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Experiment

The chapter begins with different steps followed in the construction and development of data gathering tools used in the study and methods adopted in the selection of the sample, collection of data, methods of scoring and analysis. Then, it discusses the procedures adopted for preparing and designing the instructional materials used in this research study. It is followed by the description of designing of the syllabus, the criteria used for preparing materials and different activities used. After this, the procedures and strategies adopted for conducting the study with the experimental and the control groups have been discussed in detail in which the description of sampling of data, equalization of groups for the present study is given. In the end of the chapter the construction of tests, their scoring scheme and administration of the tests have been given.

4.1 Survey

First of all a survey had been made to measure the communicative needs of students who had chosen 'Functional English' course at the undergraduate level and their use of English language in day-to-day affairs. These data were used for the construction of questionnaires, pre and post-tests and also for the preparation of instructional materials.

4.1.1 Views of ELT Experts’ on FE Course

After studying the related literature the researcher gathered views of the subject experts, chiefly, Dr.Jacob Thoru, Dr.Julu Sen, Dr.Mohanraj, Dr.Meera Srinivasan, Dr.Rama Mathew, Dr.Paul Ganashekhar all were at CIEFL, Hyderabad, Dr.Ranu Vanikar, former head of English department, M.S. University, Baroda. Dr.Rajendrasingh Jadeja, Director, H.M. Patel Institute of English, Vallabh Vidhyanager, Dr.Sulbha Natarajan, Principal,
College of Education, Vallabh Vidhyanager, Dr.A.K. Paliwal, Vidya Bhavan, Udaipur. These are the persons involved in educational research, educational administration, and curriculum design and authored a good number of books.

All of them agreed on the utility of the vocational courses. They opined that in the wake of globalization more vocational courses should be introduced to make learners self-reliant and confident. In their views selection of English as a vocational course highlights the importance of English as a global language and also indicates the growing need of learning English. However, they realized the importance of teaching grammar but not in isolation. They suggested that grammar teaching must be made contextualized and the grammatical items should be taught as a whole. During the conversation, they emphasized on the need based teaching materials for the learners. Some of them strongly advocated that need based materials should be used even in the general English classes. Many of them questioned the teaching of grammar to the students who did not want to be a teacher of English. They further argued that instead of it, focus should be on the communicative aspects of English language, which could make them efficient and effective user of English language.

4.1.2 Data Gathering Tools

The following tools were used for the present study.


ii) Type (B): Two questionnaires were prepared to find out learners communicative needs in social contexts: A questionnaire for FE students; A questionnaire for FE teachers
4.1.2.1 Type (A): Study of Syllabuses

In an attempt to make a survey all the three syllabuses prepared by the different agency for Functional English course at the undergraduate level have been reviewed. The detailed description of the reviews of all the three syllabuses has been given in (section 2.2.6) the Chapter two.

4.1.2.2 Type B: The Description of the Questionnaires

One of the objectives of the study was to find out the needs of undergraduate Functional English students. Therefore, two questionnaires were prepared for the teachers and students of Functional English course for eliciting different types of information regarding the communicative needs of FE students in English.

4.1.2.2.1 Objectives

Following are the objectives of the questionnaires prepared for the teachers and students.

1. To find out the communicative needs of FE learners at the undergraduate level in Gujarat.
2. To find out the topics of their interest.
3. To find out the forms of communication used frequently by them.
4. To know the reasons for opting the FE course.
5. To know their difficulty areas.
6. To know their expectations from their teachers regarding their difficulty areas.
7. To learn about their professional preference.
4.1.2.2.2 Description of the Students' Questionnaire

The first draft of the questionnaire was prepared keeping in view the subject experts' opinions and surveying different questionnaires prepared by the earlier researchers and also reading of several books viz. Brumfit 'Communicative Language Teaching', Leo Jones 'Functions of English'. Besides this, the critical study of all the three existing syllabuses of Functional English course (UGC's FE syllabus (1993-94); CIEFL's Prototype Syllabus (1995); UGC's Revised Syllabus (1998) helped the researcher to design the questionnaire in a proper format.

The questionnaire was divided into three parts: in the first part the personal information about the students of 'Functional English' was sought. The second part focused on learners' present communicative needs and to know topics on which the students would like to discuss, speak and write and the third part concentrated on the problems of the students and their expectations from their teachers. (See appendix-3).

The total number of questions was 17, in which most of the questions were closed type items with fixed alternatives which were 'five point scale' i.e. 'daily', 'very often', 'sometimes', 'hardly' and 'never' and 'three point scale' i.e. 'always', 'yes', 'no' and 'perhaps'. These scales were used to find out the communicative needs of students. Four open-ended questions were also given. Four ranking questions were given to know the choice of the students, their future plan (which job will suit them), topics of their interest etc. The questions in the questionnaires were situationalized to facilitate the students.
In the questionnaires, the major focus was on the functions of language. Following are the samples of some questions that the students were asked in order to know their needs.

i) 'Would you like to send New Year cards to your friends in English?'

ii) 'Imagine you have not done the assignments given by your teacher. Would you like to write a letter of apology in English?'

Apart from the situationalized questions based on functions, one question was on their use of English that was given directly to them e.g. how often do you use English for the following purposes?

i) To express emotions/feelings.

ii) For gathering/sharing information and so on.

4.1.2.2.3 Description of Teachers' Questionnaire

A questionnaire was developed to get information from the FE teachers. The best judge to talk about the communicative needs of the students is none other than their teachers. (See appendix-2).

The questionnaire has two sections. In the first section, personal details about the teacher himself such, as their academic qualifications, teaching experience, their training etc. are included. The second section contains items to collect information regarding the classroom activities such as what their learners actually want to learn, what are the topics of their interest and which forms of communication they use most in their day-to-day affairs.

4.1.2.2.4 Revision and Piloting

The items selected to be included in the questionnaire were gathered based on the objectives of teaching 'FE' at the UG level. ELT experts, educationalists, researchers and experienced teachers and also former
students were consulted to prepare and finalize the relevant items for the 
questionnaire. The experts’ opinion was sought with regard to the accuracy 
and adequacy of the items.

Major areas of using language in day-to-day affairs were identified as 
learning activities, communicative actions and expression activities. The 
items/functions selected under each category were either organized on a 
five-point scale or three point scale based on the highest frequency obtained 
for each item in the preliminary try out.

The questionnaire was administered to a group of students. They were asked 
to tick against each item or rank the items given in an order. After collecting 
the information the responses were tabulated and the items commonly 
identified by the teachers and students were selected. Depending on the 
frequency of the responses, the items were categorized under the following 
components viz.,

1. Learners’ personal information –marks of class xii, semi\urban areas, 
   medium of instruction, male\female, and level of the students etc.
2. Language used for common purposes.
3. Need analysis-functions which are to be learnt, topics of their interest, 
   Forms of communication used most.
4. Learners’ problems, their expectations from their teachers etc.

Similarly, keeping in view the highest frequency of the items, questions 
were selected for the final questionnaire of the students. The respondents 
were asked to rate the use of each item given in a five point or three point 
scale depending on the frequency of use of the item ranging from ‘never’ to 
‘always’.
4.1.2.2.5 Sample

The five colleges which are offering 'Functional English '(FE) course, were considered as the sampling unit, namely

1. S.P.T. Arts and Science College, Godhra
2. St.Xavier's College, Ahmedabad
3. R.R. Lalan College, Bhuj
4. Arts & Commerce College, Borsad
5. Anand Arts College, Anand

The sample consisted of 150 students covering 5 colleges from 4 districts of Gujarat. Those students' who had passed F.Y.B.A. in 2002 and in 2003 were chosen as a sampling unit.

This course is introduced as a first subsidiary subject along with the principal subject 'English Literature' in Gujarat. According to UGC's norms, maximum 30 students could be given admission to the 'FE' course in F.Y.B.A. 'S.P.T. Arts & Science College, Godhra' and 'St.Xavier's College, Ahmedabad' had full strength of the students. 'R.R. Lalan College, Bhuj' which started the 'FE' course in 1998, had to discontinue it for two years due to earthquake. It was started again in academic year 2001-02. In 'Arts and Commerce College, Borsad as English is not taught as one of the main subjects, Functional English' is being offered there up to S.Y.B.A. Both the colleges had very few students. Anand Arts College, Anand, which is affiliated to Sardar Patel University, Vallabh Vidhyanager, also had a good number of students.

**Rationale**: The following are the reasons for choosing the above-mentioned colleges:
a) Except Anand Arts College, Anand, all other colleges are affiliated to Gujarat University, Ahmedabad. Anand Arts College, Anand belongs to the Sardar Patel University, Vallabh Vidhyanager.

b) S.P. T. Arts College, Godhra was the first college that started the 'Functional English course' in Gujarat University in 1996.

c) St. Xavier's College, Ahmedabad is the only English medium college, which is offering 'Functional English course'. It is the college of urban area.

d) R.R.Lalan College, Bhuj is situated in the remotest area of Gujarat University, Ahmedabad.

e) In Arts and Commerce College, Borsad 'English Literature' is not taught as one of the main subjects. Therefore 'Functional English' is being offered there up to second year B. A. and there is no scope for vocational course 'Radio and Broadcasting' at T.Y.B.A. level.

4.1.3 Designing of the Syllabus for the Experiment

The prime objective of the present study was to find out communicative needs of the undergraduate Functional English (FE) learners. Hence, learners' present and future communicative needs were analyzed from the data collected through the questionnaires. The students' questionnaire was sent to the five colleges where functional English course was being run. The investigator received back 130 questionnaires. On the next stage, 10 teachers who were teaching 'Functional English' in the above mentioned colleges, were given the questionnaires and they were also interviewed in order to know their students communicative needs in the social context, teaching
strategies, topics of their learners’ interest and forms of communication used mostly.

A careful study of students’ and teachers’ questionnaires helped the researcher in choosing the relevant topics’ contents, concentrating on the important functions. The syllabus for the present study was designed on the basis of the needs identified. Primarily the twelve functions were identified but keeping in view the frequency of the functions, the researcher prepared 10 modules. On account of the time constraints the researcher could not prepare modules on all the functions identified such as ‘asking for permission’. During the analysis of the questionnaires, many of the functions were found matched with the functions given in the UGC revised syllabus (1998). It helped the researcher in persuading all the three college authorities to allow him for conducting the experiment. After identifying the functions, the language items were ordered according to the functions served by them. Grammatical, vocabulary and functional items were graded after taking into consideration learners’ difficulty level.

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

<table>
<thead>
<tr>
<th>S.No</th>
<th>Need Identified</th>
<th>Module based on the particular need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greetings, describing people, giving introductions</td>
<td>First Impressions (Module-I)</td>
</tr>
<tr>
<td>2.</td>
<td>Describing Skills and Qualities for different jobs.</td>
<td>Talking about jobs (Module—II)</td>
</tr>
<tr>
<td>3.</td>
<td>Describing objects and houses</td>
<td>Describing Objects, Rooms and Houses (Module-III)</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Module/Topic</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Giving instructions, directions and</td>
<td>Explain How Things Work (Module-IV)</td>
</tr>
<tr>
<td></td>
<td>suggestions</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving Advice</td>
<td>Doing the Right Thing (Module-V)</td>
</tr>
<tr>
<td>6.</td>
<td>Making Requests: Agreeing and disagreeing</td>
<td>Requests: Agreeing &amp; disagreeing (Module-VI)</td>
</tr>
<tr>
<td>7.</td>
<td>Inviting people, accepting and refusing</td>
<td>Invitations: Acceptances &amp; Refusals (Module-VII)</td>
</tr>
<tr>
<td></td>
<td>invitations</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Making Complaints &amp; apologizing</td>
<td>Complaints &amp; Apologies (Module-VIII)</td>
</tr>
<tr>
<td>9.</td>
<td>Expressing feelings and Offering</td>
<td>Motivating People &amp; Offering Help (Module-IX)</td>
</tr>
<tr>
<td></td>
<td>Sympathies</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Form-Filling</td>
<td>Giving &amp; Sending Information (Module-X)</td>
</tr>
<tr>
<td>11.</td>
<td>Asking for permission and Inquiring</td>
<td>No module prepared for it.</td>
</tr>
</tbody>
</table>

### 4.1.4 Considerations

The following considerations were taken into account for preparing the syllabus for the experiment:

(i) A careful study of the questionnaires (students and teachers) to know the learners’ needs and situations in which they wanted to use English.

(ii) The critical study of the syllabus prescribed in the colleges of Gujarat.

(iii) A detailed study of the examination papers.

### 4.1.5 Objectives of the Prepared Syllabus

i) To prepare them for describing people, discussing about their jobs and qualifications.

ii) To help them in describing objects, houses and different places.
iii) To enable them for giving and comprehending instructions and for directing people and also giving suggestions. iv) To facilitate them how to advice people.

v) To encourage them to learn the various ways of making requests.

vi) To encourage them to learn the possible ways of making invitations.

vii) To help them in making complaints and asking for apologies.

viii) To enable them express their anger 'grief and offer their sympathies.

ix) To make them confident in the form – filling.

x) To develop the new teaching techniques for these functions.

4.1.6 Preparation of the Innovative Materials

In the following section steps of the preparation of innovative materials have been discussed.

4.1.6.1 Content Analysis & Developing Instructional Sequence

Having defined the specific objectives, the researcher developed suitable content structures that would go with the teaching programmes as such. The first task in this direction was to divide the whole content into 10 modules. Each module consisted of different functions. The modules were organized and put in such a sequence that simple and interesting things preceded difficult and complex materials.

The instructional materials in the package were based on all the four skills – LSRW. It consisted of pedagogic and authentic task related to receptive and productive skills. It has certain steps viz. pre-task, receptive/quasi-communicative activities, etc. Then it was used in the first year B.A. class and feedback of the students was taken for revising and preparing the final draft of it.
4.1.6.2 Criteria used for preparing the Materials

Before deciding the criteria, the researcher came across the recent criteria for syllabus-design employed by D.A. Wilkins (1976), John Munby (1986), Van E.K. (1979), William Littlewood (1996), K. Johnson (1982), Leo Jones (1990) and S. Savignon (1972), which helped him in selecting areas and design his materials for this research study.

The main purpose of the materials lies in offering different kinds of tasks for performing various communicative functions in their day-to-day affairs. For preparing materials the researcher was guided by the following principles in developing and selecting the activities:

i) Use of real life communicative situations in the classroom
ii) Learner – centered activities
iii) Co-operation and empathy

"For learners who are studying English in a non-English speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which they are taken seriously as people.” (Klippel, F., 1995: 4)

Sometimes real communicative situations develop spontaneously when we exchange comments on deteriorating condition of roads in our town or about somebody’s new dressing etc.

"Since second language teaching should help students achieve some kind of communicative skills in the second language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.” (Klippel, F., 1995: 4)
To follow this, the researcher tried to incorporate learners’ familiar situations for promoting use of English language viz. Navratri Festival, which is being celebrated as Mega Navratri festival or as ‘Global Navratri’ in Gujarat for the last couple of years, ‘famous tourist places of Gujarat’ ‘students and their college problems’ and ‘problems related with their locality, about their town’ etc. Here the purpose was to use their knowledge about these situations for encouraging communication in the classroom.

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

"By applying the principles of information gap and opinion gap even the traditional exercises can be changed into more challenging communicative situations.” (Klippel, F., 1995: 5)

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

Information gap exercises force the participants to exchange information in order to find a solution e.g. reconstitute a text, solve a puzzle. In Module-I many information gap activities are given.

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

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

Another type of opinion activity accommodated in the package is based on the common experience of the learners such as task-(2) where learners are asked to prepare a list of items one requires while visiting Gujarat during Navratri festival and task-(8) of Module-V in which the learners are expected to prepare a tourist guide of their district in which they live.

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

Many of the activities used in the package are concerned with the 'learners themselves'. Their feelings and ideas are the focal point of those tasks particularly in Module -IX around which a lot of their learning activities revolve. Unlike the traditional exercises, however necessary and useful they may be for pre-communicative grammar practice, meaningful activities on a personal level forge a link between the learners and second language in such a way that the learners identify themselves with it. It improves performance and generates interest. 'Talking about Something/Somebody' (Module-II) affects them personally, which is eminently motivating for students.
"Furthermore, learning a second language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insights into our personality and culture?" (Klippel, F., 1995:5)

This does not mean that students of a second language should submit to psychological exercises or probing interviews, but simply that, for example, learning to talk about their likes and dislikes may bring about a greater awareness of their values and aims in life. A number of activities based on 'Value Clarification' technique have been included in the package of innovative materials with this purpose in mind particularly in Module-II and in Module-IX.

"Learning is more effective if the learners are actively involved in the process. The degree of 'learner activity' depends among other things, on the type of material they are working on. Texts or pictures containing discrepancies or mistakes, by inferring questions, or missing information can arouse the students' curiosity and this curiosity leads to the wish to find out, to put right or to complete. (Klippel, F., 1995: 5)

Keeping in view the above-mentioned points, almost in all the modules pictures have been used which encourage the learners to infer questions or to complete the missing information. The researcher has prepared Module-III in which learners are prepared to define the things, which are around them.

In Module –I: task (9) in which students are asked to frame some questions and conduct interviews with one another. It is a less ambitious vehicle than the earlier ones for active learner’s participation; it makes students share
their views with each other. It literally gets them out of their seats and this is very important – it culminates in a final product, which everybody has helped to produce. Further devices like games, miming, fun and imagination, (brain-storming) problem solving activities have also been used to make the learners more active and for sustaining their interest in the classroom activities.

For designing this package of materials and to fulfill the objectives of 'Functional English' course, the researcher left the narrow path of purely structural and lexical training and has expanded into the fields of values education and personality building.

The impact of English for shaping the learner's personality is slowly being recognized. That is the reason English as a second language teaching like many other subjects plays an important part in education towards 'cooperation and empathy.' Teachers also like students to be sensitive towards the feelings of others and share their worries and joys. Realizing the importance of emotional quotient a few tasks have been designed focusing on the sharing of feelings and ideas mainly in the Module-IX. It demonstrates the learners that cooperation is necessary. Many of the activities included in this package focus on the participants' personalities and help build an atmosphere of mutual understanding.

Though the considerations outlined above have influenced the selection of all the activities, they have never been the only decisive factor. Mostly it has been the researcher's intention to collect activities, which demand the use of more and more English in meaningful situations. Fostering the flexibility in English language is as vital to him as trying to prepare learners for the communications that may arise.
4.1.6.3 Integrated Tasks

In the prepared package the tasks are integrated in such a way, which require the learners to read or listen to a passage or conversation, and discuss it in groups/pairs, and note down points, which could be developed into individual compositions. These activities helped in improving learners' confidence to express their own ideas and feelings in the tasks that focused on written communication.

It served two fold purposes of providing adequate exposure to the English language as required in real life, and improving learners' overall competence thereby ensuring that their ideas, opinions and feelings in the tasks given in the prepared modules.

4.1.6.4 Focus on Reading + Writing Mode

In the prepared package, however, all the skills LSRW are integrated and learners are given enough opportunity to interact in English in their groups and pairs. The tasks mainly focused on reading and writing mode which are concerned with letter writing, paragraph writing, dialogue writing and brief report writing. Here learners are not directly given the writing tasks but they are expected to listen or read the recorded texts and then discuss within their groups and pairs. Then they are asked to write a paragraph about it.

Many tasks involve the learners in various activities ranging from describing concrete objects to abstract themes that involved imagination and creative writing. Other tasks are based on the narrating simple everyday activities, describing processes like making tea.
4.1.6.5 Activities Used

i) Warming-up exercises

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

"Students often find pair works the least threatening because every body is talking at the same time and they have got one listener. Depending on the atmosphere in the class, exercises can be modified in pair or group work." (Klippel, F., 1995: 13)

Keeping in view the above-mentioned point, the investigator has incorporated a good number of warming up exercise, for instance, in, Module-II - 'Identifying Persons' one pre-task is given in which several photographs of different professionals are shown for identifying their profession. Students are asked to share their views on these professionals. The purpose of this task is to make learners curious about the new learning and also to help the teacher to know the level of students.
In the same way, Module-III: task-1 is an introductory task in which the pictures of different objects like air-conditioner, refrigerator, pedestal fan, bus, room-cooler, telephone are given and the students are asked to work in pairs and discuss on the following points – naming of the objects, labelling of the objects, the objects they have at their houses and the objects they do not have not at their houses. The rationale of this task is to draw the attention of learners towards the new module as well to know their areas of mistakes.

Module-IV: task-1 is a warming up activity in order to prepare students for the other communicative tasks. Here, the students will be given chance to listen some instructions and they will have to follow the instructions. Then, they are to exchange sheets with one another. Exchanging of answer sheets will help them in knowing their mistakes.

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

ii) Guessing Games:

Every body likes guessing games whether he is a child or an adult. Both chance and skill (in asking the right questions) play a part in finding the solution. The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. The thing to be guessed differs greatly from game to game. It can be something one player is thinking of an object seen only by one person, a word, an activity – or lots of other things.
"As the persons guessing has a real urge to find out something, guessing games are true communicative situations and as such are very important for second language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement. (Klippel, F., 1995: 31-32)

In the Module-I (task: 2) one guessing game activity is incorporated for promoting interaction among the students. This activity has been organized in such a way that it reduces the strain that the student concerned is questioned by the class, thus avoiding common language where the pressure is on one person only. In this activity the students are asked to describe themselves in a few words on a piece of paper without writing their name, fold the chit and put in a box. Next, they are asked to come in front of the class one by one and pick up one chit. They are instructed to go through what is written on chit and guess whose description it might be. Here they are given a hint to use expressions like ‘I think it must be Rajesh’s description’, ‘Isn’t it Ramesh’s?’ If they fail in guessing, then others can be given a chance.

**iii) Questioning Activities:**

"Questioning are humanistic exercises that focus on the learners themselves, their attitudes and values. Secondly there is a kind of exercise that could be employed to teach learners about the cultural background of the target country. Thirdly these are the activities, which can be used as warming-up exercises or strategies for tackling more factual topics. Many of these activities are quite flexible, not only as regards their contents but also in terms of procedure. By simply introducing a few new rules, e.g. a
limit on the number of questions or a time limit they are transformed into games.

As some students are able to produce yes/no and wh-questions, so in most of these type of questions are used.” (Klippel, F., 1995: 51-52)

In all the modules questioning activities have been used to know the level of students about their culture and surroundings and also to ensure their active participation.

iv) Discussion Games:

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

We can also use discussion games to improve the atmosphere in the class and help students cooperate better with each other. However, the common feature is that students have to give reasons for their views.” (Klippel, F., 1995: 73-74)

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

v) Thinking Strategies:
In the last decade Edward de Bono has repeatedly demanded that thinking should be taught in schools. Its main intention is to change our rigid way thinking and make us learn to think creatively.

Brainstorming mentioned by de Bono (1973) is a technique that has been used widely in psychology. (Klippel, F., 1995: 96)
In the package the thinking strategies have also been included in which different ideas have to be collected by the participants and it is followed by a discussion in the class. It is obvious that there is ample opportunity to use English language. Apart from the speech acts of agreeing, disagreeing, suggesting, etc. these exercises practice all forms of comparison and the conditional. Thinking strategies are linked with discussion, role-play and simulation.

vi) Miming:
"The mimes are done in pairs or groups; in one case individual students have to perform their mimes for the whole class. Shy students or students not used to this kind of activity may not find it easy to act something out in front of everyone else. This should be kept in mind when you do mimes for the first time with your class. Pair or group work reduces stage fright to a certain extent and can be used as a starter."
In spite of these possible drawbacks, miming activities are valuable long-
leaming situations. Guessing sometime is linked with the real desire to find
out and thus is a true communicative situation. Furthermore, miming
exercises train the students’ skill of observation and improvisation. Finally,
miming exercises are useful because they emphasize the importance of
gesture and facial expression in communication. In terms of language
elements, they practice question forms and expressing possibilities.”
(Klippel, F., 1995:115).

Below is an example of Miming that has been given in Module-IV task: 2. It
is a pairwork in which element of guessing is also involved.

2. (a) Read the instruction given to Anil Shah by his friend Jugal Joshi in the
example given. In the same way, think of an action for your partner and
also decide the place and duration for him. Write the instructions, which
you want to give to your partner, stating the place where action is to be
performed, and its duration and put down your signature where the
phrase ‘instructed by’ is written. (See appendix-1: Module-IV)

(b) Pair work: Exchange your sheets with your partner’s sheet and read
the instruction given to you. Mime the instruction given to you
before the class.

(c) Guessing game: Guess about the instruction on which the fellow
student is miming, except his partner everybody will guess.

vii) Role-play and Simulations:

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

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

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

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

The materials necessary for a simulation should be more varied and complex to suit the multi-layered structure of a simulation”(Klippel, F., 1995: 122)

While designing role-plays and simulations tasks the choice has been guided by the intention to achieve effective language learning situations rather than extremely original topics.

In Module-IV (task: 7) and in Module-VIII (task: 4), the tasks based on simulations have been designed in such a way to suit the needs and interests
of students. In Module-IV the task is based on the problems of their college that is directly related with students’ life. The second one in Module-VIII (task: 4) has been designed keeping in view the problems of the town where they live. Being residents of the town, it was thought that naturally they would take interest in the discussion and also to take part by assuming different roles.

In role-playing activities, role cards are used. But in Module-I (task:9), the cards are directly given to the interviewers who are asked to prepare the cards for an interview and try to fill them after getting the information from the interviewee.

Role-plays are quite demanding for second language situations in that the players have to use the second language appropriately and adequately both in terms of the second language itself and the particular role that is acted out. It improves the students’ oral performance generally. Simulations quite often train them in all the four skills. It mainly constitute the practice sessions where the participants draw on everything they have learnt so far.

4.1.6.6 Revision of Materials in view of Experts’ Suggestions

After preparing the first draft of the package of materials, it was sent to the experts who were working in the field of English language teaching for decades. The researcher was fortunate enough to get suggestions from the following experts:

(i) Dr.Sulbha Natarajan, Principal CVM college of Education, Vallabh Vidhyanager,

(ii) Dr.Ranu Vanikar, former Head of English Department, M.S.University, Baroda,
Although the innovative materials were based on communicative framework there were many lapses, which were pointed out by the experts. They were revised as per their suggestions regarding instructions, pre-task, appropriacy of the tasks etc. The comments and suggestions of these experts boost the morale of the researcher.

Following were the suggestions given by the experts.

(1) Instructions: The important suggestion given by experts was regarding the instructions. "The instructions need to be carefully worded. Simple rubrics should be used. At some places there were found confusions of second and third persons." Keeping the above in view, the following changes were made.

(a) In Module-I earlier, the instruction given in pre-task was like this:

(i) Pre task: "Look at the photographs given below, can you recognize these persons shown in the photographs? Say who are these persons and how they look like. You may use the words given in list below."

Now, the changed instruction is:

Pre-task: "Look at the photographs carefully. Can you recognize all the persons shown in the photograph? Name these persons and describe in your own words how they look like. You may use the words given in the list.

Aged, actress, sober, cute, player, necktie, t-shirt, earrings, jacket.

(ii) Earlier 1(b) was pair-work where the first two lines were addressed to the student. Then suddenly – "students will be given each others identity cards" was written. They will be asked to introduce each other."
Suggestion: This was the mistake pointed out by Dr. Julu Sen. She suggested that this should be a part of 'Teachers Manual', if any.

(ii) In task (3) also, the instruction was changed. Earlier it was like this:
“Now, make a list of some words in which you would like to describe the people those related to you. Divide your list into two categories: ‘Appearance and character’

The changed instruction is:
“Make a list of words (in which you describe different persons) which you have listened while playing guessing game and also divide the list into two categories. ‘Appearance’ and ‘Character’

(b) In Module-2 (task: 4) the earlier format of the task was like this: “Work in pairs. Discuss on:
(a) The arguments given.
(b) To what extent you agree with these arguments.
(c) Your feelings about these jobs.

Dr. Vanikar suggested to change the instruction. After her suggestion the instruction was changed in the following way.

“Work in pairs. Discuss the following:
(a) What are the arguments given by Mr. Raj and Mr. Kaushik??
(b) Do you agree with their arguments?
(c) What are your feelings about these jobs?

(ii) In the same way in Module-2 (task: 6) the instruction was changed which was like this: “Read the different advertisements given in appendix carefully. Then tabulate the information in the following way.”

After going through the following instruction, they unanimously suggested that there should not be any ambiguity. The instructions should be recorded
as: "Read the advertisements given in the appendix carefully, and then complete the following table."

(iii) Earlier in the Module –II (task: 2) the following instruction was given. “Listen for specific information. Here, two people talking about the jobs which they do not like to do”.

The suggestion given by them was that firstly the work ‘here’ should be omitted. Secondly, ‘people talking about the jobs’ should not necessarily be written. One of the expert said that “let them (the student) listen and decide whether the speakers like those jobs or not”. “Why should one confirm it and give it to the students?”

(2) Usage: “Use of some words was not found appropriate particularly in Module-II (tasks-ii, iii and vii).”

(a) Here, the suggestion was to avoid writing ‘now’ in the beginning of the questions as it was given in the exercises (ii) & (iii).

A few examples are given below.

i) “Now, collect all the chits in a box and mix them well. Play game…”

ii) Now, make a list of some words in which you describe different persons. Divide your list into two categories: Appearance and character

Here opinion was that ‘now’ sounds rather odd/absurd.

(b) In Module-1 (task-6) the following line was given. “In the twilight zone between childhood and adulthood”.

Here the suggestion given was that in spoken English this type of language is not used. It may be a part of writing component but not of listening task.
In Module –II (task -4) there was a question that was not found up to the mark. Their advice was to reframe the question or cancel it. Below is given the question: “What type of work he may be involved in?

(c) In module (III) ‘Describing things and Objects’, the researcher had frequently used the word ‘things’ but it was also suggested that it should be avoided and instead of it ‘object’ would be much more appropriate.

(d) In the same way in Module- VII the researcher was suggested that he should avoid using some words for example, instead of “refuting”- declining”.

(3) Cultural Contexts: Dr. Vanikar suggested that in Module –II in the pre-task, keeping in view Indian cultural contexts, pictures should have been chosen.

(4) Coverage: One of the suggestions was that enough coverage was not given particularly in the Module-III where tasks were prepared on things/objects. Tasks based on describing rooms and houses should also be incorporated in the module III.

(5) Grammatical Errors: Their suggestions were: “Grammatical and typographical errors should be avoided. Remove the redundant materials details.” It was also noticed that at some places connectives and linking words were missing. Some of the tasks were not found well organized. In Module-I there was confusion of the first person and the third persons observed in one or two tasks.

In Module-II there was one task in which the description of one Mr. Ranjitsingh Jadeja was given. These experts found many slips in grammatical constructions e.g., ‘eyes to eye, ‘in the noon’. In their opinion
it was not found well organized. They opined that the model paragraphs should be perfect in all respects. Secondly, in listening tasks ‘written form’ was emphasized. Their argument was that students should not listen to written English. They may be asked to compare their description to the “written description” which could have been given in the appendix.

(6) **Focus on Testing**: One of the experts suggested, “The focus seems to be on exercise testing rather than on exposure to language use, that is, and teaching.” For example, how do you ensure that in the Module-I students will be able to give words to describe people?

“On a piece of paper write:

a) A description of yourself in three words
b) What you look like
c) Three things that you like
d) Three things that you do not like.”

The task was reframed as suggested.

“On a piece of paper, describe yourself in a few words emphasizing on your appearance, style, and clothing”.

(7) **Pre-task**: One of the suggestions was that in order to draw the attention of the learners pre-task should also be added. Keeping this in view, the researcher tried to incorporate pre tasks in many modules comprising of various pictures and tables.

(8) **Pictures**: In some of the modules pictures have been used. One of the experts suggests that while choosing photographs, one should remember that pictures should not be much familiar, for instance, in pre-task, Module- I, all the faces given are very familiar. Instead, we should project some unfamiliar
faces to them that will make them curious about them. Therefore, some pictures were replaced with the pictures of M.F.Hussain, Pakistan’s president Pervaj Mushraff etc.

In the same way, in Module-X: Simple forms were given. Experts suggested that such simple forms should not be used at the college level as they would be much too simple and would not serve any purpose. But, here the researcher’s argument was that simple forms would encourage the learners and prepare them for the complex forms. When the latter were tried out in the class the researcher realized that the forms like demand draft, and other bank forms could not sustain learners interest because they found them very difficult and monotonous.

(9) Authenticity: Materials have been prepared to cater to the day-to-day needs of the learners. To fulfill this need the suggestion was that more authentic materials should be used in the prepared package. Dr. Vanikar suggested that task-8 in Module-II should be modified. Details may be provided in paragraphs in place of dialogues. After getting the suggestion to make it more authentic the researcher made necessary changes. Instead of reading+ writing task, it was thought that if it was designed keeping in view the speaking+ listening mode, it would be a good example of the authentic task. So it was designed as group work in which one student was asked to perform the role of an educational consultant using the advertisements given in the previous task and the rest of the group members were asked to play roles of job seekers.

Earlier, the task was like this:
Now, read the dialogues given below. Write a paragraph for each person explaining which job will suit whom (him/her). You can also give reasons.

(A) SHREYA: Hello, I’m a science graduate and my age is 22 years but I don’t have any working experience.

(B) VIKAS: Hello, I’ve completed B.Com. this year. In addition to this, I also have working knowledge of computer. And for one year I’ve worked as an assistant in ‘Accounts Section’ of S. Chand and Company, Baroda.

(C) MEHULA: Hello, I’ve just passed XIIth examination with first division. My height is nearly 160 cms. I’m good looking, confident and courageous girl. My age is around 18 years.

(D) RAJAN: Hello, I completed my graduation in Pharmacy in 1998. I’m about 24 years. I’ve been working as a medical representative since 1991. Of course, I have a good command over English language.

(E) VIBHA: Hello, I passed B.A.(English) in 1997. My hobby is reading books and listening music. I’m about 27 years old. I’ve also worked as a sales woman at Chirag Publishers, Surat. Besides this, I’ve also got diploma in computer application.

(F) KALYANI: Hello, I’ve nursing diploma along with a bachelor’s degree in Home Science. Sure. I’m fluent in Gujarati, Hindi and English. My age is just 21.

(G) SHOAIB: Hello, I’m civil engineer. My age is 29 years. I’ve 6 years experience of working as a building-consultant particularly in designing/decorating/ space planning in Gwalior Rayon Pvt. Ltd., Ankleswar.

Imagine you are Mr. Raj. Write an application for the post for which he is fully qualified.

The changed task is given below.

8. Group work: Make groups of four to five persons. Choose one person as a group leader who will be playing the role of an educational consultant and
the others will be playing the roles of job-seekers whose descriptions are also given below. Go through the given details of some jobs seekers. Recommend the suitable jobs for each candidate from the advertisement given in question task (8) keeping in view their educational qualifications. Explain why you have selected a specific job. (For details see appendix-I.)

(11) Skill- based Materials: In the opinion of one of the experts main focus should be upon reading and writing skills. On the other hand, some of them advised to take cognizance of neglected skills viz. listening and speaking. Following was the comments made by one expert.

"Most of the modules are based on reading and writing. Module (2) is based on reading and writing skills. Therefore, the students do not get practice in listening, speaking, reading and writing."

Suggestion: “ Some tasks could have been centered on listening to Radio or TV for example, in module (1), you could have given some tasks based on listening to cricket commentary, or description of Parthiv Patel on TV/Radio, and taking notes. Based on these notes they could organize the points into paragraph."

Keeping in view the above-mentioned suggestions the investigator incorporated all the skills LSRW. The investigator targeted to make the materials more and more authentic. So, he tried to make use of the integrated skills as we do in our day-to-day life. The researcher’s effort was to reduce the gap between what is taught in the class and what is required in day-to-day life.

12. Sources: Another suggestion was that the sources of reading materials might be mentioned. As the investigator himself designed the materials, it was thought that there was no need to mention them. For preparing the
materials the investigator collected the clippings, pictures from several magazines and newspapers. Therefore, the question of acknowledging the sources did not arise.

13. **Contextualization**: “All the tasks should be meaningfully contextualized. At some places, tasks were given in isolation. It needs to be improved in the content chosen”.

14. **Topics**: “Topics such as science, space, internet, adventure, relationships may be included. Some topics are not suitable.”

“For example, look at the task (3) in Module-II “Talking about desirable and undesirable jobs”, a job which is desirable for one student may be undesirable for another student, because of his/her aptitude. Therefore the topics may result in “negative thinking” instead of “positive thinking”. When a person is desperately looking out for a job she/he may take up “a job of sales representative”. Then gradually, he may change his/her career; when his experience as ‘sales representative’ may stand to good.”

(15) **Repetitive**: “The package seems to be repetitive at some places that need to be improved. Some tasks are repetitive. Try to improve the materials in terms of CLT, TBL (Task – based learning), ’PPP, ESA, TTT,’ models etc”

(16) **Spoken Vs Written Form**: There should be difference between spoken forms and written form even if it is in the written form.

(17) **Scope for Interaction**: It needs to be improved. Students could have interacted with people of different professions. In Module- II the task should be like this.
"Interact with at least 5 persons who are living in your neighbourhood and complete this table.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of profession</th>
<th>Qualifications</th>
<th>Would they recommend this profession to young students?</th>
</tr>
</thead>
</table>

They could also ask further questions:

(1) What other skills are required?

(2) Where should we study?

(3) When do the courses begin?

(18) **Suitability of the Materials for Gujarat learners:**

It was suggested that the researcher should include more and more celebrities, institutions and places of Gujarat. Following was the comment made by one of the experts.

“You should have included personalities from Gujarat. The students could have undertaken a project, a case study at one of the institutes in their state and their placement records e.g. IIM, Ahmedabad, National School of Drama, Ahmedabad.

Gujarat is known for its weavers and handicrafts men. These professions are excluded from your list in module (2).”

(19) **Layout and Presentation:** The package needs to be improved in “lay out and presentation”, “in the instructions given”, “in the context chosen”, and in the scope for interaction also.”

(20) **Authentic Texts:** In deciding which type of “authentic texts” should be used there was confusion between tasks on “listening” and task on “writing”.
In authentic contexts, we often speak of “south facing windows”, or “on the left wall” or “as you enter the door on the right you will see a flower pot”. These orientations in one’s description are not there in module-III.

Keeping in view the above-mentioned suggestions the researcher revised his package of materials. The final draft of the package of materials has been given in appendix.

4.2. Experiment

The present study was experimental in which the problem was investigated and the experiment was conducted by adopting the pre-test and post-test experimental research design

4.2.1 Sample

It was necessary to identify three comparable groups of equal ability for the try-out of materials. Therefore, a test was administered to the students of functional English in all the five colleges, which were following:

i) S.P.T. Arts and Science College, Godhra

ii) R.R. Lalan College, Bhuj

iii) Anand Arts College, Anand

iv) Borsad College, Borsad

V) St.Xavier’s College, Ahmedabad

The scores obtained were tabulated to know the entry level behaviour of the students. The three identical groups were recognized on the basis of their pre-test scores; their marks in English in class XII which were ‘Anand Arts College, Anand’, ‘R.R.Lalan College, Bhuj’ and ‘S.P.T. Arts and Science College, Godhra.'
4.2.2 Equalization of Groups

To equalize the groups, the following criteria were used in all the five colleges of Gujarat where 'Functional English Course' is being offered.

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

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

3. The learners were asked to fill up a questionnaire giving details about their family background mother tongue, language known, and medium of instruction at school level (See appendix-iv).

4. Per-test's marks were matched and thirty learners of one college whose score matched with the scores obtained by the learners of other two colleges were selected.

5. All the three colleges chosen for the experiment belonged to semi-urban area.

4.2.3 Treatment

After the procedure of the equalization, one group that was exposed to the innovative materials is called the 'experimental group' and the groups that received the instruction with the existing material is called the 'control groups'. The experimental group (EG) consisted of 30 students of S.P. T. Arts and Science College, Godhra was chosen as an experimental group and students of 'Anand Arts College, Anand' and 'R.R.Lalan College, Bhuj' were termed as the controlled groups CG1 and CG2. Initially each group had 30 students but some of them left the course due to some unavoidable
reasons. The same syllabus was used in all the three groups chosen for the experiment. All the three groups were taught the same functions and taught with the help of same method i.e. 'communicative language teaching' and it was also decided to have same number of sessions for each group. In the experimental group (EG) the proposed package of materials and in the control groups (CG1) and (CG2) the existing communicative materials, which have been reviewed in detail in Chapter- II were used. Time and again it was ensured that the same syllabus was used in all the groups with the same methodology i.e. communicative language teaching (CLT) with zeal and commitment without any experimental bias. At the end of the experiment, all the groups were given post-test. Finally, suitable techniques were used to compare the gains of difference of the two groups and conclusions and findings were drawn and reported.

4.2.4 Variables in the Study

For the present study two control groups were selected in order to nullify the teacher variable. The teachers of all the three colleges who were teaching Functional English had similar qualifications, same teaching experience and all of them had undergone through the refresher courses for Functional English conducted by Regional Institute of Chandigarh.

Table 2: Variables in the Study

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existing materials</td>
<td>Test sources</td>
</tr>
<tr>
<td>2. Instructional materials</td>
<td></td>
</tr>
<tr>
<td>3. 50 days' exposures</td>
<td></td>
</tr>
</tbody>
</table>
4.2.5 The CLT Strategies Used for all the Three Groups

The CLT strategies adopted for teaching all the groups were as follows:

i) Orientation of the Learners

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

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

ii) Focus on Meaning and Appropriacy

Each function aimed at developing communicative competence of the learners. The experimental procedure consisted of observation and performance of a variety of communicative acts with particular attention given to the kinetic features of communication.

Emphasis was placed on conveying meaning rather than on linguistic accuracy. The chief purpose was to get the meaning across. The students were urged to use every means at their disposal to understand and in turn to make them understood.

English was used first to define the situation so that the students and the instructor would become familiar with the content. The students were free to
say what they 'meant' rather than being limited to saying what they actually 'knew how to say'. (S.D. Krashen, 1981).

iii) Informal Atmosphere in the Classroom
An informal atmosphere was maintained throughout the teaching programme for all the three groups. Students were free to interact with the teacher and with the student participants.
In the communicative situation the students were free to define the context and to elicit responses. Emphasis was on real, meaningful communication rather than activity topics and artificial situations. Attention was paid on the development of the ability in the learners to understand and convey information content.
Almost everything that was done in the classroom was done with a communicative intent. The focus of every module was on the performance of some operations ('learning how to do something').

iv) Judicious Use of L₁
The mother tongue of the learners was used during communicative activities in explaining the activities to the students and also for motivating them. It was also decided that the use of mother tongue should be restricted to the students only and teacher should always use English. The learners were also encouraged to use more and more English while interacting with their classmates and friends. The intermittent use of the students' L₁ not only initially but throughout the 42 days' exposure was made to establish a relaxed and informal relationship among the participants. The use of the L₁ was a means to the end, not an end in itself.
v) The Role a Teacher

The teacher’s first role was to initiate the communication process between all participants in the classroom, and the various activities and texts. Sometimes, his role was to act as a participant within the learning teaching group. He tried to establish situations likely to promote communication. When discussions were going on, the teacher went from desk to desk to make sure the active participation of all the learners. During the activities he acted as an advisor, answering students’ questions and monitoring their performance. The teacher often withheld structural correction and postponed it until after the activity.

The teacher’s role was to set up the conditions for communication to take place. He actually assumed roles to model the language, and to act as someone for the learner to communicate with. He also set up the conditions for the students to practice communicative operations themselves. He set up situations where information gaps existed and motivated the students to bridge them in appropriate ways. Moreover, there was no teacher intervention in the communicative activities.

vii) Errors Tolerated

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

The teacher used pair and group work activities frequently. Emphasis was given to the techniques such as language games, role-play, simulation, quizzes, debate and discussion, information gap activities etc. The teacher used such procedures that would involve the students in using language to express their own ideas, opinions and feelings and sometimes to reproduce what others have said using passive voice, giving instructions etc.

4.3 Try-Out of the Innovative Materials

The package of innovative materials has been tried out in the experimental group. For motivating the students pre-tasks or other interesting exercises were incorporated. Various techniques were used for sustaining their interest in the class like guessing game, simulation, role-playing and so on.

4.3.1 Objectives of the Try-out

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

1) The students will be able to respond appropriately in social/friendly, personal/formal letters, description of places, persons, things, directives, instructions, greetings and good wishes, making complaints/asking apologies, inviting others, motivating/expressing sympathies to others, form-filling/giving/sending information), making requests, agreeing/disagreeing with others and so on.

2) They will also be able to fill various forms like bank draft, railway reservation forms etc. required for day-to-day life.

3) The students will be able to exchange/share information through telephonic/conversations, dialogues, letters, and different forms.
4) The students will be able to give directions to strangers properly. They will be able to give suggestions.
5) The students will be able to give and understand instructions properly.
6) The students will be able to invite their friends, relatives and others by using so many expressions. They will be able to make invitation cards and also be able to know what to say while accepting and rejecting the invitations.
7) The students will be able to make requests formally and informally. They also will be getting an idea about accepting and rejecting/declining the requests made by others.
8) They will be able to register complaints orally and in written. On the other side, they will learn how to make apologies also.
9) They will be able to greet and convey their good wishes appropriately. They also will be learning how to begin the conversation.
10) The students will be able to use the different forms of written communication for the genuine communicative purposes.
11) The students will be able to know about the educational qualifications and other skills required for different jobs. They will also know how to get relevant information from the advertisements and choose the appropriate one for them. They will be able to develop their likes/dislikes for the jobs available.
12) They will be able to describe the various objects, rooms, and also define the things.
13) The students will be able to seek and impart accurate and appropriate information about the topics elicited from them through the diagnostic tests, which are as follows: Experiences, sports, and favourite book/author/player....
14) The students will be able to use appropriate and accurate punctuation marks in writing the items referred to above (Point No.1).

4.3.2 Teaching procedures used

The package of innovative materials was then used in the experimental group by the researcher himself. The experimental treatment was given for 50 days. Each module was given at least 5 lectures of one hour each. For teaching the students communicative techniques like group discussion, pair-work, role-play, simulation was used. Each module was divided into four stages that were as follows: Introductory stage, teaching stage, practice stage and testing stage.

4.3.2.1 Introductory Stage

The teachers used some photographs and students were asked to recognize the persons shown in the photographs. They had to discuss about the person's appearance, age, about his/her field, their professions (Module-1).

i) The learners were given pictures of some professionals and they were asked to identify their professions by looking at their pictures and also say a word about the skills required for these professions. (Module-2)

ii) In the Module-III pictures of some objects, which learners usually have at their houses, were given. Learners were asked to say a sentence or two about the objects. This was done in order to make the learners feel a need to complete the given task.

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

v) Asking some relevant questions and giving them very small learning tasks quickly revised the learners' entering behaviour.

4.3.2.2 Teaching Stage

The learners who were introduced to the various tasks sometimes listen to the dialogues or play a guessing game, or mime in the class on the basis of instructions given by their partners. General questions were discussed either in the pair or in the group. Pictures were also displayed and the tape was played. Learners were encouraged to discuss the several issues in their respective groups and pairs. Grammatical mistakes were tolerated. The students were provided with quasi communicative and communicative activities including brief dialogue, dialogue, role plays, simulation, group work and group discussion.

The important language forms involved in the tasks were highlighted and focused. The students were provided with quasi-communicate activities focusing on grammatical accuracy and linguistic forms. Appropriacy and fluency were stressed. Socially acceptable language was used and its use encouraged in the classroom. Both the types of tasks: Pedagogic and authentic were used for teaching them.

4.3.2.3 Practice Stage

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

4.3.2.4 Testing Stage

The students of the EG were given communicative tasks to perform in the real life situations. Dialogue, role-play, simulation, pair-work were used for testing learners’ terminal behaviour. News paper cuttings, magazine cutouts, pictures, original genuine forms, letters, maps etc. were given to the students and they were asked to perform the communicative tasks with the help of aids. The test items were situationally, socially contextualized. For instance,

i) Complete the letter/conversation by writing the description of the person in the photograph given.

ii) Look at the map. Your friend Mr. X is coming to your hometown first time. You write a letter to him. Give him proper street directions so that he can reach your home easily.
iii) Write a reply to letter/invitation, expressing your inability to attend the function.

4.4 Description of Tests

In order to measure the progress of the learners, increasing proficiency of the learners' communicative skills, two tests (pre and post) were conducted. Their purpose was to measure the students' level of competence before and after the actual try out in order to know the effectiveness of the materials. It aimed at testing students' achievement and performance in terms of linguistic accuracy, appropriacy and fluency as well as writing techniques including the use of punctuation marks.

4.4.1 Nature of Tests

These tests were prepared by keeping in mind the methodology and pedagogy of communicative language teaching. Accuracy, appropriacy, and fluency were tested through the items, which had relevance and appropriacy in terms of the students' communicative needs which were spelt out earlier. The tests, which had 10 items, contained some visual information such as pictures showing some persons, objects, and a route map, one advertisement and a railway reservation form. Enough space was provided in the test paper itself for writing answers. It carried 100 marks. Its duration was of two hours.

There were two test items each of which are required to answer in just one or two sentences. Three test items, each of which required answer in five sentences. One test item based on controlled writing (that was conversation) required answer in more than 10 sentences. The students were asked to read the incomplete conversation and to complete it. There was two test items in which authentic materials were used: an advertisement and one railway
reservation form. The advertisement had a good number of vacant posts. The students were instructed to complete the table given in the item after getting the needed information from the advertisement. Along with the railway reservation form, one letter was also enclosed which contained all the information required to fill up the form. The last test item was one incomplete letter, which required answers in 5-8 sentences. Along with this, one layout was also given. Here learners were expected to look at the map carefully. In 5-8 sentences, they were asked to write directions with the help of a given layout.

Since the tests were mainly productive in nature, the test items were designed in such a way that students did not get any lexical and structural help from the test items and questions. It was done with a view to testing and evaluating students’ actual linguistic and communicative competence. All attempts were made to make the test structurally contextually, semantically, ideationally, and lexically and situationally controlled. The ideational control was exercised by providing pictures for visual information. This helped the investigator provide the same information to the students. Situational control was observed by describing the situation and context in terms of social relations and settings.

Lexical and structural control was made through visual information and asking the students to write about what they actually saw in the pictures. Pictures were carefully selected and were presented in such a way that students did not face any lexical and structural difficulties.

The following tables (no.3 and 4) contain details of the components of the competency based achievement test items and items based on the type of questions respectively.
Table: 3 Details of the competency based achievement test items

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Component</th>
<th>Marks</th>
<th>No. of items given in the question</th>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Matching the columns</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Making requests</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Giving appropriate response</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Describing objects</td>
<td>10</td>
<td>5 parts</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Describing persons</td>
<td>16</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Giving advice</td>
<td>10</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Giving instructions</td>
<td>6</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Classifying the information</td>
<td>18</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Filling the form</td>
<td>15</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Giving directions</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4: Details of the items based on the type of questions

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of questions</th>
<th>Question No.</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objective</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>One sentence</td>
<td>2-3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Five sentences</td>
<td>4,6,7</td>
<td>10,10,6</td>
</tr>
<tr>
<td>4</td>
<td>More than five sentences</td>
<td>5,10</td>
<td>16+10</td>
</tr>
<tr>
<td>5</td>
<td>Tabular</td>
<td>8,9</td>
<td>15+18</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.2 Scoring Scheme for the Tests

A marking and scoring scheme was also prepared to make the scoring objective, scientific and easy for computation. The following table contains the scoring scheme for each response.
**Table: 5 Scoring scheme for the tests**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Question</th>
<th>Total Marks Given (100)</th>
<th>Grammatically accurate response/sentence, spelling, structure etc.</th>
<th>Socially appropriate response</th>
<th>Both fluent response (Grammatical and appropriate)</th>
<th>Coherence, organization and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4(a), 3(b), 5(c), 2(d) &amp; 1(e)</td>
<td>5</td>
<td>Receptive Item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2(a)</td>
<td>2</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>2(b)</td>
<td>2</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>3</td>
<td>3(a)</td>
<td>2</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>3(b)</td>
<td>2</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>3(c)</td>
<td>2</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>4</td>
<td>Make</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Size</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Parts</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Use</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Advice</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>(Two sentences each)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Blank (1) One sentence</td>
<td>1</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Blank (2) Two sentences</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Blank (3) Two sentences</td>
<td>2</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
<tr>
<td></td>
<td>Blank (4) Four sentences</td>
<td>8</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>Blank (5) One sentence</td>
<td>1</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
<td>¼</td>
</tr>
</tbody>
</table>
4.4.3 Piloting and Revision

To validate the test items, the procedure of piloting and revision was adopted. A number of points were kept in mind while considering the validity and reliability of the test items. The test was administered in a small group of students who did belong to the experimental or the control group. After piloting the test, the necessary changes were made.

After piloting the tests, the answer sheets were scored with a view revising the test and making it more valid. The items were scrutinized employing item analysis. Based on the results of item analysis, certain items were revised and a few others were replaced.

The following changes were made:

i) The listening task was replaced.

ii) The reading task was revised.

iii) A few questions were found very easy. Therefore, it was decided to raise the difficulty level of the questions.

Such revision helped the investigator to arrive at the final form of the pre and post-tests, which were given in appendix (5&6). In the final draft the changes were incorporated before administering, it to the students.
4.4.4 Validity of the Tests

The final form of the test was presented to a pool of experts consisting of experienced teachers, educationists, researchers and language experts for scrutiny. They were requested to examine the coverage of content in the test items keeping in view the objectives of the present study. They expressed their satisfaction regarding the coverage of important components in the test. The experts also accepted the weightage given for each component as shown in the final form of the test. They were also asked to examine the clarity of language used in the instruction as well as the question items of the test. The finalization of test items was done by keeping in mind the intrinsic factors of testing—test specifications, weighting of parts, item difficulty and test length.

While constructing the test the scientific procedures of constructing the achievement test was meticulously followed in each and every step. All the tables shown in the description of the test reveal the appropriate weightage for each aspect of the test: (functions) components, content, and type of questions and difficulty level of questions. The experts examined the percentages given for each sub-item and they gave their consent over the distribution of the items in the test. The item analysis procedure was followed while selecting the test items and the tables of components in the final form reveals that the test contained construct validity.

4.4.5 Administration of the Pre and Post-tests

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

Before conducting the pre-test investigator gave the learners orientation talk to all the three groups in order to acquaint them with the objectives of the experiment. The pre-test was administered to the learners for three days, as the students were taken from three different colleges. It aimed at testing learners’ entry-level behaviour.

Before and while giving the test to the learners, the investigator asked them not to hesitate in asking if they were not able to understand any instruction. The investigator also assured them to respond to the tests, as they (tests) were not going to affect their examination result or progress of learning in any way.

Having administered the pre-tests, the researcher examined students’ answer sheets. The control groups were informed about their marks and of their errors in the pre-tests and they were asked to reappear for the post-tests on the scheduled time and day to check their weaknesses by themselves or with the help of their teachers. In the experimental group the innovative materials prepared by the researcher was used while control groups were taught through existing materials using the same communicative approach.

At the end of the training programme, a post-test was administered to measure the competence of the students for all the three groups.

4.4.6 Data Gathering Devices

The pre-test and post test scores in the competency based achievement test were the data gathering devices for all the three experimental groups in the experimental study.