

## APPENDIX 5

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I have been serving as an English teacher since 1998 in Shri S. Z. Waghela High School, Khambhal-. When Madam Sharma gave me to read the material prepared by her to teach the vocabulary in Std. - IX, I found that these kinds of Exercises are interesting and motivating to the students, but I have a doubt that students may not cooperate much. I also told her (Mrs Sharma) that she will not get much satisfactory results.

But as an observer, when I sat in the classroom, the scene was quite different. After <sup>observing</sup> two periods, I felt that if activities are oriented to learners' oriented, they help in achieving our goals.

The experiments was quite effective in expanding and enriching the vocabulary of the students. The students' motivation level was excellent, beyond expectations.

The students, who <sup>never</sup> spoke a word in English were performing communicative tasks. Out of all games and communicative tasks, exercises were interesting.

One remarkable difference I noticed was that the students started waiting for the English period. One astonishing fact that some students were reading English Champak.

Although these types of techniques enrich vocabulary, raise students' motivation level, but they are impossible to carry along with the routine syllabus. They also consume time. Secondly, a school teacher is loaded with so many other works like preparing question papers, checking them, checking of essay notebooks, theme work etc.

On the whole, I appreciate the total experiments. I too learnt many things from it. These types of techniques, no doubt build up better understanding between the teacher and the students. Specially I believe that English language should be taught through these types of activities in all the areas of languages.

NR Danday