CHAPTER III

THE EXPERIMENT

3.1 The Design of the Project

3.1.1 The Sample
3.1.2 Equalisation
3.1.3 Materials

(a) Controlled Group
(b) Experimental Group

3.2 Teaching Techniques

3.2.1 Overview
3.2.2 Integrative Tasks
3.2.3 Focus on Writing
3.2.4 Description of tasks

(a) Open Your Dairy
(b) Know your Friend
(c) Ask and be Organised
(d) Get together and read
(e) Note-down please!
(f) Precisely yours
(g) Say how you feel

3.2.5 Focus on written communication
3.3 Testing Techniques

3.3.1 Overview
3.3.2 The format of the Test
3.3.3 Piloting and Revision
3.3.4 Test Administration
3.3.5 Description of Test Items
   a) Levelling Test
   b) Pre-test
   c) Post-test
CHAPTER 3

The Experiment

This chapter provides details of the experiment conducted to try out the new techniques and materials which were prepared keeping in mind the implications drawn from the analysis of learners’ needs and the present practices of teaching and testing (Chapter one), as well as the review of literature related to the teaching and testing of writing (Chapter two). Beginning with the design of the project which gives information about the sample selected and the procedures of equalisation adopted and the materials used, this chapter goes on to describe the teaching and testing techniques employed. The section on teaching techniques describes the rationale for the overall plan in general and the integrative tasks and writing tasks in particular before describing the tasks in detail. Similarly, the section on Testing techniques begins with an overview of the general plan, and after a brief account of the format of the test, piloting revision, and test administration proceeds to describe in detail the test items.
3.1 The Design of the Project

To make the teaching and testing of writing more effective and need-based, the project began with an analysis of the needs of the learners which is reported in detail in the first chapter. The present practices of teaching and testing were also analysed which helped in understanding what the learners were used to, so that the processes they should undergo in order to reach the goal set for the learners could be planned. The analysis of the present practices also established the fact that the teaching and testing of writing are done mechanically in schools and they are inadequate to meet the needs of the learners.

The analysis of the present situation, the preparation of new techniques and materials as well as their try-out focused on average learners of Gujarat, studying in average schools. The following sections provide the background information regarding the sample selected, the procedures of equalisation of the groups and the materials prepared, for the try-out.

3.1.1 The Sample

The Sample was so selected as to represent the rural and urban population of Gujarat. Four schools from different parts of Gujarat were selected. The learners of these schools represent the average learners of
Gujarat with respect to their social and economic background, as well as, their knowledge of English. The following schools were selected:

a) S D Desai High School Bakrol Rural
b) Pioneer High Scholl Anand Urban
c) Patel Vidya Mandir Keshod Rural
d) G J Sheth High School Pilvai Semi-Urban

Class IX was selected for the try-out in all the schools. This was the fourth year of learning English for the learners. In each school two groups were selected for the try-out. Thirty learners from each group were identified for purposes of comparison after the following procedures of equalisation.

3.1.2 Equalisation

It was considered necessary to identify two comparable groups of equal ability for the try-out. To equalise the groups, a test was administered to all the learners in two sections of class IX in each school. Thirty learners of one section whose scores matched the scores obtained by the learners of the other section were selected. Further corroboration was obtained by comparing the scores obtained by these learners in class VIII, in English at the annual examination. After the procedures of equalisation one group was
treated as the controlled group, while the other formed the experimental group. The experimental group was exposed to new materials and was taught through new techniques while the controlled group was taught through conventional techniques and was exposed to course-book materials.

3.1.3 Materials
Prepared materials for the experiment began with the identification of the language 'content' to be taught. This was decided keeping in mind the level at which the try-out was to be carried out. Having decided that the experiment would be tried out at class IX level, the language content was selected from the syllabus and coursebook used at Class IX level in Gujarat. The language 'content' was the same for both the controlled and experimental groups. But the experimental group was exposed to additional materials prepared for them using the same structure and vocabulary items. (appendix 7) Based on these materials a set of writing tasks and a set of strategies of presentation were devised.

a) Controlled group
Unit Four and Five of the coursebook formed the teaching unit for the controlled group (appendix 5). In unit four the teaching item is the use of the Simple present Tense for habitual actions, universal
truths and ability. Both affirmative and negative statements of the Simple Present Tense are used. The use of 'do' and 'does' in framing questions and negatives as well as the use of question words - who, what, where and when - are also introduced. Unit five introduces prepositions showing spatial relationships after, in front of, over, with. In each unit there are two lessons. In addition to these, there is a section called 'language work' which is in the form of short dialogues. This gives practice in the structure used in the lessons. The composition work usually undertaken in schools is based on the theme of the lessons in each unit. For these two units the composition topics assigned are as follows:

a) Letter-writing
b) The Postman
c) My Hometown/My Village

b. Experimental Group

The experimental group was also taught the same units as the controlled group, viz. units four and five. But the focus was on making the activity more meaningful to the learners by using the new techniques. Apart from teaching the coursebook lessons, they were made to practise the teaching items in pair work and group work activities. For example, if they were
taught to ask questions with question words— who, what, where and when with habitual present—they were asked to practice it in pairs collecting information about their pair partners. They also were made to use pictures given in other lessons in the coursebook to ask questions and collect information. They were further made to read the lesson 'Men at Work' (appendix 4) and were asked to write new paragraphs based on the daily activities of people of different professions, for which a model paragraph was provided by the teacher. Materials were also prepared to extend and supplement the coursebook material. For example, in the coursebook lesson 'Meena writes to Meeta' (See appendix 4) the theme of the lesson is writing a letter to a friend. So a short dialogue was prepared involving the people mentioned in the letter. Learners were made to listen to this dialogue (See appendix 7) and were asked to compare the given letter with the dialogue. Learners were also made to practise notetaking using this dialogue.

The emphasis was on treating these materials in such a way as to enable the learners focus on the meaning conveyed by them. This exposure was useful to lead the learners gradually towards expressing their own ideas, opinions and feelings.
3.2 Teaching Techniques

The techniques used with the experimental group were so designed as to gradually lead them from what they were used to doing in class to working in groups and pairs. The techniques mainly used were as follows:

a) Open your dairy,  
b) Know your friend,  
c) Ask and be organised,  
d) Get together and read,  
e) Note-down please,  
f) Precisely yours, and  
g) Say how you feel (See 3.2.4).

3.2.1 Overview

Since the techniques used with the experimental group involved a number of group and pair work activities, and the learners were not used to working in this way, a number of tasks were designed to familiarise them with the new way of working. The usual practice employed in a regular classroom situation is for the learners to answer the questions asked by the teacher individually. The weak learners are to repeat the answers given by the bright learners. The questions are usually based on the content of the coursebook lessons. The answers to these questions are usually marked by the learners in the coursebook itself (See appendix 5 for xerox copy of a learners' coursebook where the questions are written in the book and the
answers are also marked).

To minimise the problems of the learners who were unfamiliar with group work and pair work activities, a number of procedures were adopted. To begin with they were engaged in familiar activities which they usually did in class individually. Since they were familiar with answering questions based on coursebook lessons, they were asked to do the same in groups. Instead of the teacher asking questions, learners asked the questions to each other. This activity was slowly developed into discussions about appropriacy where they considered different answers to the same question and selected the best among them. This was further developed into sharing their answers with other group members and revising and editing their own answers. Thus the activities led them gradually to more and more difficult tasks and at the same time familiarised them with patterns of interaction in group work and pair work activities.

The new materials and techniques were worked out in the form of tasks which fall under two heads: Integrative Tasks and Tasks which focus on Writing. The following sections provide the rationale for the use of these two types of tasks and then proceed to explain the tasks in detail. Finally, the teaching techniques considered
from the point of view of the communicative aspect of writing, providing evidence from the written work produced by the learners.

3.2.2 Integrative Tasks

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

The Integrative tasks also familiarised the learners with group and pair work activities. Tasks 3 and 4 made the learners work in groups and answer comprehension questions based on the coursebook lessons. Tasks 1, 2 and 3 made the learners talk about themselves, ask questions about their pair partners, collect information and write a descriptive account of their friends.

Integrative tasks served a two fold purpose of providing adequate exposure to the written medium, and improving learners' general language competence thereby ensuring that learners were less inhibited in using the
language to express their ideas, opinions and feelings in the tasks which focused on writing.

3.2.3 Focus on writing

The tasks which focused on writing were mainly concerned with letter writing and paragraph writing. In letter writing learners wrote simple personal letters involving role-play and brief notes that conveyed specific messages to their classmates. Paragraph writing involved the learners in various activities ranging from describing concrete objects that can be found in their class to abstract themes which involved imagination and creative writing. Other types of paragraph writing involved retelling stories already known, narrating simple everyday activities, describing processes like making tea and sharpening a pencil.

Since the learners had to be led from what they were used to - writing strictly guided compositions - to communicative writing, accessible goals were set which did not demand too much from the learners during the beginning stages of the try-cut. Thus the tasks progressed from organisation to note-making to letter writing to paragraph writing.

Organisation required the learners to read and
comprehend the jumbled sentences given by the teacher and arrange them in a sequential order. At this stage learners were not required to write anything on their own.

Practice was given in organising jumbled sentences. This was done in two ways: (i) through dialogues based on classroom situations (Tasks 1, 2, 3 & 7) and (ii) through stories based on sketches drawn on the blackboard (Tasks 3 & 7).

Once the learners became familiar with the procedures involved in organisation, they were asked to read and comprehend a given paragraph and take down notes, after selecting the main points. Practice in note-making was given with the help of the course book lesson which offered them support through the reading material and at the same time gave them practice in selecting the main points and writing a word, phrase or parts of a sentence on their own. Unlike the organisation stage where they merely reorganised a given set of sentences and produced nothing on their own, in the note-making stage, they were encouraged to try a limited amount of writing.

Letter writing took the learners one step ahead from note-making. Here the learners were made to read a given letter, discuss it in groups, select the main
points they would like to include in their reply, take down notes which could be developed when they drafted a reply individually (Task 6). This task involved two main steps: (i) revision of note-making and organisation practised in tasks one to five, and (ii) giving support to the learners by providing incomplete replies which could be easily completed and gradually lead them to write the whole reply on their own. Once they had gained confidence in drafting their own replies, they were asked to play different roles and write letters, and also write brief notes to their classmates and get replies from them.

Having reduced the teacher input gradually, and having simultaneously increased the learner input, the stage was set for the introduction of descriptive and narrative paragraphs. The task of paragraph writing began with the revision of letter writing, where the learners wrote brief notes to their classmates describing a person without mentioning his or her name, and asked their friends to guess who it might be and write a reply to them (See Task 7). To encourage them to express their own ideas, some guessing games were played and some course book pictures were used to make them imagine a situation and write something about who the person in the picture could be, and where he was going and why. These and other related activities were
meant to make them realise that there was no one correct answer expected by the teacher and hence they could feel free to express their own ideas and opinions.

Once the learners had gained confidence in expressing their thoughts, they were made to work in groups, select topics and note-down points. Then the groups were dissolved and the learners worked individually to select the best among the points noted down, add a few more points of their own if they felt like it, and write a paragraph individually. They were again made to work in groups to share with the group members what they had written and edit and revise their written work.

Similarly learners were made to write narrative paragraphs beginning with a simple task like organisation of a set of jumbled sentences which formed a story. They were gradually led from completing incomplete stories, to writing stories on their own based on blackboard sketches and stories they knew in their mother-tongue. Then from stories they moved on to narrating simple incidents based on pictures in their coursebook and their own real life experiences. They also wrote about simple processes like making tea, and sharpening a pencil. Again in all these writing activities editing and revision were done by the learners themselves in
groups of four.

The tasks proceeded from all teacher input and no learner input (as far as written expression is concerned) to all learner input and no teacher input. Thus, for organisation all the sentences were given by the teacher while the later stages of narrative and descriptive paragraphs were entirely the production of the learners. At every stage whatever they had learnt previously was revised so as to draw in the weak learners who might not have come up to the mark previously and also to take the learners ahead step by step, leading them gradually from known to unknown activities. Thus while teaching note-making, organisation was revised and both organisation and note-making were revised before making them write letters. Again the work on descriptive paragraphs began with learners writing brief notes describing their friends in the form of letters. Finally narration began with describing pictures in the coursebook and building up narrative paragraphs adding elements of imagination and guessing.

A detailed description of the tasks is provided in the following sections to give an idea of the procedures involved, the problems faced and the solutions worked out.

3.2.4 Description of Tasks
The main teaching item in all the tasks was the use of the simple present for habitual actions, universal truths and ability. Both affirmative and negative statements as well as questions with question words were used.

Though the learners had already learnt this structure, it was found necessary to give them practice both in making simple statements and in asking questions. Hence the initial tasks focussed on giving them practice in meaningful situations, and also introduced them to the new techniques gradually. The initial tasks were more teacher controlled. They also helped the teacher in getting to know the learners. They were further useful for putting the learners at ease, so that they were not unduly conscious of their errors in speech and writing.

To work in groups and pairs they had to learn a number of things like asking questions, collecting information, or listening to their friend's questions and giving information and learning how to agree or disagree with their partners while discussing something. This was again practised in a number of steps ranging from the easiest to the most difficult tasks. First the teacher asked the questions and the learners gave the answers. Then the learners asked the questions and the teacher answered them. Finally the
learners worked in groups to ask questions and collect information about their group members.
A detailed account of the tasks is given in the order in which they were carried out.
a) Task 1: Open your Diary
This task was meant for teaching organisation and for giving practice in asking questions and collecting information. This activity was carried out in three steps. First, the teacher asked questions like, 'what is your name?' and 'when do you get up in the morning?' Daily activities of one learner were written on the blackboard. But the sentences were not written in the proper order. Learners had to arrange the sentences in the proper order.
For example, the following sentences were written on the blackboard:

- Pranav is my friend. ( )
- He gets up at seven O'clock. ( )
- He goes to bed at eleven O'clock. ( )
- He comes to school at ten. ( )
- After school hours, he flies kites. ( )
- He goes home at five. ( )

In the second stage, learners were called to the blackboard and asked to number the sentences after deciding the proper order. This led to some discussion. Some of the discussion at this stage was
in Gujarati. Once the learners could understand that the sentences have to be in a particular order to make a meaningful paragraph, they did not find it difficult to carry out this activity. There was some discussion about the position of the third sentences, 'He goes to bed at eleven O'clock'. Some of them thought it could fit in two places, before 'He gets up at seven O'clock' and after 'He goes home at five.' When they were asked which according to them was most appropriate, learners thought, the sentence, 'He goes to bed at eleven O'clock' should be the concluding sentence. When they were asked to give a reason for their decision, they said (partly in Gujarati and partly in English) that usually while talking about the daily activities of a person we begin with the early part of the day and conclude it with his last activity for the day.

Once the order of the sentence was decided, the paragraph was rewritten on the blackboard. Then some parts of the paragraph was erased so that learners had to think of the words they had already seen there and try to complete the paragraph.

The paragraph was written on the blackboard as follows:

Pranav is my friend. He ........... up at seven O'clock. He comes to school at .................
He goes home at ....... After school
hours,....... flies kites. He goes to 
......... at eleven O'clock.

Learners were asked to take turns, come to the 
blackboard and try to supply the missing words. 
Interestingly, the first blank was filled by words 
like, 'gots' and 'goets' while the fourth blank 'After 
school hours, ........... flies kites' - was filled by 
prepositions like, at, in and up. Though they 
understood it did not read proper they could not guess 
the word even though they had read the paragraph before 
the words were erased from the blackboard. They had no 
problem in supplying suitable words for the other 
blanks where a time expression was needed. If they 
forgot the time when he went to school or home, they 
just asked 'Pranav' and got the answer from him. They 
were very sure only a time expression could fit in 
there. In the last blank they first wrote 'bad' and 
then changed it to 'bed'. This activity proved that 
their 'expectancy grammer' (See 2.3.5 C) with respect 
to preposition was not upto the mark. This fact is 
corroborated by the pretest performance where most of 
them had difficulties in attempting the 'cloze' type 
test item where prepositions were deleted. 
While the activity was in progress learners were all 
attentive, trying to think of the right answer. They 
were trying to supply different words and repeat the
sentences to themselves and see, if they sounded right.

b) Task 2: Know your Friend

This task gives further practice in asking questions, collecting information, organising the information collected and presenting it in the form of a paragraph. Here the name 'pranav' in the paragraph (See task 1) was replaced by a girl's name - Jyotica. Then the learners were helped to ask Jyotica a number of questions and write on the blackboard the answers they got. These sentences were again organised in a proper manner and the following paragraph was written on the blackboard.

"Jyotica is my friend. She gets up at six O'clock. She comes to school at ten thirty. She goes home at five. After school hours, she plays cricket. She goes to bed at ten."

As in task I, here also some words were deleted from the passage and learners tried to supply the same. There was a lot of discussion about the first sentence. The boys objected to having a girl as their friend and insisted that it should be something else. After rejecting a number of suggestions they finally decided to use the word 'sister'. So the sentence read 'Jyotica is my sister'. Here they revealed their
ability to process a text with reference to extralinguistic context, which according to Oller is indicative of learners' competence in the language (See 2.3.5.a).

After ensuring that they have understood the procedure of asking questions, collecting information, organising it and presenting it in the form of a unified paragraph, learners were asked to work in pairs and do the same activity. Since this was the first time they were working in pairs, they needed a lot of help from the teacher. There was some confusion in the beginning because both the pair partners started asking questions at the same time. Instructions had to be given once again in simpler terms. They were identified as A's and B's and it was decided that all A's would ask questions first, and B's would answer. Then it was to be B's turn to ask questions.

There were also other problems when they were not able to understand each other's questions or when they were unable to give the right answers. Some were very slow in answering and their pair partners did not have the patience to wait for the answers. Some were annoyed because the answers they gave were not properly recorded by their pair partners.

This activity continued till the end of the class hour. Though they produced only four or five sentences each,
it was evident that they took a lot of care to see that the information was correct. Even without being asked to check each others' papers, their pair partners checked on their own if the information supplied by them was recorded properly or not. One pair started arguing because the word 'she' was used instead of 'he'.

When some learners did not understand the procedure or did not know what a particular question meant, others translated it for them in Gujarati. This is an evidence of learners' competence. According to Oller (1979), translation meets the 'pragmatic naturalness criteria' when it is undertaken in a situation similar to real-life situations (See 2.3.6).

The main objectives of the first two tasks were to give additional practice in the use of statement and question forms of the Simple Present Tense, as well as to help them learn the skill of questioning, collecting information, organisation and presentation. Further, they were also familiarised with patterns of interactions in pair work activities. The next two tasks helped them to answer comprehension questions based on a reading passage and a listening task working in groups.

c) Task 3 : Ask and be organised
This task revises the skills of questioning, collecting information, organisation and prepares them to collect information from a passage read or listened to. As a preparation for tasks based on comprehension of reading passages and dialogues that they were going to listen, it was found necessary to give them practice in reading and listening using simple passages. So, as in task 1 and 2, they were asked some questions and the answers were written on the blackboard in the form of a dialogue. This they read in pairs. Then some parts of the dialogue were erased and learners supplied the same. Later a blackboard sketch was used to ask questions and build up a story. This again was practised in the form of a dialogue and later rewritten as a narrative paragraph. This was again reorganized to form a unified paragraph and some linking words were also introduced. This was used for reading comprehension. First the teacher asked questions and the learners answered, then the learners asked questions and the teacher answered, and finally the learners worked in pairs to ask questions and get the answers.

Initially, the dialogue written on the blackboard was very simple. The questions were asked by the teacher and the answers were supplied by the learners.

The following was the dialogue written on the
blackboard:

A: Who is your monitor?
B: Pranav.
A: Where does he sit?
B: Second row, fifth bench.
A: Why does he sit there?
B: Because he is very tall.

Teacher read the questions and asked the learners to read out the answers from the blackboard. Then learners read the dialogue in pairs. Then the question words 'who', 'where', and 'why', were removed. Again learners read the dialogue in pairs supplying the missing words. Then parts of the questions as well as the answers were deleted. Learners supplied the missing parts and supplied the dialogue again. A lot of time was spent on this activity, because learners were weak in reading as well as in using question words. Another dialogue was also prepared using more or less similar questions, for which different answers were given by different learners. This again was treated in the same way as before.

To give more practice in asking questions, a simple sketch was drawn on the blackboard and learners asked each other questions and wrote a dialogue on the
blackboard.

A: What is this?
B: That is a pot.
A: What is in the pot?
B: Some water.
A: What is this?
B: It is a crow.
A: What is its name?
B: Moti.
A: What are these?
B: Stones.
A: Where are the stones?
B: Under the tree.

Here again learners read the questions and answers from the blackboard in pairs. Then parts of the questions were erased and learners supplied the same and read the sentences. Then part of the questions as well as answers were erased and learners were asked to supply the same from memory. Then they also asked more questions and got different answers for each question. Based on the sketches on the blackboard, a story, which the learners already knew was built up. But the sentences were not written in the proper order. Learners were called to the blackboard to assign numbers to each sentence.

The story was written as follows:
He drank the water and flew away.
He was very thirsty.
The water came up.
The stones were under a tree.
There was very little water in the pot.
He put them in the pot.
Moti was a crow.
He saw a pot.
He saw some stones.
Moti picked up the stones.

After some discussion a number was assigned to each sentence and the order was decided. Then the story was read out aloud by individual learners. Then they worked in pairs to ask questions about the story and think of different answers. They were also asked to cover part of the story and ask their pair partner to supply the words covered.

This activity prepared them to read a lesson from their coursebook and try to answer comprehension questions. They were also given a dialogue. This was given only after they had worked with the reading passage because they were familiar with the activity of answering questions based on the coursebook lessons, but not on dialogues read out.

d) Task 4: Get together and Read
This task familiarises the learner with patterns of interaction in groupwork activities through the familiar activity of answering questions based on a coursebook lesson. For this activity based on reading comprehension, lesson number seven in the coursebook, 'Meena writes to Meeta', was used (See appendix 5). The lesson is about a letter written by Meena to Meeta. First the whole class was asked to read the lesson silently. The teacher asked some simple questions which tested their understanding of the lesson at the surface level.

Some of the questions were as follows:

Who is writing the letter to whom?
Where does Meena live?
Where is Dr. Amin's dispensary?
Is Doctor Amin a good doctor?
Whose teacher tells interesting stories?
Who plays cricket?

The questions asked covered the whole of the lesson. The questions were asked after they had read the lesson completely, once. They were given instructions like - 'Read the first paragraph again and answer this question.', 'Read the second paragraph and answer these questions.' etc.

After ensuring that they had understood the lesson at the surface level, learners were divided into groups of
four or five and were asked to answer the questions given at the end of the coursebook lesson. These questions also test surface level understanding and hence learners did not find any difficulty in carrying out this activity. Then they were asked to frame their own questions based on the lesson and also write their answers.

Then the groups played a game, where one group asked the question for which the answer was to be given by the next group. If group A asked a question to group B, and if their question was correct - grammatically accurate as well as relevant to the given lesson - they scored two marks. If group B was able to give a satisfactory answer (i.e. an answer which is accepted by group A), they secured two marks. If they failed to give the answer and if group A could give the answer which is acceptable to group B they got two more marks. This game added some interest to the activity. They also learnt to ask questions and consider the answer from the point of view of both accuracy and acceptability. The practice they received in asking questions in the first three tasks, was further reinforced in a different context.

In the later part of the activity they were again divided into groups to discuss and work out answers to more difficult questions which tested their
understanding of the lesson at the deep level.
Some of the questions were as follows:

Where does Meeta want to celebrate Janmashtami?
Is Meena happy about Meeta's plans? How do you know?
What are Meena's plans for Meeta?
Is Gopalpur a big town or a small village?
Give reasons to support your answer.

Meena says, "India needs doctors like Dr. Amin"
Do you agree with her? Why?
What are the qualities of a good teacher according to Meena?
What are the qualities of a good teacher according to you?
Meena writes about Malathi and says, "She too likes music."

What does she mean by this sentence?

Some of the questions which the learners could not understand had to be explained in Gujarati. The bright learners translated some of the questions for the sake of weak learners. They also needed a lot of support while working out the answers. Some of the discussion amongst themselves was in Gujarati. The discussion was of two kinds: finding the answer and deciding on how to
express it in writing. When more than one answer was available for a question they discussed and selected the best answer. The main objective of the activity was to help them read a passage on their own, process it at deep level, find answers to inferential and interpretative questions, select the most appropriate answer acceptable to all the group members and write it as best as they can. Hence even if they used a lot of Gujarati while doing this activity, they were not stopped from doing so. There was no insistence on the part of the teacher that the whole activity must be carried out in English. But some of the learners used a lot of English and used Gujarati only when they needed. The weak learners used more of Gujarati and used English only when they were confident that their sentences were correct.

After the learners finished answering the questions, groups shared their answers and tried to improve their written work. This exchange of information between groups was carried out by making one learner from each group get together, form a new group and share their answers. If there were five learners in group A, B, C, D, and E, one learner from each of these groups joined to form group 1. Similarly groups 2, 3, 4, and 5 were formed. Each learner read out the answer he or she had written. If the answer was quite different from that
of others or if there were any mistakes in the answer written down, it was discussed and suggestions were made. The teacher went round the class and offered help whenever necessary.

(e) Task 5: Note down, please:
The main objective of this task was to give practice in note taking through a listening activity. Here the new material based on the theme of the coursebook lesson was used. In task 4 learners learnt to process a written text. In task 5 they were given a dialogue based on the same lesson — 'Meena writes to Meeta' which was used in task 4. Two dialogues were prepared one between Meena and Meeta's brother Mitesh, and another between Meena and Meeta (appendix 7). Learners were made to listen to the dialogues once. Then they were given a set of sentences to be marked true or false according to the dialogues listened to. They were also asked to give reasons or provide some additional information in support of their answer. When they found it difficult to find the answers, they were again made to listen to the dialogue and this time they were asked to write down some simple notes while they were listening.

Some of the 'true or false' statements were as follows:
1. Malati is Dr. Amin's daughter.
2. Dr. Amin lives near the Jain temple.
3. Mitesh and Malati are friends.
4. Meena likes Malati and Dr. Amin very much.
5. Meeta and Meena did not like the fair.
6. Meeta went to bed very late.
7. Meeta's new school is very good.
8. Meeta has many new friends in her school.
9. Mitesh is a good cricket player.
10. Mitesh is the captain of volleyball team.
12. Meena likes Ranjanben.
13. Meeta has to write every word twenty times.
14. Meena and Neeta are very close friends.

Once the learners had decided whether the given statements were true or false, their answers were discussed. When they were asked to support their answers, they referred to their notes and pointed out who said what. Some of the weak learners were not able to take down notes. For them the conversation was written on the blackboard which they read in pairs. They were then divided into groups where one or two bright learners were there in each group. With the help of the bright learners they learnt to take notes and find the answers to the given statements.

In the beginning stages of this task the notes taken down by the learners had complete sentences. Later with
the teacher’s help they were able to write short phrases like 'Malati - DR Amin’s daughter', 'dispensary near Hanuman temple', 'Meeta - school - no friends', 'Mitesh plays cricket', 'Meena’s teacher - Ranjanben', 'Meera’s teacher - Jagdishbhai'.

They were again asked to convert the noted down points into complete sentences. This was further reinforced by asking the groups to pass on their notes to the next group and ask them to expand the notes. This was collected back and checked by the first group, matching the answers with their own answers. This again led to some discussion whenever the notes were found to be ambiguous. The whole class participated in the discussion and the ambiguous points noted down were revised. Whenever it was found necessary, parts of the dialogue were replayed so that learners could clarify the doubtful points. The written version of the dialogue was also available for the weak learners to be referred to again and again. Since listening to a conversation and taking down notes was an activity which is not usually done in class, a lot of time had to be spent in familiarizing the learners with the procedures involved.

(f) Task 6: Precisely yours

The main objective of this task was to make the
learners write simple, personal letters. The textbook lesson based on letter-writing, 'Meena writes to Meeta' which was used in task 4 was used again in this task for practising note-taking & letter-writing (See task 4). As suggested by Donn Byrne (1979), this letter was used to familiarise the learners with patterns of language typical of written medium, particularly the linking and sequencing devices. Learners were also taught the general layout of a letter, modes of address and certain opening and closing formulas.

The lesson 'Meena writes to Meeta' which the learners have already read, was used. Learners were asked to read the lesson and answer some questions. But the questions asked were not comprehension questions as in task 4. This time their attention was focussed on the layout of the letter and the opening and closing address as well as the linking and sequencing devices.

Some of the questions were as follows:

What is Meena's address? Where is it written?
How does she begin the letter?
What other words can you use instead of 'Dear Meena'?
What according to Meena is 'wonderful'?
Who will have a lot of fun? When?
Meena says, 'We will have a lot of fun there.' 'There' stands for what?

Read the following sentences. What do the underlined
parts indicate?

Example

a. He will live in Gopalpur now.
   'Now' indicates that he was not living in Gopalpur before.

He will work here.

Dr. Amin lives near that temple.

His dispensary is there too.

They enjoy his jokes and stories.

Do not change your plans.

Learners were also made to think about how the writer maintains contact with the reader. For this they were asked to consider why Meena asks in the letter:

Do you know the Hanuman temple near the S T stand?

Do you like your new school?

Learners were also helped to note sentences like -

Thank you for your letter of July 1.

How is your brother?

Please convey my regards to your father and mother.

Write to me soon.

Different ways of conveying the same message were also discussed.

For example learners supplied the following sentences:

Your letter to hand.
Received your letter.

Thanks for your letter.

Hope your brother is doing well.

Give my love to your brother.

Hope your parents are in good health.

How are your parents?

How is your father and mother?

Write as early as possible.

Reply soon.

Write to me at the earliest.

Write without fail.

Hope to receive your letter soon.

In the same way the closing address, 'Yours sincerely' was also discussed and other possibilities were listed - e.g. yours, yours affectionately, your friend, yours lovingly, with love, etc.

After discussing the letter in detail, learners were asked to work in groups and decide how to write a reply to this letter. Each learner was asked to assume himself as 'Meeta' and draft a reply to this letter. They were first asked to read the letter once again in groups and take down notes on the points they want to include in their reply. Since they had learnt note-taking in task 5, they did not have much difficulty in doing this activity. But the selection of points differed in each group as per the decision of the group.
members. Some of them wrote long replies while some others wrote just three or four sentences only. There were a number of inappropriate sentences in the replies the learners wrote. These were discussed first by the group members and then by the whole class.

For example, some of them had repeated the information give in the original letter, which was not necessary.

<table>
<thead>
<tr>
<th>Original letter</th>
<th>Reply by learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is your brother?</td>
<td>Mitesh is my brother.</td>
</tr>
<tr>
<td>Is he in the school cricket team now?</td>
<td>My brother is good cricket player.</td>
</tr>
</tbody>
</table>

Learners were helped to understand that the question in Meena's letter - How is your brother? - indicates that she already knew Meeta's brother. She also knew that he was a cricket player. So there is no need to introduce Mitesh again and say 'Mitesh is my brother. He is a good cricket player'. A number of such mistakes were discussed.

In some letters while taking down notes in groups they had selected good points regarding Meeta's new school in reply to Meena's question - Do you like your new school?
For example, one learner writes -

Dear Meena,

Thank you for your letter of July. I am very happy you are very happy. My new school is very good. My English teacher is Jagadishbhai tells interesting stories. My friends is good. Meena’s brother’s name is Mitesh. Mitesh is a good cricket player. I likes Ranjanben. My school is clean. You and your parents congratulation.

Yours sincerely,

Meeta.

(appendix 9a)

This letter was put up on the blackboard. Learners were asked to read the letter silently and find out what does not fit in this letter. Some of the bright learners were able to find out that the underlined parts in the above letter stands out separate from the overall theme of the letter. They thought it should be included in another paragraph or left out altogether. Again it was pointed out that Meena already knew Meeta’s brother and hence there is no need to give this information. The inappropriacy of the last sentence was also discussed. Learners were asked to suggest alternative sentences.
They suggested sentences like -

How are your parents?
Please convey my regards to your parents.
Hope your parents are doing well. etc.

Then sentences like - I am very happy you are very happy - were taken up to discuss how the two parts of the sentence could be linked. Learners suggested sentences like - I am very happy to know that you are very happy, I am very happy because you are very happy etc.

After discussing the message they wanted to convey and how they had conveyed it, some grammatical errors and spelling mistakes were also discussed. In the above letter -

My english teacher Jagdishbhai (is) tells interesting stories -
My friends is good.

Use of small 'e' instead of Capital 'E', misuse of 'is' and the spelling mistake in friends were pointed out.

In some letters some words were missing -
I want to your friend. I also want to her father.
This was pointed out and the learner corrected himself and said it should be - I want to meet your friend and
I also want to meet her father.

Letter-Writing

Dear Meena,

I am coming on the Diwali day. I am happy to know your friend. I want to your friend. I also want to her father.

Convey my love to him

Yours truly

Meetu

Some learners also objected to the last sentence and said this is not appropriate when she is talking about her friend's father. 'Yours goods friend' was also changed to 'your friend'.

Having discussed a number of points regarding appropriacy and accurate constructions, learners were again asked to work in groups and improve upon their letters. They were also asked to write other letters
playing the role of a father and son, mother and daughter, teacher and student etc.
Some of the letters they wrote were very short, but they conveyed the message effectively.

Dear [Signature]

I reached here safe. I like my school here. I have to buy some books. Please send me Rs. 100.

Yours affectionately

Dear Paju

I am happy to know that you reached there safe. I am also happy to know that you like your school.

I will send the money once you get Rs. 100.

Your father

They were also asked to write short letters to their friends in class, post it to them or pass it on, get a
reply and see whether it matches their first letter and ask for clarification if some part of the letter was not clear.

(g) Task 7: Say how you feel

This task was meant for making the learners write descriptive paragraphs. According to the usual composition work undertaken in class IX, learners were required to write descriptive paragraphs about themselves, their friends, their hometowns, and people of different professions like postman (chapter 1). Till task 6, learners were given a lot of support while they were engaged in the writing activity. In this activity they were to try free writing tasks without much help from the teacher. But it was found necessary to revise some of the skills of organisation, note-taking and developing the points to write a unified paragraph using the proper linking and sequencing devices. Hence they were again asked to write a page from their dairy—that is an account of their daily activities and organise it properly. (task 1).

Then the learners were asked to write a short note to their friends in the form of a letter, describing one of their classmate, without mentioning his or her name. They were to get a reply and check to see if their friend has been able to guess the right person.
For example, one person wrote,

Dear Pranav,

Do you know my best friend? He has black hair and black eyes. He is tall and thin. He is good at studies. He also plays cricket.

Yours,
Sanjay.

Pranav replied,

Dear Sanjay,

Thanks for your letter. I think your friend is Amit. Am I correct?

With love,
Pranav.

After exchanging letters and discussing about them, as to whether the description was appropriate and adequate to make a guess about the person, they played a guessing game. In this game one person from each group came to the blackboard and wrote a description of an object that was in their classroom. Learners of the next group had to read the description and guess the object. There was some discussion if the description did not match the object thought of, or if the
description was not adequate enough to give a clear idea of what the object might be.

To help them gain confidence in expressing their own ideas and feelings, some hazy or ambiguous sketches were drawn on the blackboard, and learners were asked to say what it looked like. The bright learners gave reasons and tried to explain why the given sketch appeared like a tree, a peacock or a candle to them. The weak learners simply wrote a single sentence.
Once learners had realised that there was no one correct answer which has to be given to please the teacher, they were asked to attempt a slightly more difficult task. For this task a picture in their coursebook was used (Class IX Coursebook-page 34, appendix 5). In this picture there is a man rowing a boat. His dog is with him. They are going under a bridge. Learners were asked to study the picture and think of a name for the man and his dog. They were also asked to guess and write a number of things about the picture, like - what is the man?, Where is he going?, Why is he going there? etc.

In this activity again the weak learners wrote simple sentences beginning with introductory 'there' while the average and bright learners tried to build up a narrative paragraph.

\[
\begin{align*}
\text{Mike} & \quad \text{is a man} \\
\text{There is a boat.} \\
\text{There is a bridge over the river} \\
\text{There is a man in the boat} \\
\text{There is a dog in the boat} \\
\text{He is in the dog} \\
\text{to the teacher.}
\end{align*}
\]
Having ensured that the learners had the knowledge and ability to express their own ideas, opinions and feelings, they were asked to work in groups to take down notes for writing a descriptive paragraph about their home town. Since all the learners of a
particular class, in all the schools, belonged to the same village or town, they were asked to discuss with their friends and decide on the points they would like to include in their composition on 'My home town'. After noting down some of the points they wanted to include, they were asked to develop the points noted down and write individual compositions. In their individual work they could add some more points of their own if they felt like it. The paragraphs they have produced have some points in common about the various places worth seeing in their town. But each one has written in detail about a particular place which is more important from his or her point of view. For example, the learners of Keshod have described their home town in detail. Some of them have talked about the population of the town, the number of schools and colleges there, the places they like - temple, garden, railway station and air port - and the beauty of the town. Some of them have tried to explain why they like the town, while some others have simply written that they love their town. Some of them have written one or two sentences in Gujarati when they could not express their ideas in English. Even the length of the compositions differs considerably. The bright learners have attempted to write longer compositions than the weak learners. Some of the sample compositions are
This learner has written three short paragraphs about her home town. The last paragraph, though not grammatically accurate, is quite expressive of how much the learner likes her home town and also explains why she likes it so much.

<table>
<thead>
<tr>
<th>Jimmy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of my town is Kishor. It is a very big and beautiful city. It has gardens, and is big but fine. There are many temples in my city. It is also my native place. It has many schools and colleges. It is famous for its holy temple, &quot;Ariya guda.&quot; There are many pilgrims who come and pay tribute to god with great devotion. I like my city very much because I love nature and its hardworking people. Things like banks and life are very friendly and kind.</td>
</tr>
</tbody>
</table>
This writer begins to write about his home town. But he is more interested in writing about the zoo in his town, which he has visited just a week back ago. Hence he goes on to talk about the animals he saw in the zoo. At the end of the composition he again makes an attempt to come back to the topic of his home town and writes some parts of it in Gujarati. His concluding statement again brings him back to the topic of animals which seems to be his pet subject.
discussed here to find whether they have been able to communicate their ideas to a person who is not familiar with their town.

L.A. has written a composition on Rampur, the native place of the writer. Though there are a number of grammatical mistakes the writer makes an attempt to give a detailed description of the town. She concludes by saying that she loves the town as she loves her own mother (appendix 9b).

L.B. writes about Keshod, her hometown. She also talks about the places that are worth seeing in her town. Her love for this town is expressed well in the following sentences:

"I like this place very much, really, no other city is so fine as Keshod for me".

"My town is like a twinkling star of heaven." (appendix 9c)

L.C. has listed all the places that could interest a visitor (appendix 9d).

L.D. has made an attempt to express her own feelings about the various places that can be visited in her town. Unlike the other learners who had enumerated the different places like - school, temple and garden - this learner says something more about each place and tries to relate them to her own experiences. For
example, when talking about the temple and garden, she
talks about why she likes to go to these places. When
talking about the biggest school in her town she
mentions that she is studying in that school. Though
there are a number of grammatical mistakes, her
feelings are conveyed quite effectively (appendix 9e).

Learners were also asked to write descriptive
paragraphs about people of different professions like
teacher and doctor (appendix 9f). They were also
asked to work in groups to share their written work
with the other group members, find out what is
inappropriate, edit and revise their written work. In
the same way they also wrote narrative paragraphs,
wherein again the simplest activity was reorganizing a
given set of jumbled sentences which read as a story,
while the more difficult tasks helped them attempt
writing stories on their own (appendix 9g). They
also wrote about various processes like, making tea
and sharpening a pencil (appendix 9h). In all the
activities the main focus was on the communicative
aspect of writing.

3.2.5 Focus on Written Communication

Through all the tasks, the main focus was in making
the learners aware of the necessity to think about what
they want to convey, to whom and then decide how to
convey it effectively. To make them understand the communicative aspect of the written message, a lot of writing was done along with them on the blackboard, so that they can actually look at the written work from the viewpoint of the reader and judge whether there is any break down in communication or not. From this point they were gradually led to working in pairs where they played the part of the reader and writer alternatively.

At this stage they learnt to write for a particular reader in mind. Then they read a given letter, that is received a message, and tried to write a reply playing the appropriate role. Here also they had a particular reader in mind, but the difference was in writing to an unknown reader. In the end, they wrote descriptive paragraphs which was not addressed to any particular reader, but was meant for a general audience.

In the beginning stages the activities assigned were such that the learners were personally involved. This made them focus attention on the message rather than the grammatical errors or spelling errors. For example, in the activity where they wrote a page from their friend's dairy, working in pairs, learners on their own checked constantly to see whatever information they gave was being recorded properly. They even started arguing when it was not recorded
properly. This concern for the actual message conveyed is gradually developed till the end. The effect of this can be seen in the free writing activity, where they describe their home towns (task 7). In this task, learners wanted to convey their actual feelings and they did not worry about the errors they might commit in the process. When they again worked in groups to edit and revise their written work, again a lot of discussion focussed on whether they have communicated their thoughts and feelings properly to a person who has never visited to their town. Grammatical or other errors were pointed out when the meaning became ambiguous or when the communication failed because of these errors.

Learners needed a lot of support in the beginning both for gaining better control over the language used in all these tasks, as well as, for gaining confidence in their ability to communicate. To ensure initial success and thereby instill confidence, the tasks involved them in a range of activities from mere reorganization of a given material, to note-taking, to partial completion tasks, to free writing tasks. At every stage they were asked to share their work with their friends and hence they could find out for themselves whether they have communicated the message properly or not. This sharing of ideas and feelings of one learner trained the other
group members to perform the role of the reader which finally helped them to reread their own written work from the reader's point of view.

In the classroom procedure if emphasis is laid on communication, then evaluation of written work is automatically done, during discussion stages, if it is proved that the message is communicated effectively. But formal evaluation of a written piece of free composition that can be objectively scored is very difficult. Hence we have to look for ways of gathering evidence of the underlying competence, through the production of written expression one that can be scored objectively.

The description of the testing techniques in the next section begins with an overview of the test items and goes on to describe in detail the format of the test, piloting, revision and test administration.

3.3 Testing Techniques

Language tests have to be considered from the points of view of validity, reliability, practically and instructional value, according to Oller (1979).

"The validity of a test is related to how well the test does what it is supposed to do, namely, to inform us about the examinee's progress toward some goal in a curriculum or course of study, or to differentiate levels of ability among various examinees on some task."
Validity questions are about what a test actually measures in relation to what it is supposed to measure. (Oiler, 79:4).

The testing techniques of the present study are prepared keeping in mind Oiler's view. The main consideration was to measure learner's ability to communicate through the written medium. The evidence provided by the learners at the performative level, while processing linguistic sequences in meaningful contexts, was to indicate the level of underlying competence. These tests were also meant for comparing the learners of the experimental and control groups so that the effectiveness of the new techniques in comparison with the conventional techniques can be measured.

Reliability of a test depends on the question of how valid the test is. If a test is reliable it should consistently produce similar results on different occasions under similar circumstances. Tests also have to be practical in terms of materials, time and effort required to prepare, administer, score and interpret the results. The testing techniques employed in this study are valid and reliable, and at the same time are not difficult to prepare and administer. They also have instructional value because they test what is taught, that is, competence in communicating through
written expression. An overview of the test items in
general is provided to offer a rationale for the
selection of these testing techniques.

3.3.1 Overview
After considering the advantages and disadvantages of
different types of tests while reviewing the related
literature and drawing a number of implications for the
present study, it was decided to try tests that can be
scored objectively in preference to essay tests (See
2.3.8). The need was for tests which could measure the
learners' competence, which necessarily involves giving
him some choice of expression, and which could be so
structured that objective evaluation is possible. It
was also considered advisable to have a combination of
discrete point and pragmatic tests to avail of the
advantages of both the tests. The selection of correct
choice of words also has an important place in written
expression which can be effectively tested through
multiple choice items. The ability to communicate
through writing, can be tested by pragmatic tests that
meet the pragmatic naturalness criteria (See 2.3.6).

3.3.2 The format of the test
On the whole three tests were administered to the
learners. The levelling test was used to select two
comparable groups for trying out the new techniques and
materials. Then a pre-test was administered to test the learners' level of competence before the actual try out. The Post-test was administered at the end of the try out so that learners competence as revealed in their test performance before and after the try out could be compared. The same tests were administered to both the control group which was taught through the conventional techniques and materials, as well as the experimental group which was exposed to the new techniques and materials.

The levelling test was made more or less similar to the conventional tests. The pre test and post test were meant for testing communicative competence and hence were different from the conventional test.

3.3.3 Piloting and Revision

To validate the test items prepared, the procedures of piloting and revision were adopted. A number of points were kept in mind while considering the validity and reliability of the test items. Some of the points which were considered were as follows:

$ Test specifications - This may include major subject matter areas, major examinee abilities, relative weight of each area and ability, types of items to be used, level and range of item difficulties, number of items in the test and test time limits.
Goal of achievement - Whether the test requires the examinee to demonstrate that he can use the knowledge of language to deal with particular tasks.

Test items - Whether the items are appropriate to test the competence of the learner.

Weighting of parts - Whether all aspects of written communication have received proportional weightage to the degree of importance attached to that category.

Item difficulty - whether the learners are able to answer correctly slightly more than half of the items in the test. Item analysis was carried out to determine the difficulty level of the items.

Test length - Whether the length of the test paper both in terms of the number and kinds of items and in terms of the time allowed for it is appropriate to average learners.

The tests were tried out on a group of learners who were similar to the sample group, in terms of level of language learning, age group and background. The items which did not meet with the specifications mentioned above were revised.

3.3.4 Test administration

After the test items were finalised taking care of the intrinsic factors of testing - test specifications, weighting of parts, item difficulty, and test length -
the tests were administered to the learners keeping in mind the extrinsic factors of testing. The extrinsic factors found necessary to be considered were as follows:

a. Conditions prior to test taking - before taking a test an examinee should know how to take tests and should be able to prepare himself.

b. Conditions during test taking - while an examinee is taking the test his physical surroundings should not distract him. The directions should be clear and precise and the timing should be enough for him to answer the questions at a comfortable speed. The motivation of the examinee and his test taking habits in general also might affect the test.

c. Conditions following test taking - The correction formulas and scoring methods are the two most important factors which affect the results of a test after it has been take.

The conditions under which the levelling test, pre test and post test were administered were as follows:

$ The learners were seated in their own classrooms. Therefore they were familiar with the surroundings.

$ The room was spacious and well ventilated and hence there was no problem of discomfort or lack of visibility.
There was enough space in the question paper for the learners to write the answers.

The anxiety level was kept low by using the regular classperiod for the purpose of administering the test and by informing the learner that the results of the test will not affect them in any way.

Before the learners started answering the tests, all instructions were given in Gujarati and the learners were informed that they were free to consult the teacher whenever they faced with any difficulty.

When they had problems in understanding or marking the answers, the blackboard was used to give an example and clarify the doubt.

3.3.5 Description of test items

Three tests were administered to both the control and experimental groups. Description of individual test items are provided here to give a clear idea of the testing techniques used.

a. Levelling test

This test was nearer to the conventional tests usually used in schools. This was done with a view to making it easy for the learners to attempt a test of the type they are familiar with. The results obtained helped in identifying two comparable groups for the try out (appendix 8 a).
Items

1. This was a recognition item. The main aim of the test item is to test learners' ability to listen to minimal pairs and mark the same, selecting the appropriate set of words from a given list of minimal pairs. Each word was awarded one mark and twenty marks were awarded for the whole items.

2. This was a dictation test. Learners had to listen to a passage read out and write it in the given space. Eleven marks were awarded for this item.

3. This item aims at measuring the learners' ability to use the appropriate pronouns to fill in the blanks. One mark each is allotted for five blanks.

4. a This item aims at measuring the learner's ability to form correct questions for the given statements. Each question carries one mark (half a mark for capitalization and half for correct inversion).

   b This item aims at measuring the learners' ability to transform positive statements into negative constructions. One mark is awarded for each sentence.

   c This item requires the learners to fill in the blanks in a given passage using the function words given. One mark is allotted for each blank and the item carries five marks.

5. This item aims at measuring the ability of the
learner to complete a given incomplete sentence with the help of the picture provided in the question paper. One mark is awarded for each of the four blanks - half a mark for the correct work and half a mark for spelling.

6. This item aims at measuring the ability to write a paragraph based on the model paragraph provided which consists of six sentences. One mark is allotted for each sentence - half a mark for grammatical accuracy and half a mark for correct spelling.

b) Pre-Test

The Pre-Test had the following items (appendix 8b).

I 1&2 This is a dictation item. This item aims to measure the learners' ability to write down a passage read out at normal pace, without errors of distortion and intrusion.

II 1&2 This is a listening task. This item aims at measuring the learners' competence to understand the passages listened to.

III This item aims at measuring the learners' ability to judge the appropriacy of a given set of phrases and mark the odd man out.

IV This item aims at measuring the learners,
ability to choose a word appropriate to the context, from a given set of four words.

V This item aims at measuring the learners' ability to complete a given passage choosing the appropriate function words given.

VI This item aims at measuring the learners' ability to complete a given passage choosing the appropriate content words given.

VII This item aims at measuring the learners' ability to complete a given dialogue choosing the appropriate question words.

VIII This item aims at measuring the learners' ability to organise a given set of sentences in a proper sequence.

IX This item aims at measuring the learners' ability to communicate through letter-writing by completing a given incomplete letter choosing words and phrases appropriate to the context.

c) Post Test

The post-test had similar items like the pre-test (appendix 8 c).

I 1&2 This item aims at measuring the learners' ability to write, without errors of distortion and intrusion, a passage read out at normal pace.
II 1&2 This listening task aims at measuring the learners' ability to understand the passages listened to.

III This item aims at measuring the learners' ability to choose a word appropriate to the context, from a given set of four words.

IV This item aims at measuring the learners' ability to organise a given set of sentences in a proper sequence.

V This item aims at measuring the learners' ability to complete a given dialogue choosing the appropriate question words.

VI This 'cloze' item aims at measuring the learners' ability to complete an incomplete story by filling in the blanks with appropriate words that fit the context of the overall passage.

VII This item aims at measuring the learners' ability to write an appropriate reply to a given letter, by completing an incomplete letter, choosing words and phrases appropriate to the context.

Having described the materials and techniques designed for the experiment, the actual try-out, and the treatment given to the experimental group, and the
tests administered the investigator now proceeds to analyse and interpret the data. This is presented in the chapter that follows.