another’s mistakes. In their presentation, a number of grammatical mistakes were identified which were corrected during the general discussion. Then the students were asked to redraft their writing.

**Listening task:**

Students listened to the conversation taking place between two persons about their jobs i.e. waiter’s and doctor’s. Then, they discussed in pairs on the points given in the handout.

**Problems faced & solutions offered:** The listening task was repeated twice, in which the first description was for waiters’ job, which was a novel experience for them. However some words like ‘lunch time’ ‘polite’ and ‘charming to the customers’ helped them to comprehend it to some extent. In the second one, there was confusion about the identity of the profession of the person; whether it was a doctor or a nurse because words like ‘friendly’, ‘patient’, medicines, ‘look after’, ‘kind’ and ‘pills’ could be commonly used for these professions. The class had two opinions which led to a discussion about the profession in which the teacher also acted as co-participant and helped them to lead it to a unanimous conclusion.

In the task 2(b), the learners discussed the skills and qualifications required for the given jobs. To facilitate them, one example was given in the handout.
It was followed by a general discussion about the required skills and qualifications.

The teacher monitored the class going from desk-to-desk, encouraging students to communicate with their partners in English, ensuring that the discussion was going in the right direction.

**Problems faced & solutions offered:** Firstly, they could not find the appropriate words for describing skills and qualifications for the jobs. Secondly, they were ignorant about the skills required for the job of a pilot but it promoted a discussion in the class. When one student said that the pilot must be good looking another immediately objected and said, "it was not necessary that the pilot must be good looking, instead of this, 'A pilot must be physically fit' would be more appropriate." One student added that the pilot must be 'decisive'. The other corrected by saying that the pilot must have quick decision power. Thirdly, they were not able to put the grammatical rules into practice unless they were reminded about them in isolation. For this reason the researcher incorporated quasi-communicative activities.

**Listening Task:**

In the task (3) the students were asked about the jobs that they would least like to do. First of all, the researcher gave his own example that he did not want to be a banker because he was not good at calculations. After that, many students came forward and shared their views about the jobs, which they least liked to do. For instance, one girl responded that she would least like to be a lawyer because it required clever tricks of telling untruths.

In the task (4) they listened two persons conversing about the jobs, which they did not like to do. Thereafter, they discussed with their partners on the questions given in the handout.
Observations made: Firstly, students were observed noting down the main points while listening. Secondly, some bright students who were appointed group leaders initiated the discussion in their groups. They were found excited. Moreover, they encouraged shy students e.g. in one group, when two male students told the female group leader that they did not have the confidence to speak in English, she boosted their moral by saying that all of them were of the same level and nobody would mind their mistakes. Sometimes they equipped them with possible answers for speaking. In this way, they helped one another. They were constantly cheering them to listen others carefully and take part in the discussion.

Reading and Writing Task:
In the task (5) one incomplete conversation was given in which one girl Gayatri sought her uncle’s help to know about some of the jobs available to her and what skills were required for them. In the task, information about one job was given to facilitate the learners. They went through it quickly and completed it by writing about the skills of the mentioned jobs. Then they presented it before the class reading aloud while others listened to them carefully and checked whether their writing was pertinent to the conversation.

Observations made: The loud reading lead to a good discussion as others were listening them carefully. A good number of students took part in the discussion actively. Here some examples are worth mentioning. When one student read the word ‘courageous’ for sales representative’s job, before he finished his reading two or three students raised their hands and questioned the appropriateness of the word ‘courageous’ for the job of a sales representative.
The second interesting example was: One young man wrote, "It was not the capacity of girls to move from one place to another place." Many girls strongly registered their protests on it. The mistake was rectified soon. The final solution was like this: "Yes, you are right here, Gayatri. Girls can do it, but looking at your health, I will not advise you that you should opt for this job.

Problems of task-5: Many students' answers did not match with the other parts of the conversation. They repeated what was already given in the conversation. To overcome this, the researcher advised them to read the conversation again and then try to write the required information instead of repeating the sentences. Besides this, a few grammatical mistakes were also marked, which were corrected first by other learners and then by the investigator. One student's response has been given below

Writing Task:
In the task (6) students were asked to write about two jobs of their choice. Judge, college teacher, administrative officer and defense personnel were the professions of their choice. Most of them did it well inspite of a few grammatical errors. Following response indicates the same conclusion.
Authentic task:

In task- (7), several advertisements were used to make the task more life like. They read the advertisement and tabulated all the information sought. The rationale of the task was to prepare them for the future.

Observations: During this activity, learners were quite enthusiastic because it was them who were doing everything, reading, collecting and classifying information, assessing one another’s responses. It was also found that the authentic tasks aroused learners’ interest to a greater extent. Though in the advertisements many words were illegible, they did the task wholeheartedly.
Subsequently learners exchanged their answer sheets, compared their responses and also suggested remedies for their mistakes. One example has been given below.

The task (8) was designed keeping in view the educational consultants importance for the young aspirants, in which the learners were divided into groups. One of them played the role of an educational consultant. He was advised to take help of the advertisement given in the previous task and suggested suitable jobs for the jobseekers. Other group members played the roles of some job seekers, Mehula, Vikas, Rajan etc. as their cards were given in the handout.

Observations: This task generated the maximum interest in the class. Every learner had the satisfaction of contributing significantly. Later on, it was also noticed that they started collecting various advertisements from different newspapers and started the same type of activity in the class, whenever they had free time.
5.2.3 Module III

The module III has been designed in view of learners’ need to describe various objects and houses. It has six tasks, which are pedagogic in nature but at the same time closely related with day-to-day activities.

Pre-task:

In this task students in pairs, worked on ‘naming’, ‘labelling’ of the objects, and several other points given in handouts by using pictures of objects such as air-conditioner, refrigerator, pedestal fan etc.

Students Response: All the objects were named and labelled properly. However, they faced difficulties in labelling the parts of a ‘cooler’, a refrigerator and of an ‘air-conditioner.’ Most of them had a telephone, a refrigerator, and a fan at home. A few possessed coolers while two of them had air-conditioners. No body owns a bus or a four-wheeler. While discussing the last point, most of them said that they wanted to buy a four-wheeler.

Information Gap Activity:

In the third task, learners worked in pairs. One partner had a picture and another one asked some questions in order to know the object his/her partner had. The questions had been framed earlier and were based on the colour, shape, size and the use of those objects shown in the picture. Thereafter, they prepared a description of each object they had in 5 to 6 sentences.

Observations: The students framed the questions properly and began to ask questions. Their partners who had pictures, tried to answer with a positive frame of mind. However, some of the answers given were not found satisfactory. It was a good activity, which involved learners. The pairs who
could not perform properly were reshuffled. After this students were seen trying to prepare a paragraph on the given objects. In the next task, the students described objects all around viz. ball pen, wristwatch, bag, mobile etc. Instead of reading and writing task it could be modified as a listening and writing task.

**Writing Task:**

In the **fourth task**, the students completed a letter by describing three things e.g. vehicles, wristwatch which they used frequently in their daily life.

**Observations:** It was observed that students began to use simple and short sentences, e.g. one wrote, ‘**I have a motorbike. It belongs to Bajaj Company. It is blue in colour.**’ Here the participation of students was satisfactory. Barring a few grammatical mistakes, most of them did it fairly well. Some were not able to organize the paragraph in a proper way. Thus, they were asked to read their letters aloud. Others listened to them and made their comments. After that, they were instructed to prepare a final draft of the description. One response is given below.

```
1. I have a motorbike. It belongs to Bajaj Company. It is blue in colour.
2. I use a bike which I bought last month.
3. I have a car which is blue in colour.

Finally, I talk of the thing which is equally important for me.

I have a telephone which I keep on using the most.

Your friend,
Ashit Chaudhan
```
Reading and Writing Task:

In the fifth task, learners were asked to complete an incomplete conversation by taking clues from the picture shown. Here a familiar situation was chosen, in which one student studying in Ahmedabad, telephoned his mother informing her about the room which he had occupied and also gave other details about it.

Students’ response: It proved to be a difficult task for them because they were not accustomed to doing this type of activity. They had much confusion particularly in the following sentences.

i) Mother: “What about other facilities?”

ii) Ranjan: “Mum, it is quite spacious and airy too.”

iii) When mother says, “What about the pillows? What do you do there?”

Here, one student suggested that the sentence “Where have you hanged the painting?” should be replaced by the sentence “Where did you hang the paintings? The researcher accepted the suggestion given by the student.

Below is the response given by one of the students.

![Photograph of the conversation]

<table>
<thead>
<tr>
<th>Ranjan</th>
<th>Hello, Mum. How are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>Ranjan, it is you. I’m so happy to hear your voice. First of all, tell me, have you got the room?</td>
</tr>
<tr>
<td>Ranjan</td>
<td>Oh Mum. I always find you worried about me. Today I have telephoned specially to inform you that I’ve occupied the room in Satellite area, which is very near my college.</td>
</tr>
<tr>
<td>Mother</td>
<td>Really? That’s nice. Let me know about the room in detail. I mean how big is it? What about other facilities?</td>
</tr>
<tr>
<td>Ranjan</td>
<td>Mum, it is quite spacious, and airy too.</td>
</tr>
<tr>
<td>Mother</td>
<td>Have the weather is bit cold. Do you use the Student union?</td>
</tr>
<tr>
<td>Ranjan</td>
<td>Oh yes, Mum. I am using the Student union. Thanks for the suggestion.</td>
</tr>
</tbody>
</table>

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Writing Task:
In task (6) Students overheard the conversation-taking place between Mr.Raj Malhotra and his pen friend Nancy. After listening, they imagined that they were Mr.Raj Malhotra, and prepared a description of there own house and also enclosed its picture.

Observations made: In the task, the researcher had to repeat the conversation twice because the first reading was inadequate for them. Then, a few questions such as ‘Why did Nancy not write Raj?’ and ‘How many rooms are there in the house?’ were asked to make sure whether they had listened to it properly. It also encouraged them to write the description of their own houses. Enclosure of the photograph made it more authentic. One of the responses is given below.
My Dear Friend,

Hello, how are you? I hope that you will be fine. I am fine here. In fact, when you had arrived, you gave permission to your house. Don't worry and you should come to check my house but since I had promised you when I come, I will give you a description of my house. So, how the rooms come and the description of my house is as follows:

My house is big enough. It has three bedrooms, one dining room, one kitchen and one room for the guests. It has a big garden in the compound. It was constructed before three years. Though it has been built despite this...
5.2.4 Module IV:

Pretask:

Students first listened eight instructions and then followed them in the given handout. Thereafter, the sheets were exchanged and they were checked thoroughly in an attempt to point out one another’s mistakes and suggest the possible solutions.

Observations made: The students followed the instructions that they had listened to. But the major problems they faced were in the following instructions, 'Write your name on the right hand side of the sheet; remember
the last name should come first’, ‘Write the name of your partner on the left hand side of the paper’, ‘Leave the margin of one or two lines.’ They got confused about the instruction regarding the right hand side and the left hand side. They knew right and left hand side but while following instructions on paper they were puzzled. Instead of writing on the left hand side, they were writing on the right hand side and vice versa. Secondly, margin of one \( \text{two line} \) baffled them. The investigator explained this distinction by giving a number of examples.

**Miming Task:**

In the **second task** the same instruction sheets were used which had been prepared in the previous task. They worked in pairs and thought of an action for their partners, incorporating time and place. To facilitate them, one example was also given in the sheet. Then, the instructions were written for the action along with time, place and duration in the sheet. Hereafter, they exchanged sheets and read the instructions given to them by their partners silently and mimed them. When one was miming other pairs guessed about the instruction given.

**Students’ response:** The learners prepared instructions for the action on which their partners were to mime for two to three minutes. When they were miming the instructions given, other pairs watched them very keenly and tried to guess them. While describing the instructions for the mime presented, they were seen using ‘words’ only. The investigator advised them to utter the instructions properly. The activity was quite entertaining for them and ensured maximum participation even from shy
students. Most of them guessed successfully as it was merely a set of instructions. Two responses are given below.

**Task-II:**

After the first task, the students were so enthusiastic that they wanted to have one more miming task. Looking at their excitement, the researcher prepared another one. Learners were divided into groups. Each group was instructed to find out one short story, which they could mime. The next day all the groups brought different stories and discussed with the researcher and sought his suggestions on the suitability of the story for miming. The researcher gave them valuable tips. Before presenting it in the class, they rehearsed in an attempt to leave no room for ambiguity since others would be guessing the story. Each group had a clear instruction to keep it secret from other groups; otherwise it would lose its charm.

**Observations:** Students were very keen to perform it before the class as they had rehearsed well. Ten minutes were fixed for each group. This activity lasted for two periods. Rests of the groups noted down the points when one group was miming, which helped them in narrating the story. The stories were taken from the *Panchtantra*, *Hitopedesh* and from other sources. The students successfully guessed familiar stories like 'Thirsty Crow', Two Cats and a Monkey. But in the *The tortoise and the hare*, only the introductory part of the story could be guessed because the group that was miming it had given a new twist to the old story. Its repetition helped them to narrate the story to some extent. At last the group enacted it (with the dialogues) and students compared both the versions of the story: miming and enactment and found out the differences.
In this task the use of the heterogeneous groups ensured better co-ordination: the brighter students helped the hesitant ones during the miming and later in narrating the stories. It removed their inhibition to a greater extent. When asked to narrate the stories, they were found anxious but the constant encouragement from the teacher and the other group members, watching of mime, listening to other students who were narrating the stories and noting down of the points helped them to recount the story. Some students were allowed to keep a list of points in their hand while narrating the story in their own words. Consequently, they came up with a couple of sentences and narrated it. It can be concluded that the task ensured the active participation of the class. As it was the fourth module, this task played a vital role in sustaining their interest.

Comments: On the basis of this experience, it can be said that students can learn and use English provided they are given tasks such as miming which could arouse their interest. Some of them could not believe their ears that they were speaking English. They were so involved in the task that their hesitation and shyness vanished.

Furthermore, to promote the communication in the class, a new twist could be given to the old stories keeping in view the present circumstances. Students are full of wonderful ideas; they can add new colours to the old stories.

Discussion:

In the task (3), learners listened to six persons telling what they did in critical situations. After listening, they completed the five sentences giving their opinion whether the actions of those persons were right or wrong. Learners were also required to give the appropriate reasons.
Observations: The careful listening provided them with enough hints for the completion of the given sentences with proper reasons. It was followed by a good discussion in the class on the actions performed, which was partially right and partially wrong. During the discussion they were suggesting what they would have done, if they had been in a particular situation. Here, they gave their opinions frankly by agreeing or disagreeing with their friends. It took merely ten minutes to do the activity. Below is given one response.

Listening Task:
Task 5(a) was a listening task in which Mohsin instructed his friend Rakesh about the use of camera. After listening it, the students supplied some of the instructions that Rakesh had forgotten.
Students’ response: Since they had listened the instructions for using his camera, which were repeated twice in the conversation itself and their habit of noting down the points while listening helped them in completing the task. Below is given an example from a student’s writing.

Writing Task:
In the task 6(b) learners completed a letter by deducing information from the layout given for giving directions. Ten minutes were given for the activity.

Observations: In the letter, the learners’ main problem was of organization. Therefore, the researcher instructed some students to read it aloud while others listened to them carefully and pointed out their friends’ mistakes and also suggested the solutions for them. It was also observed that during discussion, some of the learners learnt about their mistakes and got them corrected by taking hints from others reading. At last, they, keeping in view the mistakes and suggestions, rewrote the letter. One letter is given below.
5.2.5 Module V

Matching Exercise:

Task (1) was pair work. The researcher gave the students some sentences incorporating the function advice and also a few headings. They were asked to match the sentences with the headings given.

Observations: Students went through the sentences carefully and tried to match them with the given headings. However, terms like credit cards, travellers' cheque confused them. To overcome this, the researcher gave a good number of examples.

Discussion:

In the second task, one Mr. Janet wrote a letter to his pen friend asking him about the climatic conditions of Gujarat during this season and the items to be carried while visiting there. Learners read the letter first and then discussed with their friends and prepared a list of required items for Mr. Janet. One picture showing many objects was also supplied to the students.
Observations: It was quite a successful activity in the class. Discussion helped them a lot in preparing different lists comprising a good number of items. It was followed by the presentation of lists prepared by learners. However, their lists had many items of daily use like toothbrush, paste, hair oil and shampoo etc. But at the same time, other learners who were carefully listening them objected and said that such items as clothings, shoes and other gears should also be incorporated in the lists. During discussion,

i) Some students argued that sports shoes would be useful while others wanted to have inclusion of chappals.

ii) A few students added books in the list. Their argument was that in order to avoid boredom books would be helpful whereas a couple of them disagreed with this view and argued that if one read books while travelling, then s/he would not be able to enjoy the beauty of nature.

Questioning Activities:

In the fifth task Mr. Keith had some more queries before visiting Gujarat. Students tried to satisfy him with their answers.

Observations: As they were familiar with their state, they could respond properly. Here, the researcher’s purpose to use their knowledge for learning English was quite successful. Students did the task enthusiastically. A specimen of the efforts made by the students is given below.
Mr. Keith: What can I do to avoid stomach upsets?

Henry: To avoid the stomach upsets, you should avoid eating oily things. You ought to eat peeled fruits and you'd better drink only bottled or boiled water.

Mr. Keith: What other things can I bring?

Henry: You can buy a number of articles from there such as medicines and many other things.

Mr. Keith: I'm not sure what clothes I ought to pack.

Henry: You may wear t-shirts, watches and a book.

Mr. Keith: And I'd like to know what medicines to take.

Henry: I think you should have to carry Tweezers, Gauze, bandage, pills and tablets.

Mr. Keith: Should I carry cash or do they accept travellers' cheques or credit cards? By the way, accept credit cards but small.

Henry: As such cards are rare here, I will provide you with cash.

Simulation:

In the sixth task students discussed in their groups the several problems, which they faced in their college.

Students’ Response: Firstly, they listed problems such as lack of pure drinking water, and ladies room etc. It was followed by a discussion first in their group and then in the class. Their problem was of vocabulary; they did not have appropriate words. Hence, they either asked their teacher or their classmates. Sometimes they were seen using their mother tongue but they were constantly encouraged by the researcher to use English.

As they noted down all the problems in the previous task, they were assigned different roles to perform viz. student leaders, parents, and principal, people from management, social worker, journalists, college teachers and audience. They thought about their roles and prepared role cards.
Observations: Everyone liked this activity as nearly all of them were participating in the task. Following are the observations made by the researcher.

a) After the students’ leaders speech, many students forming the audience voiced other problems, which were not raised by their leaders. To the researcher’s surprise most of them willingly came forward and articulated their problems in English.

b) The parents-students not only registered their complaints but also gave their suggestions to solve their problems.

C) College teachers tried to defend themselves by asserting that they were taking classes regularly. It was the students who were not serious about their study.

d) Social workers called upon the students to join them for keeping the college neat and clean.

Students wanted to continue it for some more time; they wanted to reverse the roles and came forward to speak from different persons’ point of view. But, due to time constraints it was not feasible. Hence, the investigator assured them of incorporating more such activities in the following modules.

Writing Task:

In the seventh task in a letter of advice regarding ‘Functional English course’ some of the sentences had been washed away due to rain. Learners read it and tried to complete it.

Observations: Familiarity of the content helped them in completing the letter. But their major problem noted was the proper linking of sentences. One letter completed by a student has been given below.
Assignment:

In the task (8) they were given an assignment in which they worked in groups and prepared a list of all the famous monuments and places worth seeing in their district. Then each group selected one place for their group and started gathering information about it. They prepared a description of the places chosen by their groups and also enclosed the photographs of the place. Then they collected all the descriptions along with the pictures in a folder to make a visitors’ guide. The rationales of this task was to prepare 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: It was a very productive task. The places selected were Pavagarh, Chapanar, Dakor etc. Students enthusiastically worked on the tourist guide of their district. The information was collected from internet and other sources. It was a difficult task to get photographs of some of the places. Finally, they compiled all the information and pictures properly under various headings such as introduction, how to reach there, its history, and proper time to visit the places.
5.2.6 Module VI:

Listening Task:
The second task was an intensive listening task in which three short conversations were given focusing on various ways of making requests along with acceptances/refusals. Students listened to the conversations and filled the blanks. The rationale of the task was to provide them practice of listening to short conversations as well to supply them the necessary language patterns for making request.

Observations: Many of them could not fill the blanks correctly. Then they were asked to listen others who were responding and answer in their own way. As the conversations were not repeated, it led them to a discussion on what was said in the conversation. Some students did not agree with a few responses uttered by others. They came up with different answers. At last, in order to reach a unanimous conclusion, the researcher read it again. The students listened carefully and rectified their mistakes.

Questioning Activity:
In the fourth task some requests were given and students suggested a fitting response to them. It prepared them for giving suitable responses by accepting or refusing requests.

Observations made: While writing they missed phrases like ‘of course’, ‘oh, yes’, ‘oh,’ sure’, ‘sorry’, ‘I wish...’ but the overall responses made by them were satisfactory. It was observed that whenever the students had problems, they took the help of others who had done it properly. They sometimes borrowed the ideas but presented them in their own words.
In the fifth task some responses were given and students made the appropriate requests for them. It facilitated them about how requests could be made. Following are some of the requests made by the learners: 'Would you help me in the examination hall?', and 'It would be very kind, if you could remain present as a chief guest in our valedictory function.'

In the sixth task, firstly, learners made the requests to their elders for the situations given. They learnt through the task how formal requests could be made. Then, students were divided into pairs. The investigator suggested to all the pairs to select any situation from the given ones and start conversing with their partner assuming the roles required for the chosen situation. Finally, two pairs were chosen for performing their role-playing in front of the class. One pair accepted the request made. Another pair turned down the request. During their conversation whenever they were not able to cope with some situations, the investigator acted as a co-participant.

Observations made: All the pairs tried to perform their best. Some outstanding performers also helped other students. It had also been noticed that students listened their classmates carefully and discussed logically. For instance, when one student said, 'give me your pen'. Others objected, 'It was an order, not a request.' When they were asked to reply, they gave several examples."I wonder if..............", "Would you help me .....?"and "Could you...........?"

Writing Task:
The seventh task was an authentic task in which one advertisement was given and learners went through it carefully. To ensure that they had comprehended the advertisement properly, a few questions were asked, e.g.
‘What is the minimum requirement for M.Phil Course?’ and ‘How can one get an application form?’ Thereafter, students were instructed to complete the letter of request by extracting the information from the advertisement. It enabled them how to extract information in day today life.

Observations made: *All of them did it but they were not able to write in connection with the sentences given, “I have come to know that you have offered various courses .......”, “I have passed M.A. with 55% marks”. “I have not form.” etc. when they read out their answers aloud and others pointed out their mistakes. Finally after redrafting, some letters were presented before the class.

5.2.7 Module-VII:

In task (5) students prepared the invitations on the basis of refusals and acceptances given in the handout. One of the responses from the students has been given below.

below are some refusals as well as acceptances. Go through them and think of appropriate invitations.

1) What do you think of this pose?
Response: I’d be delighted to accept your proposal of working together.

2) I have received your proposal...
Response: That’s kind of you, but I’m afraid I won’t be able to attend your wedding ceremony on account of my previous engagements.

3) Would you be keen for the expedition?
Response: Your invitation to join for the expedition is welcome.

4) Why didn’t you come on the birthday party?
Response: What a pity, I would have so much enjoyed. Accept my heartiest wishes on your birthday.

5) Did you enjoy the eve of the New Year?
Response: Thank you for your invitation to me on the eve of the New Year. I’d love to come.
Writing Task:
The task (6) was a guided and graded writing task in which two letters were given. Students read the first letter carefully and then completed the succeeding letter in reply to the former.

Observations: After reading both the letters the students completed the letter given in 6(b). After listening to a few students, it was found that they had lifted the sentences from the letter given in 6(a). Learners were advised that instead of lifting the sentences, they should try to think of sentences, which would link the first and the last sentence given in the task. Then they redrafted the letter and some of them read the redrafted letters. At this time, it was found much improved. Then, they exchanged answer sheets and checked them. It was followed by a discussion in the class. Students benefited from the comments made on their writings. One response is given below.

6(b) Complete the letter written by Sonai to her sister informing her that she has accepted her invitation to celebrate Diwali together and she is reaching there on Nov. 16, 2004.

Sonai

16 November 2004

Dear Sister,

I was extremely happy to receive your letter. It is a very good idea to celebrate Diwali together. We have very less time to spend together. So, I am very happy that you are coming here. Don't forget to come to receive me at the railway station.

Your sister,

Sonai
Task (8): In the SPT Arts and Science College, Godhra, the students union had been conducting the function 'Ratri before Navratri' for the last couple of years. Thus, students prepared an invitation card and entry pass for the students. They were provided date, time and other information.

Observations: Most of them prepared the cards and presented them in the class. There were a few minor mistakes. When some of them prepared it in the letter form, others students suggested them to refer the invitation card given in the previous task and redraft it. The activity was quite encouraging to the learners.

Invitation Card

S.P.T. Arts and Science College's
Department of Cultural Activities

Invites you to the function
'Ratri before Navratri'
on its own college's ground

Date: Nov. 9, 2001
Time: 3 p.m.
Place: College Grounds

With compliments from,

Cultural Department

Note: If you forget this card, you will not be allowed participate in the function. Please be careful.
5.2.7 Module VIII:

Matching Exercise:

In the first task eight models were given for making complaints and apologies. The complaints selected were general in nature and taken from different walks of life. Students read the complaints and apologies carefully and matched the columns. Here both the formal and informal apologies were incorporated. e.g. (2), (7) were formal and (4) and (5) were informal.

Observations: Most of them matched these items appropriately. Firstly, many of them were not familiar with the word ‘epileptic attack’ used in statement (4) of column B. So, it was replaced by the term ‘viral fever’. Secondly, while doing this activity, students were seen using question tags but not correctly. They were advised that they should look at the given statements cautiously and then try to use them while practising. Learners argued that in complaint no.3 in column A, there was a possibility of two options (1) & (8), which the investigator accepted. The discussion generated lot of interest among learners and they listened to other students’ responses carefully.

Tasks based on Productive Skills:

The third task was based on productive skills in which three apologies were given. Students read them carefully and prepared appropriate complaints for them. To facilitate them, one example was given as well. All these apologies were taken from day to day activities e.g. ‘inability in receiving somebody at the railway station’ or ‘for not attending somebody’s party’. The rationale of the task was to motivate the learners to think of possible complaints.
Observations: The overall response was satisfactory. They were motivated enough to continue with the task inspite of making mistakes. It was also observed that they followed the advice given to them to listen to others and note down their responses.

While attempting this task, it was observed that learners were referring to task (1). So the idea of giving them model answers through matching exercises worked effectively. Secondly, the example provided in the task helped the learners a lot. Following were their responses: i) 'Why did you not receive me at the station?' and 'I waited for you at the railway station; why did you not turn up?'

In task 3(b) the students wrote complaints for the given situations. While in task 3(c) they wrote suitable explanations/apologies for the given complaints. It reinforced their learning.

Observations: In both the tasks students were not able to answer until the examples were given by the researcher. Thereafter, they came out with several responses.

Simulation:

In the fourth task, simulation technique was used for discussing various problems of their town. Learners chose different roles viz. mayor, environmentalist, social worker, citizens and journalists etc. and asked to visualize the problems, keeping in view the roles they had chosen. Later, the researcher provided them role cards also. One student conducted the meeting. The rationale of the task was to make them aware of their surroundings and provide them with an opportunity to discuss several issues.
Observations: Unlike the simulation used in the previous modules here the researcher made certain changes. Instead of being assigned roles by the researcher, the students chose the roles. Secondly, more than one student played the same role.

When the meeting began, 'citizens' of the town were invited to raise their problems. As many of them played this role, they did not feel hesitant, came forward and shared several problems which they faced everyday. The Nagar Palika authority noted their problems.

Then, some environmentalists raised the issue of auto-rickshawalas who were using petrol mixed with kerosene and also of pollution caused by industries.

The social workers suggested that at least once a week people should observe no vehicle day and try to go on either foot or on bicycle. While discussing the auto rickshawalas problem they seemed to be sympathetic to them. They proposed auto rickshawalas should be persuaded to avoid using kerosene as it affected the auto rickshaw engine. Moreover, they argued that most of them were paid drivers not the owners so they would not be able to do anything more. As regards the garbage problem, they suggested that dustbins should be provided in every locality. They laid stress on creating awareness among citizens.

At last, the Mayor of the municipality stood up and informed about the steps being taken by the Municipal Corporation for the development of Godhra. He further added that beautification work would soon begin in the town, mainly the erection of fountains and vapour lamps on the main squares and main roads respectively. He asked for the co-operation of citizens of Godhra for keeping the city garbage and pollution free. On the issue of drinking water, he assured the people that soon they would get pure drinking water as
the work on the new project had already begun. As regards the regular supply of electricity, he expressed his helplessness. Journalists noted down all the points, issues and suggested remedies for them. In the next class they presented their reports.

Writing Task:
In the task (5) learners went through a letter of complaint given and they prepared a suitable reply for it. It was a bit-challenging task for them because they had to write from their parents’ point of view.

Observations:
The learners began to write without thinking or discussion with the peer groups. Then the researcher advised them not to rush straight away into writing but to think what could be written in response to the letter. They jotted down some points and presented them before the class for discussion, in which arguments and counter arguments took place e.g. one student said that ‘she was ill,’ another one wrote: ‘she had met an accident’. Having collected several opinions, they prepared a letter of apology. Below is given one response.
The task (7) and (8) were examples of free writing task where learners prepared two letters, one for making complaint and another one for asking apology for measuring their progress. Students’ response is given below.

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5.2.9 Module-IX:

Listening Task:

The second task was based on listening + writing mode. The learners listened some short conversations. After listening, they completed sentences given in the handout based on the conversations. It involved them in conversations with their friends.

Observations made: Students could not comprehend the conversations properly during the first listening. Therefore, they were played twice. Secondly, the learners were found a bit confused as to how to complete the sentences though one example was given to them. Therefore, the researcher gave 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. But at the same time more listening tasks (intensive and extensive) should be designed for enhancing the oral-aural skills of the learners.

**Productive Skills:**

In **task (5)** students responded how they would react in the given situations. Its purpose was to inject some values in them along with reinforcing their learning.

**Observations:** Learners’ had not come across with some of the situations, so they were not able to respond genuinely. In the first statement they could not respond at first. Later on it was discovered that many of them did not take tea. In the second statement ‘if somebody smokes in the class’ one answered “I would shout at him and warn him that I would make complaint to the principal”. In response to the question, “when you find yourself in the traffic jam for a long time,” one girl answered that she would be pressing the horn continuously. But she could not write it properly.

**Thinking Strategies:**

The **task (6)** was based on thinking strategies in which they were required to figure out some situations when they got bored, felt sad or amused.

**Observations:** The students attempted it successfully and quickly, since it was related with their day today experience. Subsequently it was suggested to them to think of at least two to three responses each. It sustained their interest in the classroom activity.

In the **seventh Task** students worked in pairs and read the given description. After reading they narrated one incident in which they had seen people getting angry with others to their partners.
Observations: When they were narrating the incidents to their partners, the researcher moved from desk to desk to ensure the learners active participation. After this, the different pairs shared their experience with the whole class in which they were witness to people getting annoyed/angry. It was quite encouraging for them. After listening to their classmates’ experience, most of them stood up and shared their experience. Inspite of many lapses, at this juncture it was satisfactory to see them speaking in front of the class. One student’s response is given below.

During the previous activity inspite of several efforts made by the investigator, some students did not participate and remained silent. So, in the

Group Work:

Task (8) students were divided into five groups comprising 4 to 5 each and one was appointed as the group leader. In their groups they narrated the incident when they lost their temper and burst upon others. The leader ensured everybody’s participation in the activity. At the end s/he narrated all the members experience, which they had shared in their group respectively. Recalling and sharing of incidents with their friends encouraged them to work as a team.

Students’ response: Student response was quite encouraging. It was also found that the shy ones were sharing their experience in their groups freely. Whenever they had any problem in narrating e.g. the problem of appropriate
word/structure, they got it clarified from their group leader or other members. Narration was followed by a good discussion. For instance, after listening to one student’s experience, the other one in the same group told her “here it was not you who got angry, it was your father who had burst out”. Then, the former agreed that’s what she had meant to say.

In the task (9) the reshuffling of the groups was done. First of all the learners went through the two ways suggested to cope with anger. Then, they read about some more ways that were hinted at e.g. ‘be sarcastic’, to take him out’ and ‘to write a letter of protest’ etc. Thereafter, the students narrated one incident in which they had consoled their friend. It prepared them on how to console their friends/relatives by offering sympathies.

Observations: They did not know the meaning of the word ‘sarcastic’. First, they narrated their own experience. Then each was asked to narrate one of his/her group member’s experiences. When some of them stumbled, the other members helped him/her by supplying the words/sentences. Most of the students preferred the group work.

5.2.10 Module-X:

It has been noticed that students are not confident of filling the various forms, which are required in day-to-day life. Keeping in view this need, module (X) has been prepared in which different forms were used.

Stage 1: Simple Forms:

The third form was and ‘acknowledgement- slip’. Upon being asked about the slip, a few students were found to be familiar with this form; only one student said that he had sent the mail through registered AD. In this task
they were asked to imagine that they were sending an enrolment form to ‘The Registrar Gujarat University, Ahmedabad’ by the registered post.

**Observations:** The students were confused about various columns such as ‘address to’, ‘insured for rupees’, ‘signature’ and ‘name’. To overcome this problem the researcher showed them one mail along with the acknowledgement slip and explained in detail about its different columns. Some of the students argued that instead of sending the mail through the registered mail, it was better to send it through courier where AD slip is not required. Then the researcher explained them the necessity of sending mails through the registered mails.

**Stage 2: Railway and bank forms:**

In this section two types of forms were given to the students. The first type was the railway reservation form. The second type of forms belonged to banking sector for example, – ‘savings slip’, ‘for getting demand draft’, and for ‘credit card/ATM card’ etc. These forms prepared the learners for day-to-day affairs in which they are required to fill many forms.

**Railway reservation form:** In this task students were asked to fill the form for booking two tickets. The information for all the columns were provided to the learners for instance, seats preference, doctor, and details of their onward journey etc.

**Observations:** Students faced difficulties about such columns as boarding at, requisition for reservation\cancellation\ return journey and in the onward journey message details. Students were confused regarding name, address, and signature. To overcome this, the researcher initiated the discussion in the class on all these points and tried to get the answers from the students. The
solution to the problem 'boarding at' suggested by one student was this: “If we did not get reservation from Godhra, then we would try to get it from either Ahmedabad or Baroda. But it is not necessary to board at train from Ahmedabad or Baroda. What we have to do is simply to write in the column ‘boarding at’ the name of the place from where we are going to sit in the train.” Regarding another problem about whose name and address should be written at the bottom of the form, one participant said that when we had already mentioned the name of the persons for whom berths were to be booked it was obvious that our name and address should be written.

Bank Forms:
The first one was the withdrawal form. Learners were provided all the required details.
Observations: They could write about branch, account number, date and rupees also. Some of them wrote rupees at both the places in figures. Second confusion was about the column ‘pay’. Many of them asked the question: “Should we write account holder’s name in the column ‘pay’? The researcher advised them regarding what could be written in the columns from time to time,
However, their overall performance was quite satisfactory. Though it was their maiden experience of filling the bank forms, it could not deter them from participating actively in the classroom.

In the third form, students were asked to fill the form given by State Bank of India, which wanted to provide ATM cards to all the account holders. Here the information sought is general, but the instructions were:

(i) Fill in capital letters
(ii) Leave one box space between each word.
(iii) Do not write outside the provided boxes.

Observations: In this form the basic information was sought but it was designed in such a way that it created interest in the learners. All of them actively filled this form. Here the instruction was not clear to the learners.
Thus the researcher changed the instruction. Earlier, the instruction was like this: "SBI, reputed banking system wants to provide cards to all the account holders. In the given form, fill the relevant information." The changed instruction has been given in the appendix.

Finally, learners were asked to fill the form for getting demand draft in favour of 'The Registrar', Ahmedabad for paying their college fees.

**Observations:** This form proved to be the most difficult for the students as they belonged to Arts faculty in which majority of them were girls, they were not familiar with the commerce/banking jargons like 'exchange', cheque', 'amount tendered' and 'amount refunded' etc. They had a number of problems right from the beginning for example, 'branch', 'Fvg—on branch'—'exchange,' and 'Whether to go for cash\cheque' etc.

It did not mean that they were not interested in learning filling of the forms. They were keen to learn it. Here, the researcher thought that he should go for one pre task covering all the areas of their difficulty before taking up the forms.

**Stage 3: Education/Application form:**

**Job-Application Form:** Here one advertisement was given to them. They were asked to go through it carefully and apply for the post advertised. The purpose was to know their problem, which they encountered while filling the form, and to provide them with proper guidance for their future need. After completion of their studies students look for different advertisements and apply through them.

**Observations made:** They had confusion regarding the columns permanent and the present address. Their second problem was about forename. Their
third problem was about references column. Except these problems they gave all the details properly.

Observer's report: This was totally a new experience for them, as before this module, many of them had not filled up any form. But they showed their willingness to learn how to fill up the forms. That was quite appreciable. They realize the worth of doing this module well. It also gives them confidence that now they can go to bank for depositing cash, cheque or withdrawing money from the bank.

5.3 Qualitative analysis and Interpretations

Unlike quantitative analysis, the aim of qualitative analysis is to identify certain objectives e.g. whether these modules could be helpful to the FE learners in improving their communicative competence in English. focuses more on the processes of instruction and learning than its outcomes, its major thrust is to uncover insights into the complexities of teaching and learning rather than on obtaining 'proof'; for instance, need based materials works better than the materials already available in the market. Hence, it is important to know what actually happened in the classroom during the tryouts.

5.3.1 Participants' Response: Try out

To make the evaluation of the tryout more objective, the students were given questionnaires for self-appraisal. The purpose was to find out what the learners thought of the materials and whether they felt any difference in their confidence level and language competence or not.
Table–7

Learners' response about the innovative materials used in the class

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Question</th>
<th>Very useful</th>
<th>Useful</th>
<th>Not so useful</th>
<th>Useless</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you think the materials were useful?</td>
<td>59.25%</td>
<td>40.74%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>Do you think that your Communicative competence has increased?</td>
<td>High</td>
<td>Not so high</td>
<td>Remained the same</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85.18%</td>
<td>7.40%</td>
<td>7.40%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>Through what kind of materials would you prefer to learn?</td>
<td>Like your modules</td>
<td>Like your Text books</td>
<td>Any other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>92.59%</td>
<td>7.40%</td>
<td>0.00%</td>
<td></td>
</tr>
</tbody>
</table>

Table-8

Improvement in Communicative Competence of learners

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Question</th>
<th>Yes %</th>
<th>No %</th>
<th>NS* %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you feel more confident while using English?</td>
<td>96.29</td>
<td>0</td>
<td>3.7</td>
</tr>
<tr>
<td>2</td>
<td>Do you think your speaking has improved?</td>
<td>96.29</td>
<td>0</td>
<td>3.7</td>
</tr>
<tr>
<td>3</td>
<td>Do you think your listening ability has enhanced?</td>
<td>96.29</td>
<td>0</td>
<td>3.7</td>
</tr>
<tr>
<td>4</td>
<td>Do you think that now you can write in a better way?</td>
<td>88.88</td>
<td>0</td>
<td>11.11</td>
</tr>
</tbody>
</table>
5. Do you think that your ability to comprehend English has gone up?  

6. Do you think the teaching methods and materials used in the class has helped you in learning English?  

7. Do you think that the materials provided you enough opportunity to interact with other students?  

8. Would you like to learn English through such materials in future?  

Table-9  
Which type of task do you think is the most useful in learning English?  

Usefulness of the tasks  

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Types of tasks</th>
<th>Percentage of students %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem solving</td>
<td>7.4</td>
</tr>
<tr>
<td>2</td>
<td>Discussion and debate</td>
<td>37.03</td>
</tr>
<tr>
<td>3</td>
<td>Language games</td>
<td>3.7</td>
</tr>
<tr>
<td>4</td>
<td>Listening Comprehension tasks</td>
<td>4.7</td>
</tr>
<tr>
<td>5</td>
<td>Reading comprehension tasks</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Simulation and role-play</td>
<td>33.33</td>
</tr>
<tr>
<td>7</td>
<td>Drama\miming</td>
<td>3.7</td>
</tr>
<tr>
<td>8</td>
<td>Information gap</td>
<td>7.4</td>
</tr>
</tbody>
</table>
Students were asked to put tick mark the item they liked most. But many of them reported that they liked more than one item with the same intensity.

5.3.2 Interpretation

Table no. 7 shows that 60% of the students have found the materials very useful while to 40% it was useful. 85% students claimed that their communicative competence has increased highly while 7.40% answered that it went up but not high. 7.40% found there is no significant change in the communicative competence after being exposed to the innovative materials. 92.59% students would even prefer to learn English through such type of modules based materials in the higher class. This data proves the success of the innovative package. Table 8 indicates that 96.29% students are now confident about using English. Approximately 95% students feel that they have gained more competence in all the four skills.

All 100% students have agreed that the teaching method and procedures along with the materials tried out have helped them a lot and accelerated the learning. Table no. 9 shows the popularity of different types of tasks among students. Apart from this, the responses of the students also very clearly show that their competence in English has improved significantly. Moreover, there is clear statistical evidence that their achievement is much higher in post-tests than in pre-tests.

5.3.2.1 Interpretation of the Learners’ Response

Activities: The investigator found that the students liked group and pair work more than any other activity. For example they participated actively in the tasks such as simulation, role-playing and problem solving. They enjoyed a lot in the tasks requiring analytical ability. The investigator also observed that in the beginning some bright students wanted to work alone. They were reluctant to share their
drafts with others. But when the learners were divided into several groups and some of the brighter ones were appointed group leaders and assigned the responsibility to ensure every member’s participation, the situation started changing rapidly. The investigator also noticed that the students were more vocal during speaking tasks such as discussion, role-playing etc.

It is the observation of the investigator that throughout the course the learners were emotionally involved. It is because the relationship between the cognitive and affective aspects of learner had been taken into consideration during the try-out.

**Teaching procedure:**
The students seemed to be fully satisfied with the investigator’s performance. They liked their teacher performing different roles such as initiator, motivator and facilitator. They also appreciated the teaching techniques used while trying out the materials. They found these techniques quite encouraging. They liked the way the investigator presented the various tasks in the class. They found the investigator to be quite friendly and created a proper learning atmosphere.

**Content:**
The researcher’s use of integrated skills made the tasks more life like which could reduce the anxiety level of learners and made the atmosphere of the class a little informal. The students’ evaluation is as follows:

**Listening:**
Most of the students agreed that the listening tasks were quite interesting because they were directly related with daily life. They were quite comfortable with the English they listened to. They wanted more activities to be included in the package.
Speaking: The activities enabled the students to speak English, putting them in different situations for performing various functions. They felt great satisfaction while communicating in English with others.

Reading:
Most of the respondents opined that the tasks were attention grabbing and that helped them to enrich their vocabulary. They also learnt how to harmonize different opinions and link the sentences with the previous ones. The reading tasks taught them to scrutinize the information and read objectively and do the tasks.

Writing:
Most of the students admitted that their writing skills have fairly improved. Their writing is now more coherent and cohesive. They said that they have been given satisfactory practice in writing. This has brought in them not only the competence required for the writing skill but also the grammatical accuracy. Below is given a sample of a student's report that shows that they are able to write better paragraphs in the latter part of the experiment than the first one.

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On 6th July 2005, Wednesday, SYB A students, the enthusiastic members of the English Reforming club, arranged a welcome party for SYB A students of the college. All the students of SYB A took partative and participated very well. First of all. Anita and Shobh, the hosts of the party introduced themselves and gave a warm welcome to the principal and the SYB A students. They presented a song and the occasion. As it is our tradition to remember God for the success of any work, so in the party also, the SYB A girls presented a prayer and a welcome song which were quite inspiring.

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Overall Impression

The students liked the materials as they were based on their needs and related with their day-to-day needs. They found themselves more comfortable doing activities as the content had a touch of cultural, humanitarian and current affairs. There is a general feeling among them that, this familiarity of the content made them feel relaxed and their competence in all the four skills has considerably increased.

The rationale of the present study is to show how the underlying principles of task-based learning, student autonomy and learner involvement have been realized in the FE classroom. These tasks could help them in establishing and maintaining interpersonal relationship, and through this the learners could learn exchanging information, ideas, opinions, attitudes and feelings, and to get things done.

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 stimulated 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.

Settings: Group work:

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. The small group work provides the optimum environment in the classroom as well as giving opportunities for production. The group and pair work also helped them to increase the amount of negotiation and consequent learning from each other.
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5.3.2.3 Error Correction and Feedback:
The feedback session after each task and peer correction of the errors seemed to be important factors in giving the course validity. The learners were reassured that although, for the main part, they were concentrating on the task, they would have an opportunity to focus on the language and thereby increase accuracy and fluency.

5.3.2.4 Conclusion:
The outcome of the tryout obtained through data analysis shows the effectiveness of the tasks. These tasks rely on providing learners with experience of using language. With these tasks and activities the four-macro skills can be integrated to setup in meaningful situations, which will foster
the learners 'communicative competence'. The interaction between members of the groups provides a basis for language learning. The language used in such situations is nearer to the one used in real life.

5.4 Feedback

5.4.1 External Teacher's Observations

The investigator invited the former head of department of English, S.P.T. Arts and Science College, Godhra to observe Functional English classes. His observations are as under:

1. As the learners found materials familiar i.e. related to their surroundings, they were more interested and comfortable.
2. The objective of this research was to enhance communicative competence of learners. It was achieved as they actively participated in the tasks prepared and came up with new ideas.
3. These materials could motivate the learners. They were attentive during the classes. This could also be considered a major contribution of the course.
4. During tryout, the investigator worked as an initiator, facilitator, guide and a co-participant, which helped the learners. For them the investigator was not authoritative but in fact came down to their level, and became one of them.
5. The materials prepared by the investigator are quite interesting and innovative. They are designed keeping in mind the difficulty level of the learners.
6. The level of the language, which resulted during activities, is acceptable. The communicative tasks have been quite successful.
7. The pair work and group activities have made students socialize with each other. This created a positive atmosphere in the class. The materials related to the value based education and the activities like dramas, problem solving tasks (moral dilemmas) and simulation have greatly contributed to the overall development of the students and enhanced their personalities.

8. The course is very well planned and carefully designed. The tasks were very effective in generating communication, which in turn, helped the learners use the language.

9. As the learners already had some knowledge of the language, the materials used were appropriate to their level. The activities encouraged their active participation.

10. The communicative competence of learners was achieved through their active participation in the tasks.

5.4.2 Investigator’s Observations

Students were quite curious in doing these activities and the investigator could ensure maximum participation from the learners. It was also observed that at the initial stage some of the students were quite hesitant to participate in the classroom activities. At once they were divided into groups and pairs, which were made heterogeneous. They gradually started exchanging views and sharing their feelings and problems. Secondly, the introduction of pre-tasks, which were less demanding helped them to reduce their nervousness. Thirdly, the investigator decided to give instructions in English but the learners were given liberty to raise their doubts even in their L1 and if they were not able to raise it in English.
The applied aspect of learning has its own impact on the psychology of the students. They sensed the usefulness of the language learnt and started using it immediately after the class. In this course the familiarity with the functions of English language is of paramount importance. The investigator found a gradual increase in the degree of motivation and it was sustained during the experiment.

The role of the teacher in each module was to work in various capacities such as initiator, motivator, and facilitator and of a classroom manager to generate genuine communication in English. The researcher took personal interest in the students, which could ensure the participation of even the shy students. The group and pair work activities removed their shyness. After some time it was observed that the students themselves were taking initiatives in activities viz. miming, discussion, role-playing and simulation. The nature of the changed discourse ensured a greater interaction and negotiation.

5.4.3 Students Comments

The following are the comments given by the students:

i) We have Functional English as a first subsidiary subject. We wish we could have Functional English as one of the main subjects.

ii) We never thought that learning English could be interesting and two-way process. We liked the way teaching was done in the class.

iii) We were free to say whatever we wanted to say. The teacher acted like our friend.

iv) We learnt many practical things in the class, which are required in our daily life.
v) The time given to this class is not sufficient. More time should be allotted to Functional English classes.

vi) Everybody liked these modules as they had provided us to know about one another in a better way and it also enhanced the co-operation among us. The integrated tasks used in the modules made the atmosphere of the class free, frank and informal.

vi) We could get chance to learn number of things; how to describe a person; place, objects and how to begin the conversation.

vii) We could know about many celebrities of our country, customs etc. Below are given some opinions of the students about the materials through which they were taught during the experiment.
5.5 Quantitative Analysis: Statistical Evaluation

The results of the pre-test and post-test scores were analyzed to get statistical evidence to reject or accept the null hypotheses: “The achievement level of the learners in the experimental group which is to be exposed to the new materials will be no better than the achievement level of the controlled group which is to be taught through the existing materials” and “the existing and innovative materials do not differ significantly from the point of view of learners’ performance in the tests designed to test their language proficiency.”

The alternative hypothesis was accepted when there was evidence to reject the null hypotheses. The alternative hypothesis was worded as follows:

“The new materials are more beneficial than the existing materials.”

5.5.1 Hypotheses:
1. "The existing materials used in the classroom does not suit the needs of learners of Gujarat"

2. "It is possible to prepare materials on the basis of needs of learners of Gujarat.

**Statistical procedures:**

The statistical procedure used were as follows:

- Mean, Standard deviation and ‘t’ values are calculated for all the groups.
- The null hypotheses are rejected if the calculated values of ‘t’ are greater than the value at the 0.01 and 0.05 levels.
- The new materials are considered highly significant if the calculated values of ‘t’ that is greater than the table value for t, which is 2.76.
- The null hypotheses are accepted if the calculated value is less than the tabulated value.

**5.5.2: Analysis of Test Data**

In this section the pre test and post-test data collected are analyzed. The pre-test was administered before the tryout and the post-test was administered after the try-out in all the three colleges, S.P.T. Arts and Science College, Godhra, Anand Arts College, Anand and R. R. Lalan College, Bhuj. The data collected from the students of Functional English course from S.P.T. Arts and Science College, Godhra is the data of the experimental group. The data obtained from RR Lalan College, Bhuj and Anand Arts College, Anand are the data of the controlled group. The data of these two colleges have been combined and used as the data of the controlled group where the experiment was not tried out. First of all the data for the equalization of groups have been analyzed which were based on the learners marks at the
class XII level and on the basis of pre-test marks. Secondly, the data of the total sample of controlled groups is compared with the experimental group, which provides evidence to reject the null hypotheses. Finally, the data obtained from SPT Arts and Science College, Godhra is presented, where the investigator tried out the experiment.

(a) For equalization of groups:

To make the groups equal following criteria was used:

i) Marks of pre-test

ii) Marks obtained in English in class XII.

(i) Mean scores of the pretest in the experimental and the control group.

Table 10: Mean scores of the pre-test

<table>
<thead>
<tr>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>'t' Ratio</th>
<th>Table 't'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>54.75</td>
<td>2.31</td>
<td>0.71*</td>
<td>0.05-1.99</td>
</tr>
<tr>
<td>Control</td>
<td>57</td>
<td>53.12</td>
<td></td>
<td></td>
<td>0.01-2.63</td>
</tr>
</tbody>
</table>

Fig. 4:

Data in table no.8 and figure 8 shows that at 83 degrees of freedom the table value of 't' is 1.96 and 2.58 at 0.05 and 0.01 level, respectively. The calculated 't' value 0.71 is less than 2.58 at the level 0.01. So there is
no significant difference between mean scores of pre-test of experimental and control groups.

(ii) On the basis of the mean scores of English subject marks in class XII

<table>
<thead>
<tr>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>'t' Ratio</th>
<th>Table 't'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>66.77</td>
<td>1.73</td>
<td>0.79</td>
<td>0.05 -1.99</td>
</tr>
<tr>
<td>Control</td>
<td>57</td>
<td>68.14</td>
<td></td>
<td></td>
<td>0.01-2.63</td>
</tr>
</tbody>
</table>

Data in table 9 and in figure 9 shows that at 83 degrees of freedom the table value of 't' is 1.96 and 2.58 at 0.05 and 0.01 level, respectively. The calculated 't' value 0.71 is less than 2.58 at the level 0.01. So there is no significant difference between mean score of English t marks at class XII. Therefore, both the groups experimental and control are considered to be equal on the basis of mean scores of English subject marks obtained in class xii and mean scores of pretest marks. On the basis of the above-mentioned analysis it can be said that both the groups are at par.

(b) Comparison of Pre and Post Test Results:

Table 12: Difference between the mean scores of the Control group

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>'t' Ratio</th>
<th>Table 't'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>57</td>
<td>53.12</td>
<td>2.6</td>
<td>0.738</td>
<td>0.05</td>
</tr>
<tr>
<td>Post test</td>
<td>57</td>
<td>55.04</td>
<td></td>
<td>2.00</td>
<td>2.66</td>
</tr>
</tbody>
</table>
Data given in the table 10 and figure 10 indicates the difference between the mean scores of the pretest and post-test of the control group. The students of the control group were given no treatment. They were given only the pre-test and then the post-test. The table shows that the calculated ‘t’ value is 0.738, which is lower than the table value of ‘t’, means that the improvement is not significant.

Table 13: Comparison of mean scores of pre-test and post-test of experimental group.

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>‘t’ Ratio</th>
<th>Table ‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28</td>
<td>54.75</td>
<td>2.749</td>
<td>4.0279**</td>
<td>0.05 0.01</td>
</tr>
<tr>
<td>Post-test</td>
<td>28</td>
<td>65.82</td>
<td></td>
<td>2.05</td>
<td>2.58</td>
</tr>
</tbody>
</table>

The table 11 shows that the difference between the mean scores of the pre-test and the post-test of the experimental group. It shows that there is a highly significant difference between mean scores of the pre-test and the post-test. According to the statistical table at 54 degrees of freedom the ‘t’ value is 1.96 and 2.58 at 0.05 and 0.01 levels respectively. The calculated t value is 4.0279, which is greater than 2.58 at 0.01 level. This provides the evidence of the improvement of the experimental group.
Table 14: Improvement of Controlled Vs Experimental group

<table>
<thead>
<tr>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>11.07</td>
</tr>
<tr>
<td>Control</td>
<td>57</td>
<td>1.92</td>
</tr>
</tbody>
</table>

Data given in table 12 and figure 12 shows the comparison between the mean values of improvement in the control group and the experimental group. The mean score of the improvement of the control group is 1.92. On
the other hand the mean score of the improvement of the experimental group is 11.07, which is much greater.

**Table 15: Comparison of mean scores of post-test of experimental group and the control group.**

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>'t' Ratio</th>
<th>Table 't'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>65.82</td>
<td>3.32</td>
<td>3.25*</td>
<td>0.05-1.99</td>
</tr>
<tr>
<td>Control</td>
<td>57</td>
<td>55.04</td>
<td>0.01</td>
<td>2.63</td>
<td>0.01-2.63</td>
</tr>
</tbody>
</table>

**Figure-9**

At 83 degrees of freedom the table value of 't' is 1.99 and 2.63 at 0.05 and 0.01 level, respectively. The calculated 't' value 3.25 is greater than 2.63 at the level 0.01. So there is significant difference between mean score of post-test of experimental and control group.

**Table 16: Comparison of mean scores of pre-test and post-test of female students of the experimental group**

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>'t' Ratio</th>
<th>Table 't'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>17</td>
<td>56.16</td>
<td>3.70</td>
<td>2.92*</td>
<td>0.05</td>
</tr>
<tr>
<td>Post test</td>
<td>17</td>
<td>67</td>
<td>2.03</td>
<td>2.72</td>
<td>0.01</td>
</tr>
</tbody>
</table>
At 32 degrees of freedom the table value of ‘t’ is 2.03 and 2.72 at 0.05 and 0.01 level, respectively. The calculated ‘t’ value 2.92 is greater than 2.72 at the level 0.01. There is a significant difference between mean score of pretest and post-test of female students at the level 0.01. Therefore, this null hypothesis is rejected.

Table 17: Comparison of mean scores of pre-test and post-test of male students of the experimental group

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>‘t’ Ratio</th>
<th>Table ‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>11</td>
<td>52.55</td>
<td>3.86</td>
<td>2.966*</td>
<td>0.05</td>
</tr>
<tr>
<td>Post test</td>
<td>11</td>
<td>64</td>
<td></td>
<td>2.09</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Figure 11
At 20 degrees of freedom the table value of 't' is 2.09 and 2.85 at 0.05 and 0.01 level, respectively. The calculated 't' value 2.966 is greater than 2.84 at the level 0.01. There is a significant difference between mean score of pretest and post-test of male students at the level 0.01. Therefore, this null hypothesis is rejected.

**Table 18:** Comparison of mean scores of pre-test and post-test of students of the experimental group whose parental education is high.

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>'t' Ratio</th>
<th>Table 't'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>16</td>
<td>51.94</td>
<td>3.016</td>
<td>3.74**</td>
<td>0.05 0.01</td>
</tr>
<tr>
<td>Post test</td>
<td>16</td>
<td>63.19</td>
<td>2.042</td>
<td>2.75</td>
<td>2.042 2.75</td>
</tr>
</tbody>
</table>

**Figure 12**

At 30 degrees of freedom the table value of 't' is 2.042 and 2.75 at 0.05 and 0.01 level, respectively. The calculated 't' value 3.74 is greater than 2.75 at the level 0.01. So, there is a significant difference between the mean score of pre-test and post-test of students whose parental education is higher. So this null hypothesis is rejected.
Table 19: Comparison of mean scores of pre-test and post-test of students of the experimental group whose parental education is low.

<table>
<thead>
<tr>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>SED</th>
<th>‘t’ Ratio</th>
<th>Table ‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>12</td>
<td>58.5</td>
<td>4.356</td>
<td>2.481*</td>
<td>0.05</td>
</tr>
<tr>
<td>Post test</td>
<td>12</td>
<td>69.33</td>
<td></td>
<td>2.07</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.82</td>
<td></td>
</tr>
</tbody>
</table>

At 22 degrees of freedom the table value of ‘t’ is 2.07 and 2.82 at 0.05 and 0.01 level, respectively. The calculated ‘t’ value 2.481 is greater than 2.07 at 0.05 level. There is a significant difference between mean scores of students whose parental education is low. This null hypothesis is rejected at the level 0.05.

5.6.4 Interpretation

The evidence collected through the experiment has been interpreted in terms of the effectiveness of the new teaching materials. The hypotheses formed in the beginning of the study may also be reviewed in the light of evidences collected by the researcher.

A lot of work can be done during teaching sessions where learners are given choice of topics, choice of expression and choice of ideas. During
testing limited choice of topics would make it difficult for evaluating their work objectively. The learners' responses given in the analysis of classroom procedure (section 5.2) shows the gradual development of them when their earlier responses are compared with the later ones. From teaching and testing from both the points latter are better, because they not only express their personal ideas but also show the use of appropriate language with less grammatically errors.

Thorndike (1969) has rightly pointed out, in teaching writing we look for individually and personal expression and stress on the 'uniqueness' of individual learner's composition while in testing we have to make them work on tasks which help us to compare one individual with another and hence we can offer only limited choices to the learner. M. A. Ranganayaki (1987)

To overcome this difficulty whatever tasks the learners had worked on was tested objectively in this experiment. Learners were asked to use the appropriate expression by their own. Their ability to use the words appropriate to the contexts was tested.

**Hypotheses Evaluation**

The hypotheses formed in the beginning are reconsidered in the light of the evidences obtained through the present study, so as to either accept or reject them.

**Research Hypotheses**

1. "The existing materials used in the classroom does not suit the needs of learners of Gujarat"

The analysis of data collected through the informal feedback sessions from the former students of Functional English, teachers' questionnaire and
Interviews and a close study of the university question papers provide enough evidence to accept the first research hypothesis i.e. 'The existing materials used in the classroom do not suit the needs of learners of Gujarat.'

2. "It is possible to prepare materials on the basis of needs of learners of Gujarat

The materials prepared for the experimental group (appendix-I) incorporating communicative activities such as miming, role-playing and simulation, taking into consideration the local situations involves the use of natural language thereby providing appropriate models for enhancing the communicative competence of the learners. Based on this evidence the second hypothesis is accepted.

Null Hypotheses

1. "The achievement level of the learners in the experimental group which is to be exposed to the new materials will be no better than the achievement level of the controlled group which is to be taught through the existing materials".

The statistical evaluation of the data obtained from the controlled and experimental group (table-10 and 11) provide sufficient evidence to reject the null hypothesis. The 't' value obtained for the controlled group is 0.738, which is insignificant at 0.01 levels. Further, the 't' value of the experimental group is 4.027 that highly significant at 0.01 level. The significant difference in the experimental group provides evidence to reject the null hypothesis.
2. "The existing and innovative materials do not differ significantly from the point of view of learners’ performance in the tests designed to test their language proficiency."

The statistical analysis of the data given in the tables 12 and 13 provides sufficient evidence to reject the null hypothesis.

In the table 1 comparison of the improvement in the controlled group and the experimental group is given. The mean score of the improvement of the control group is 1.92, which is highly insignificant in comparison to the mean score of the improvement of the experimental group that is 11.07.

In table comparison of mean scores of post-test of experimental group and the control group is given. Here the calculated ‘t’ ratio is 3.25 that is greater than the value 2.63 at the 0.01 level. So there is a significant difference found in the mean scores of post-test of experimental and control groups at the level 0.01. So we reject null hypothesis at the level 0.01.

3. There is no significant difference between the mean score of pretest and post-test of female students of experimental group.

The statistical evaluation of the data obtained form the mean scores of pretest and post-test of female students of experimental group (table: 16) provide evidence to reject the null hypothesis. The calculated ‘t’ value 2.92 is greater than 2.72 at the level 0.01. The significant difference provides evidence to reject the null hypothesis.

4. There is no significant difference between the mean scores of pre-test and post-test scores of male students of experimental group.

The statistical evaluation of the data obtained form the mean scores of pretest and post-test of male students of experimental group (table: 18) provide evidence to reject the null hypothesis. The calculated ‘t’ value 2.96
is greater than 2.84 at the level 0.01. The significant difference provides evidence to reject the null hypothesis.

5. There is no significant difference between the mean scores of pre-test and post-test of students whose parental education is high.

The statistical evaluation of the data obtained form the mean scores of pretest and post-test of students of experimental group whose parental education is high (table: 18) provide evidence to reject the null hypothesis. The calculated ‘t’ value is 3.74 greater than 2.75 at the level 0.01. The significant difference provides evidence to reject the null hypothesis.

6. There is no significant difference between the mean scores of pre-test and post-test of students whose parental education is low.

The statistical evaluation of the data obtained form the mean scores of pretest and post-test of students of experimental group whose parental education is low (table: 19) provide evidence to reject the null hypothesis. The calculated ‘t’ value is 2.481 greater than 2.07 at the level 0.05. The significant difference provides evidence to reject the null hypothesis.

With this evidence the null hypotheses are rejected and research hypotheses are accepted thereby indicating that the new materials are more beneficial than the existing materials used in the FE class.

In the beginning of the experiment both the experimental and the control group were at par with respect to Functional English learners competence. The innovative materials, which have played a vital role in improving communicative competence of experimental group, however have proved more effective in improving the communicative competence of FE learners.

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