CHAPTER IV
DEFINING THE CATEGORIES; AN ACCOUNT OF THE GENERAL APPROACH
USED IN THE ANALYSIS OF DATA

4.1 Introductory

This chapter first explains how the categories for analyzing treatment were derived. Second, the overall list of categories is presented and most\(^1\) categories are defined and illustrated from the classroom data. Third, the questions addressed in the analysis of data are identified and the general approach adopted in analyzing the data is discussed. Fourth, the assumptions about the potentiality of certain categories to facilitate uptake are presented. These assumptions are to be tested in the course of data analysis in Chapter V. Fifth, the order in which the lessonwise data analysis is presented is explained and justified. Finally, three charts which give a numerical account of the data covering lessons 1 to 6 are presented. Chart 1 presents an account of uptake and treatment in quantitative terms. Chart 2 gives similar information on uptaken items to which a meaning had been assigned by learners. Chart 3 presents the meaning recall of individual learners for lessons attended by them.

\(^1\)Categories that are self-explanatory are not defined.
4.2 How the Categories for Analysing Treatment were Derived

An attempt was made to understand

i) what was being done in relation to a word
   a) whether its meaning was being dealt with.
   b) whether some other aspect of the word was receiving attention.

ii) who was interacting in each instance of word treatment. In other words who was the agent in the discourse - whether it was
   - the teacher,
   - a student,
   - several students together,
   - the observer?

iii) why were the individuals participating in the discourse? Were they giving' information about a word, 'asking' for information related to it or 'reacting' to what had been said by another person in the classroom?

Thus the overall basis of categorisation and the categories thus derived may be presented in summary form as follows:-
Meaning of Word

Some other aspect of word use

Content

Agent

Teacher

Students

Observer

Function

Give

React

Ask

T Give

- a synonym
- a multiword phrase
- paraphrase
- example
- repetition of example
- contextual meaning
- meaning equivalent in the text context

- deliberate reinforcement of meaning
- Repeat meaning
- homophone
- contrast with opposite
- prefix of negation
- mother tongue equivalent
- demonstrate by gesture/point to object
- meaning in terms of grammar
Meaning

- clarify meaning
- add to meaning given by learner
- correct meaning
- confirm meaning
- accept meaning given in English
- accept meaning given in the mother tongue
- reject meaning

T Ask
- ask meaning
- elicit meaning by giving a clue

S Give
- give mother tongue meaning
- recall meaning
- (give) meaning
- (give) example
- repeat meaning.
Content

Meaning of word

- check on meaning through the mother tongue
- check on meaning
- guess meaning in response to a clue
- confirm meaning through the mother tongue

S React

Some other aspect of word use

- guess word in response to a clue
- check on spelling

S React

S Ask

- request to repeat meaning
- (for) example
- (for) meaning

S Ask

SS Give

- recall meaning
- repeat meaning
- give meaning

SS Give

- use word in text context
- use word in reading from text
- mispronounce word
- spell word
- repeat word.

SS React

SS React

- guess meaning in response to a clue.
- guess word in response to a clue.

Observer Give

- meaning.
4.3 Defining and Illustrating the Categories

The teacher's strategies in communicating, establishing, eliciting meanings of words:

The following teacher categories have the function 'Give':

4.3.1 **Give meaning by means of a single word synonym**:

This is when the teacher gives the meaning in a single word which is a synonym/near synonym. For example, 'compassion' is 'pity' (Lesson 2, line 409); 'exhibit' is 'to show' (Lesson 1, line 224); 'rapid' means 'fast' (Lesson 3, line 466).

4.3.2 **Give meaning in a multi-word phrase**

Here, the meaning is fairly explicit and acceptable but is presented in a group of words, not in one word. For example, 'Declared' is 'said in public' (Lesson 5, line 174); 'depression' is 'a period when business is very poor' (Lesson 6, lines 967-968); 'To regard' is 'to look at' (Lesson 1, line 633); 'in succession' means 'one after another' (Lesson 6, line 398).

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*Categories that are self-explanatory are not defined here. Student categories are also not defined when they are self-explanatory or correspond to the teacher categories.*
4.3.3 **Convey meaning by paraphrasing**

In this case, the meaning of a word is presented in a rough, overall way. It may be quite remote from the explicit rendering in (1) and (2) above. Sometimes the sentences are loosely structured as in informal talk. The student may be able to get a general idea of what is being communicated. For example, 'Literature' means good books, religious books, wise books (Lesson 3, lines 684-686) 'Spark' means 'a small bit of light', (Lesson 2, line 480). 'Make them humanists' means 'make them feel that there are other human beings and make them feel sorry for others who are not in as good a position as they are' (4, 168-71); 'Classics' means books that have been there and read by others for hundreds of years. (4, 545-546).

4.3.4 **Convey meaning by giving example(s)**

Here, word meaning is communicated by illustrations from day to day life and in relation to the learners' experience.

* e.g. 'Absorb'. Absorb something .... You take a sponge and put it into water. Then the water is absorbed. The sponge absorbs water. (3, 335-339);

'Neglect'. If a mother doesn't look after her child well, she neglects the child. If students don't study well, they neglect their studies. (3, 190-91), (3, 191-193).
'Spark' .... when you light a match, there's a spark. (2, 480-81).

'Literate', 'Illiterate'. When people have to sign something .... those who are literate sign their names, those who are illiterate put their thumb-impression. (4, 292-295).

4.3.5 Repeat example

This is simply repeating the example already given or repeating the example with a little variation.

Repeat example : e.g. The teacher has already given an example to convey the meaning of 'opportunity' (of joining a university) (4, 773-774). In 776-777, she repeats, 'The opportunity of coming to college' does not come to everyone' and again in 784-785 "You got a chance to come to college. Did everyone else get a chance?"

(Repeat example with variation)

e.g. Many religious books have become classics. (3, 532). Every religion has got its classics. (3, 533). Most religious books are classics. (3, 534).

4.3.6 Give contextual meaning

This is when a word has a specific meaning in a particular context. This meaning may not apply in other contexts.
For example, The teacher says: 'Animate' is to fill with life, to put life into something ... that is the exact meaning. The meaning here is to try and encourage people .... to make people want to do things." (5, 371-377)

This latter meaning, here, is the contextual meaning as against the general meaning given before it.

4.3.7 **Use meaning equivalent in the text context**

The word itself is not used. The category is similar to giving example, but the matter is drawn from the text.

For example, Compassion ... If there are only clever students, who get first class and ... don't have any feeling of pity for those who are ill or poor, then that University has not done its work. (4, 526-530)

'Regarded'. Just because we've got 'swatantrya', it .... is not to be thought of as giving us complete freedom. (1, 625-629).

4.3.8 **Deliberately reinforce meaning**

The following examples illustrate the ways in which the teacher reinforces the meaning of certain words.

(i) The word 'absorb' appears in the discourse in Lesson 3 at line 331. The teacher gives the meaning, gives an example to illustrate it, repeats the meaning. A student also repeats the meaning. The discourse continues until line 341. The word recurs in the discourse from line 432 to 440. By now the word is fairly established. However, the
teacher weaves it in again in her talk at line 486. This time the word and its meaning are so juxtaposed and repeated that it appears to be a deliberate attempt at reinforcing a lexical item. The teacher says:—"When we read, we have to work. Our mind has to work. We have to see what is said there, understand and absorb the meaning. Take in the meaning. We have to absorb what is written in the book." This is reinforcement by juxtaposing the word and its meaning in a sentence.

(ii) At other times the teacher weaves in an already established word in her discourse and asks the learners for its meaning. For example: 2, 531-536. "... as we go on day after day we must become better and better. We must feel compassion." What's compassion? The students promptly answer 'pity'. This too is reinforcement but it is achieved in a different way.

4.3.9 Repeat meaning

There are numerous instances of this category in the data. The teacher repeats the meaning soon after having given it, as well as in the course of the lesson.

4.3.10 Present meaning in terms of homophones

The teacher first asks the learners if they know another word pronounced alike but spelt differently. If no reply is forthcoming, she herself gives the word, its spelling
and meaning. Examples of these in the data are 'alter' and 'altar' (2, 660-661), 'principle' and 'principal'. (2, 590-599; 601-602); 'pain' and 'pane' (4, 460-462).

4.3.11 **Present meaning by contrasting word with a word that has the opposite meaning**

For example, when speaking about "advanced" countries in the text context, the teacher refers to "developing" countries (2, 224). In presenting the meaning of 'compare' she refers to the word 'contrast' (3, 170). Some of the other examples are 'humility' and 'pride' (5, 290); 'cause' and 'result' (6, 335); 'literate' and 'illiterate' (4, 309); 'demon' and 'saint' (4, 370).

4.3.12 **Present meaning by referring to prefixes which are markers of negation**

For example, 'Anti-social' is 'against society' (4, 635); 'Literate' is 'those who know how to read and write'. Those who don't know how to read and write are 'illiterate'. Put **l** before 'literate'. In lesson 6, the teacher says 'insignificant', **in** is the negative (line 883). Other examples are 'incomparable' (3, 188-89); 'Disservice' (4, 740).

4.3.13 **Explain meaning in terms of grammar**

For example, in Lesson 3, the teacher refers to the degrees of comparison of adjectives in order to bring out
the difference between 'worse' and 'worst' (lines 375-389).

"... this girl is good, that girl is better, that one is the best .... compare 'bad' .... suppose something is bad. This is bad but this is more bad, what do you say for that? ... that is worse 'worse' means not only bad but more so. You don't say 'more bad', you say 'worse'. Write down 'bad'. Something that is more than that is worse.

WORSE and something that is very, very bad is 'the worst' 'THE WORST'.

The following teacher categories have the function 'React':

4.3.14 Clarify meaning

For example: (1) The expression 'good souls' is taken literally by students who promptly give the mother tongue equivalent of 'soul' (अत्म). The teacher hastens to clarify. 'Good souls' means 'good people'. Soul is the most important thing in a person - okay? But 'good souls' means 'good people' .... 'Soul' standing for 'person'. Soul is used for 'person' (3, 200-205). (2) Appropriate clarifications of meaning are presented when students associate the word 'declare' only with 'declare' as used in cricket. (5, 186-192) or when the word 'reflection' is equated with 'shadow' (5, 458-462).
4.3.15 **Add to meaning given by learner**

This happens when a learner offers an incomplete or imprecise meaning and the teacher elaborates on it to render it precise.

For example:  

T  What's 'compassion'?  
S  Pity  
T  Pity for other people.  

(2, 537-39).

4.3.16 **Correct meaning**

In doing this, the teacher necessarily rejects the wrong meaning before substituting it by the right one.

For example:  

T  Only by becoming literate. What's to become 'literate'?  
Nirmala  Great books  
T  No 'literate' that is 'literature'  
(that is great books is associated with the word "literature").  

(5, 287-289)

4.3.17 **Confirm meaning**

This happens when a learner is checking on the meaning. The teacher confirms that it is correct.
For example:

Lata : 'Retain' means 'keep it'?

T : "keep it", 'keep in your possession'
    'keep it', 'keep, keep with you, 'don't
    throw them away'. (4, 238-240).

4.3.18 Accept meaning given in English

The learner gives meaning in response to the teacher
asking for it and the teacher accepts it as correct.
Generally, this is done by repeating what the learner said.

4.3.19 Accept meaning given in the mother-tongue

Sometimes, the learner gives the meaning in the
mother tongue and the teacher indicates acceptance by
rendering it in English.

For example:

    T    Precious years. Precious?
    S    विराजमानी
    T    Yes, very costly ... something that is very
    
    valuable.

    (4, 759-762)
4.3.20 Reject meaning

In this case, the teacher rejects the meaning but does not offer the right meaning. On one occasion however she gives a clue to help the learner get the right meaning.

For example:

T 'worse' means 'what'?  
S कारणि  
T No, it's an adjective.

(3, 368-370)

The following teacher categories have the function 'Ask':

4.3.21 Elicits meaning by giving a clue

For example:

T ... what is 'to compare'?  
S xx  
T Compare and contrast. What is to compare? When we are comparing two things, what do we do?  
S Say same  
T We say what is the same in both.

(3, line 163-175).

Here, the teacher gives two clues. First, she associates the word 'compare' with the word 'contrast'. Second, she
hints at the process of comparing. - What do people do when they are comparing two things? Apparently, the learner knew the meaning but could not express it. The clue helps her and so promptly comes the response (however crude it may sound) 'Say same'. (3, 170-173).

Sometimes, the teacher's clue is a mere gesture or miming, for example, when explaining the word 'harvest'. (6, 288-293).

4.4 Aspect of Word Use

The following teacher categories have the function 'Give':-

4.4.1 Incidental use of word in the text context

Here, the particular word occurs incidentally in the teacher's speech as she explains meanings in the text context or elucidates ideas in the text.

For example: The teacher uses the word 'compassion'.

When she speaks about the third kind of freedom to be obtained viz. social freedom.

To get social freedom, we must have compassion. That means -- we must make the graduates remember that only cleverness is not enough .... only getting a degree is not enough.

(4, 218-220)
Again when developing the idea in the text, that science and technology must be retained, the teacher says "Don't say, we don't need technology, we don't need science, we only need compassion". Throughout, one sees that the teacher is basically involved in elucidating the concepts in the text. The words already presented earlier through various strategies are now used incidentally to elaborate on the ideas in the text.

4.4.2 Associate word with different parts of speech

For example: While illustrating the word 'compassion' by referring to Buddha, the teacher says, Buddha was 'compassionate', thereby introducing the adjective form of 'compassion' (2, 413).

Other examples are 'compare', 'comparison'; 'alter' 'alteration'. Each corresponding part of speech is introduced in a context-based sentence and not in isolation. For example:

T ... 'alter' is to change ...

Somebody stitches a dress for you. It is too loose.

You send it for 'alteration'. (2, 658).

4.4.3 Focus on spelling of word

This is done when the word being dealt with is many-syllabled e.g. (simultaneously); or when it is a homophone e.g. 'pain' and 'pane'; 'principle' and 'principal'. Spelling is also focussed on when the teacher feels that learners are
unfamiliar with the word. By spelling a word, the teacher aids the learner to visualise its form. The use of the blackboard would have been more appropriate to achieve this purpose, though.

4.4.4 Deliberately reinforce word

This teacher category is akin to the category 'deliberately reinforces meaning' (discussed above). Sometimes the deliberate reinforcement is of word and meaning together as can be seen in their being juxtaposed.

For example:

a) When we read, we have to work. Our mind has to work. We have to see what is said there, understand and absorb the meaning. Take in the meaning. We have to absorb what is written in the book.

(3, 484-487)

Here, both the word 'absorb' and its meaning 'take in' are reinforced.

b) At other times, a word may be reinforced and then its meaning.

For example:

T To get social freedom what must everyone do? What is the quality necessary for every one of these graduates?
Mamta Compassion

T Compassion. They must have compassion for the others. What's the meaning of compassion?

(4, 142-151).

Here, first the word 'compassion' and then its meaning are consciously reinforced.

c) The word 'harvest' already presented is reinforced in the following:

T I'm here to teach you how to think, how to find out answers on your own. You can't do this in a hurry. You can't grow a crop in a hurry. If you go to the farmer and say 'give, give, give soon' - he has to sow the seed and then it has to grow and then he has to harvest. Same way, I'm only sowing the seed. You think .... then you will harvest the result. (6, 665-671)

It is very likely (and desirable too) that in the process of so reinforcing a word, its meaning would also get reinforced. In this example the word 'harvest', may have been used incidentally at first but it is apparent that the teacher grows conscious of the opportunity for deliberate reinforcement of the word.
The following teacher categories (on aspect of word use) have the function 'React':-

4.4.5 **Accept word used by learner to answer the teacher's question**

For example: the word 'selfless'.

T  If we have lots of money, we must see that .... other people who are poor get a little. What kind of service is that?

S  Selfless

T  Selfless service.

4.4.6 **Correct pronunciation**

This is done in two kinds of cases.

i) when a learner mispronounces a word

   e.g. Lata : ... / ədjult /

   T : / ədʌlt /

   (4, 639-640)

ii) when a learner misreads a word

   e.g. 'compensation' for 'compassion'.

   (2, 404).

The following teacher categories (on aspect of word use) have the function 'Ask':-

4.4.7 **Elicit word by giving a clue**

This sub-category corresponds to the sub-category 'Elicits meaning by giving a clue'.
For example:

i) To elicit the word 'reflection' or 'reflect', the teacher asks 'If you look in a mirror, what do you see?'

(5, 397)

ii) To elicit 'owing to' the teacher says, 'which word (in the next few lines) means 'because of'.

(6, 401-402)

4.5 Questions Addressed in the Analysis of Data

The basic questions that this data analysis addresses are:

i) Is there a correlation between
   a) treatment and uptake?
   b) who initiates the treatment (teacher or learner) and uptake?

ii) Can the characteristics of classroom interaction and the nature of learning opportunities predict uptake?

4.6 General Approach to the Analysis of Data

It is envisaged that an analysis of the classroom treatment of uptake items will shed light on the questions listed above. With this idea in mind, the uptake lists are studied lessonwise (for convenience) in relation to treatment.
The categories of treatment already listed, defined and illustrated (See above) are used to account for uptake. It is expected that this procedure of lessonwise analysis of treatment will bring to light other aspects of classroom interaction and also offer glimpses into the learning process which will indirectly lead to a better understanding of uptake and of learning opportunities.

4.6.1 Methodology for understanding uptake and its relation to treatment

It will perhaps be appropriate to form an estimate of word-wise uptake in relation to the number of learners present for a particular lesson. It is evident from Table 1 in Chapter V Part (i) (See page 119) that despite the idiosyncratic nature of uptake there are a few words which have attracted a larger group of learners. One could, at first, isolate these words which have attracted say about 50 per cent or more of the learners present and see whether the uptake of such words correlates with the classroom interaction specified in terms of the classroom treatment a word has received. It may be that the words which have attracted more reporters have also attracted a certain pattern of treatment. The number of treatment categories which encapsulate the quality of treatment in terms of who does what and why, (Agent, Content and Function) would reflect the nature of the interaction. If uptake does correlate with
a certain amount of treatment and/or certain kinds of treatment, then it may be possible to understand the factors leading to uptake, in some sense. In the absence of a correlation, one would need to take into account other plausible factors that might have facilitated or prevented uptake.

Similarly, the words that have been uptaken by less than 50 per cent of the learners present, may be isolated and their correlation with treatment noted. It may be that fewer reports of these words correlate with inadequacy of treatment. If not, other likely causes would have to be researched in the light of evidence provided by the tape transcripts of the lessons, teacher interview data and learner interview data obtained on most lessons, and the observer's notes.

4.6.2 Adequacy of treatment

The next question to consider is as to what one may regard as "adequate" treatment. Adequacy may be measured against the yardstick of variety and frequency of treatment types. It may also be viewed from the point of view of balance of the functions (namely, Give, Ask, React) between learners and the teacher.

Theoretically considered this may be quite appropriate but there is a need to be cautious as numerical counts can prove to be rather deceptive and have to be supplemented by qualitative judgments.
Therefore in addition to variety of categories and their distribution between the teacher and the learners, it is necessary to take into account the nature of the treatment categories as well. Certain categories may be more powerful than others in influencing uptake.

4.6.3 Why certain categories may be more powerful

In general, it is expected that the teacher would use the function of 'giving' more than the learners. It may not be a frequent occurrence, perhaps even rare for a learner to give the meaning or to give an example. So, when a learner does so, the attention of other learners will be drawn. Learner contributions to the discourse rouse attention and in turn may lead to uptake. This view is supported by learners' comments at interview sessions with the researcher. For example: Asked what had helped them to recall the word 'alter', Virbala says "We were attention and also Nilem had said it very loudly" (See Interview following lesson 2, lines 37-38). It appears that what Virbala means is that Nilam by saying the word loudly drew their attention. And selective attention, according to cognitive psychologists, is the first step in the direction of learning (and therefore, it may be assumed, the first step for 'uptake' too.) (See Craik and Lockhart, 1972).

Next, when the teacher uses a category which stimulates thinking or processing of ideas so that learners grapple with
input to guess the meaning of lexical items, uptake may be facilitated, for example, when the teacher gives an example to help learners arrive at the meaning of a word or when he/she tries to elicit word/meaning by giving clues of various kinds and learners use the clues to guess word/meaning. Similarly when a learner tries to check on meaning either through the mother tongue or in English and the teacher in response confirms, rejects, clarifies or adds to the meaning, then the brief exchange between a learner and the teacher makes other learners attentive and so in a state of readiness for uptaking. Also, when a learner asks for an example, it points to her involvement in the learning process, and as a result other learners are also motivated to attend and contribute where possible. Motivation and involvement in the interaction are likely to facilitate uptake. If a learner confirms the meaning in the mother tongue, that again is likely to get other learners interested and may even generate some interaction in the mother tongue so that the meaning may be negotiated and uptake facilitated. Further, the category 'teacher gives a synonym' which is hardly likely to generate interaction, may lead to uptake in the case of those who are already attending. It may not be powerful enough to draw the attention of those who are not focussed on the item. The reason why it may facilitate uptake is that it is perhaps easy to remember a near synonym if it is not a polysyllabic
word with a difficult spelling/pronunciation. Lastly the teacher category - 'deliberately reinforce word/meaning' may, it appears, for obvious reasons have a strong potential for uptake.

From the above discussion it appears that categories most likely to facilitate uptake may be those that have 'React' as their function, and categories that stimulate thinking and processing of input.

It is now possible to list the treatment categories that may be more conducive to uptake.

4.6.4 Treatment categories likely to facilitate uptake

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Gives example(s)</td>
<td>1) Gives meaning</td>
</tr>
<tr>
<td>2) Deliberately reinforces word</td>
<td>2) Gives mother tongue meaning</td>
</tr>
<tr>
<td>3) Deliberately reinforces meaning</td>
<td>3) Gives example</td>
</tr>
<tr>
<td>4) Elicits word by giving clue</td>
<td>4) Guesses word in response to a clue</td>
</tr>
<tr>
<td>5) Elicits meaning by giving clue</td>
<td>5) Guesses meaning in response to a clue</td>
</tr>
<tr>
<td>6) Clarifies meaning</td>
<td>6) Checks on meaning</td>
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<tr>
<td>7) Corrects meaning/pronunciation</td>
<td>7) Asks for example</td>
</tr>
<tr>
<td>8) Confirms meaning</td>
<td>8) Confirms meaning through the mother tongue</td>
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<tr>
<td>9) Adds to meaning given by a learner</td>
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<tr>
<td>10) Gives a near synonym.</td>
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</tbody>
</table>

3The list is based largely on intuition and professional knowledge and experience.
The above discussion presents a series of assumptions regarding the potential of certain treatment types to facilitate uptake. It is further assumed that adequacy of treatment will include at least some of the above categories and that these will be distributed between the teacher and the learner in a balanced way. These assumptions will of course be tested in the course of analysing the data.

4.7 Order of Presentation of Data Analysis

The analysis of uptake and treatment begins with Lesson 4. This is because, firstly learner attendance was best in this lesson. 15 out of 16 learners attended. Secondly it appears from Chart 1 (See page 113) that maximum teacher and learner effort has gone into this lesson. The chart shows that the number of words uptaken is the highest. (It is 29 words). The number of reports of various uptaken words is also the highest (134) and the amount of treatment the words received is likewise the highest (205). As against this even though Lesson 1 has only 2 learners less attending, it shows far poorer figures of uptaken words (19 only); number of reports (69 only), and total treatment (81 different ways only). This may be because learners were unfamiliar with the procedure for listing uptake and also because they needed time to get used to a new teacher. The analysis of Lesson 4 is followed by that of Lesson 3 because it is from this lesson onwards.
that learners appear to have got familiar with the idea of listing uptake and further both teacher and learners appear to have got used to each other. Lessons 1 and 2 are then analysed and these are followed by Lessons 5 and 6 respectively.
# Chart 1

**Numerical Account of Uptake and Treatment of Uptaken Items in Lessons 1 to 6**

<table>
<thead>
<tr>
<th>Lessons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Totals</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uptake</strong>&lt;br&gt;(Different Words)</td>
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<td>19</td>
<td>22</td>
<td>15</td>
<td>29</td>
<td>12</td>
<td>20</td>
<td>117</td>
<td>19.50</td>
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<tr>
<td><strong>Learners present</strong></td>
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<td>9</td>
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<td>15</td>
<td>10</td>
<td>11</td>
<td>69</td>
<td>11.50</td>
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<tr>
<td><strong>Number of reports</strong></td>
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<td>49</td>
<td>70</td>
<td>134</td>
<td>62</td>
<td>71</td>
<td>455</td>
<td>75.83</td>
</tr>
<tr>
<td><strong>Total treatment of words uptaken</strong></td>
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<td></td>
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<td>81</td>
<td>119</td>
<td>138</td>
<td>205</td>
<td>91</td>
<td>143</td>
<td>777</td>
<td>129.50</td>
</tr>
</tbody>
</table>

Chart 2 ...
### Chart 2

**Numerical Account of Uptaken Words That Were Assigned Meanings and the Treatment of These Words**

<table>
<thead>
<tr>
<th>Lessons</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of word mgs. recalled</td>
<td>9</td>
<td>7</td>
<td>14</td>
<td>23</td>
<td>11</td>
<td>17</td>
<td>81</td>
<td>13.50</td>
</tr>
<tr>
<td>Learners present</td>
<td>13</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>69</td>
<td>11.50</td>
</tr>
<tr>
<td>Mg. Reporters</td>
<td>29</td>
<td>16</td>
<td>41</td>
<td>87</td>
<td>45</td>
<td>57</td>
<td>275</td>
<td>45.83</td>
</tr>
<tr>
<td>Treatment</td>
<td>49</td>
<td>61</td>
<td>133</td>
<td>186</td>
<td>83</td>
<td>140</td>
<td>652</td>
<td>108.66</td>
</tr>
</tbody>
</table>

**Note:** Learners' uptake lists included recall of words and wherever possible their meaning alongside.
### Chart 3

**Meaning Recall: Individual Learners**

<table>
<thead>
<tr>
<th>Learners</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 Total per Learner</th>
<th>Average per lesson attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anju</td>
<td>3</td>
<td>abs</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Virbala</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>abs</td>
<td>6</td>
</tr>
<tr>
<td>Kalpana</td>
<td>2</td>
<td>abs</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Kusum</td>
<td>4</td>
<td>1</td>
<td>abs</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Nirmala</td>
<td>3</td>
<td>1</td>
<td>abs</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Furnima</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>abs</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Rakhi</td>
<td>abs</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>abs</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Rekha</td>
<td>3</td>
<td>abs</td>
<td>abs</td>
<td>9</td>
<td>9</td>
<td>abs</td>
<td>21</td>
</tr>
<tr>
<td>Sumitra</td>
<td>abs</td>
<td>abs</td>
<td>abs</td>
<td>6</td>
<td>abs</td>
<td>abs</td>
<td>6</td>
</tr>
<tr>
<td>Kamleshwari</td>
<td>0</td>
<td>abs</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Neeru</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>abs</td>
<td>28</td>
</tr>
<tr>
<td>Neelkamal</td>
<td>3</td>
<td>abs</td>
<td>abs</td>
<td>7</td>
<td>abs</td>
<td>abs</td>
<td>10</td>
</tr>
<tr>
<td>Ashe</td>
<td>4</td>
<td>abs</td>
<td>4</td>
<td>abs</td>
<td>abs</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Mamta</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Lata</td>
<td>abs</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Shilpa</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>abs</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

| Mgs. reported | 29 | 16 | 41 | 87 | 45 | 57 | 275 | 68.64 |

| No. of words to which meanings were assigned | 9 | 7 | 14 | 23 | 11 | 17 | 81 | - |

| Averages | 3.22 | 2.28 | 2.92 | 3.78 | 4.09 | 3.29 | 3.39 | 4.29 |
Having defined and illustrated the categories of treatment and having discussed the potentiality of some categories for facilitating uptake, it is time to present the analysis of data (which begins with the analysis of Lesson 4). Chapter V presents this analysis.