The present experiment is designed and planned to evaluate Interactive Language Teaching as classroom pedagogy at undergraduate level. The experiment involves centrality of ‘interaction’ in the teaching sessions. For this, the teacher has to construct a joint discourse with the learners. The teacher maintains interaction at two levels – interaction between the teacher and the students and interaction between student and student. The teacher is required to step out of the limelight of authority and participate in the teaching-learning situation. The learner in Interactive Language Teaching is not perceived as a *Tabula Rasa* (a clear slate to be worked upon and changed by new knowledge). He is rather considered to be a thinking and responding individual, keen to perform his role in different rhetorical situations such as; introductions, leave taking, making and granting / refusing requests, making enquiries, complaints and suggestions etc. Despite his keenness, the learner is insufficient in terms of linguistic or communicative competence because of which he lacks the ability to shift successfully from “classroom language usage” to “actual / real-life language use”. The aim of the present study is to gauge the effectiveness of Interactive Language Teaching in facilitating this shift to develop learners’ ability to function effectively in different rhetorical situations. The experiment was planned and conducted in the following manner.

### 3.1 Planning of the Experiment

As detailed above, the experiment involved the pedagogical verification of Interactive Language Teaching at the undergraduate level. For the purpose of the experiment, the researcher focused on enhancing the spoken skills (specifically rhetorical and interactive) of the learner. The researcher has observed that the present system of education at undergraduate level may equip the learner with ability to produce grammatically correct sentences but as far as communication is concerned, he lags behind on two major areas, which are appropriacy and fluency. Thus, the content-based teaching may make the learner structurally competent but communicatively, he remains incompetent. Students mostly fail to communicate what they really want to do, not
because they lack ideas, thoughts and feelings, but because they have not been taught so far how to use the grammatical proficiency in communicative/rhetorical situations. The switch over from language usage to actual use has not taken place. Consequently, they are not able to communicate and whatever they communicate is enough proof that their communicative competence needs to be developed. In the words of Paliwal (2003), communicative competence includes:

1. Effective use of language in social contexts.
2. The ability to use the language appropriate to a given social context.
3. The ability to produce sentences for communicative effect.
4. The ability to be appropriate, to know the right thing at a right time.
5. A kind of knowledge which is different from linguistic competence.
6. The internalized knowledge of the system of syntactic and phonological rules of the language that the speakers-listeners or readers-writers possess.
7. Linguistic competence plus an understanding of the appropriate use of language in its various contexts.
8. The ability to say or write something which is grammatical, fluent, formally possible, feasible and socially and contextually acceptable.

Thus, the process of communication entails not just the ability on the part of the learners to compose sentences. It is much more than that. Communication takes place when the learner makes use of sentence to perform a variety of different acts of social nature. The learner actually communicates by using sentences to describe, record, classify and so on.

The work in language education by Van Ek (1975) and Wilkins (1976) highlights that the learners usually need the language that they are learning for some real-life purpose, and so the syllabi could be organized according to the learners’ need to be able to make functional use of language. Putting emphasis on learner needs and language use for real-life purpose was radically different from the grammatically based syllabus that was common in the 1960s and the early 1970s, and it paved the way for the arrival of communicative syllabus in the 1980s. Although the beginnings of the notional/functional syllabus were originally independent from speech act theory, the shared focus on using language to do things made it easier for the language education community to apply work
from discourse analysis into classroom contexts (Douglas and Smith, 1997:10). The combination of both strands can also be seen in the Common European Framework of Reference (CEF) (Council of Europe, 2001). The CEF divides functional competence into two categories: macro and micro. **Macrofunctions** refer to the chunks of spoken or written language serving the same functional purpose such as description, narration, commentary, explanation and demonstration. These are the same as the types of talk discussed by Brown and Yule (1983) and Bygate (1987). **Microfunctions**, in turn, are related to individual actions, which are often completed within a turn in an interaction, such as inviting, apologizing or thanking (Council of Europe, 2001:125). The CEF groups the microfunctions into six main categories:

- Giving and asking for factual information, e.g. describing, reporting, asking;
- Expressing and asking about attitudes, e.g. agreement/disagreement, knowledge/ignorance, ability, permission;
- Suasion, e.g. suggesting, requesting, warning;
- Socializing, e.g. attracting attention, addressing, greeting, introducing;
- Structuring discourse, e.g. opening, summarizing, changing the theme, closing;
- Communication repair, e.g. signaling non-understanding, appealing for assistance, paraphrasing.

The present study aimed to enhance the communicative ability of the learners so that they can perform better in day-to-day rhetorical situations (especially for microfunctions). The experiment was conducted with 100 students of undergraduate (entry level) class of B.A.L.L.B.-I (Hons.) Course of Panjab University, Chandigarh. For the purpose of the experiment, the researcher developed some of the tools.

### 3.1.1. Tools Used

For the purpose of the conduct of the experiment, the researcher made use of many tools. The tools included;

- Diagnostic Test
- Questionnaire
- Teaching Material
- Observation Instrument
- Interim Tests
The description of various tools mentioned above is as under:

3.1.1.1 Diagnostic Test

A Diagnostic Test is used to check the absence of a skill in a learner. In terms of the proficiency of the learner, it may look before and after; before to find out what is wrong with the previous learning, after in order to do something about it in the form of remedial work. According to Allen and Davies (1977: 47), an alternative name for a Diagnostic Test might be a non-achievement test. Just as the achievement test is built on a sampling of the syllabus that has been taught, the Diagnostic Test is built out of what experience or present evidence suggests has not been learned. It may be exploratory in that it sets out to predict the occurrence of error, based either on syllabus content like an achievement test, or on the content of some language description which indicates certain points of contrast or interference between the mother tongue and second language being learned.

The Diagnostic Test used for the purpose of the present study is exploratory in nature, as it aims to explore the entry level behaviour of the learners with the focus on their speaking skills. The aim of the test was to examine learners’ ability to exhibit their linguistic and communicative skills in a rhetorical situation so that their present competence could be gauged and they could be trained accordingly. The purpose of the experiment was to train the learners to perform well in terms of spoken English in formal and informal context for ten rhetorical situations. The Diagnostic Test was to be used to explore the students’ ability for one situation i.e., giving introductions. The test was to be administered to all the 100 students (divided in two sections) who formed the target learners group. The students were assigned a task to be accomplished in pairs. Both the members of the pair had to give their introduction to their partner in front of the entire class. The teacher-researcher was to step back stage after giving initial directions to the students. In order to give this Diagnostic Test a touch of normalcy and genuineness, the teacher-researcher planned to conduct it right on the first day of the beginning of the session. Each pair was to be given a time of 4 minutes. In the beginning, both the members had to give their individual introductions for 1 minute each and the remaining 2 minutes were to be used for their interactive session wherein the members had to ask
questions to their respective partners about the features of their personality which they
might have missed in their individual turns. In order to assess the entry level behaviour of
the students, the teacher-researcher made use of the following rating scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| 60    | **Communication almost always effective: task performed very competently.** | Functions performed clearly and effectively  
Appropriate response to audience/situation  
Coherent, with effective use of cohesive devices  
Use of linguistic features almost always effective; communication not affected by minor errors. |
| 50    | **Communication generally effective: task performed competently.** | Functions generally performed clearly and effectively  
Generally appropriate response to audience/situation  
Coherent, with some effective use of cohesive devices  
Use of linguistic features generally effective; communication generally not affected by errors |
| 40    | **Communication somewhat effective: task performed somewhat competently.** | Functions performed somewhat clearly and effectively  
Somewhat appropriate response to audience/situation  
Somewhat coherent, with some use of cohesive devices  
Use of linguistic features somewhat effective; communication sometimes affected by errors |
| 30    | **Communication generally not effective: task generally performed poorly.** | Functions generally performed unclearly and ineffectively  
Generally inappropriate response to audience/situation  
Generally incoherent, with little use of cohesive devices  
Use of linguistic features generally poor; communication often impeded by major errors |
| 20    | **No effective communication: no evidence of ability to perform task.** | No evidence that functions were performed  
No evidence of ability to respond to audience/situation  
Incoherent, with no use of cohesive devices  
Use of linguistic features poor; communication ineffective due to major errors |

Table 3.1: The test of Spoken English rating scale (ETS, 2001b: 29)

Detailed Plan for Diagnostic Test for One Section:

<table>
<thead>
<tr>
<th>Session</th>
<th>Duration</th>
<th>Time for the teacher-researcher</th>
<th>Teacher’s Activity</th>
<th>Time for the students</th>
<th>Students’ Activity</th>
</tr>
</thead>
</table>
| O1      | 60 min.  | 12 min.                         | 1. Taking attendance.  
2. Giving self-introduction.  
3. Explaining the task.  
4. Briefing the learners about the content to be included in their introduction. | 48 min. | 12 pairs of students (taking 4 min. each) perform the assigned task i.e. introductions and interview. |
| O2      | 60 min.  | 8 min.                          | 1. Taking attendance.  
2. Continuing with the task of the previous day. | 52 min. | 13 pairs of students (taking 4 min. each) perform the assigned task i.e. introductions and interview. |

Table 3.2 Detailed Plan for Diagnostic Test for One Section

3.1.1.2 Questionnaire

The central premise of Interactive Language Teaching is that the learner is the main concern in any language classroom. He is the most important person of language classroom. It is for this reason that learner-centered perspective is important for the practitioner of Interactive Language Teaching. In a learner-centered classroom, the learner is perceived to have some knowledge which is brought to interact with the new knowledge. This is the model of learning described by Paolo Freire, who compares traditional classroom teaching and learning as a banking-type system of learning, where knowledge is perceived as property to be bought, sold and kept in storage, according to the wishes (manipulative) of the knower. Freire shows in contrast, how illiterate farmers were taught to read in two days because he used farmers’ existing knowledge.

Also, the Interactionist view of language teaching and learning treats language as the result of interaction between external and internal factors. Thus, it is of prime importance to look into issues like the background, needs, purpose, attitude, motivation
of learners and individual variation among the learners. Within these issues, there are many intricate details which need to be noticed. These can be detailed as:

3.1.1.2.1 The Background of The Learner

The knowledge of the background of the learners includes the information about the following features related to the learner:

- Different Language Background.
- World Views.
- Age Levels.
- Experiences.
- Thinking Styles.

3.1.1.2.2 Learners’ Needs and Purposes for Learning English

The analysis of the needs and objectives of learners’ learning English reflect the approach they have towards the language. The basic factors that are reflected are whether the language is learnt for academic purpose or for social purpose or for some specific purpose. This reflects whether the learners are learning the language out of interest or out of compulsion. It is also important to take a note of the mother tongue of the learner to judge the cognitive development and self expression of the learners.

3.1.1.2.3 Learners’ Motivation Level

Motivation of learning a language means the psychology of learning that particular language. There are basically two types of motivation: the instrumental motivation and the integrative motivation. This distinction was basically supplied by Gardner and Lambert (1972) who looked at the attitude of students learning a language. The distinction between both can be described as:

Instrumental motivation or motive reflects the practical advantage of learning a language and Integrative motivation or motive reflects a personal interest in the people and in the culture. Thus, if a language is studied for getting a job this is instrumental motivation while if it is studied to understand the people of the country and their way of life in order to share it, this is integrative motivation.

3.1.1.2.4 Individual Differences in Language Learners

The individual differences in language learners are affected by the factors like motivation, aptitude, intelligence, optimal age, attitudes to the teacher and course
material, the learner’s personality (extrovert or introvert), and cognitive styles. Factors like aptitude, intelligence and age, though they have an important bearing on language learning are not really within the teacher’s control in a formal setting (that is, the classroom). However, factors like learning styles and learner attitudes do have a bearing on classroom language learning. Cognitive styles can be described in terms of field dependence and field independence. The distinction between field dependence and field independence can be summed up as below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Field Dependence</th>
<th>Field Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Personal orientation in processing info.</td>
<td>Impersonal orientation in processing info.</td>
</tr>
<tr>
<td>2.</td>
<td>Holistic i.e. perceives a field as a whole.</td>
<td>Analytic i.e. perceives a field in terms of its component parts.</td>
</tr>
<tr>
<td>3.</td>
<td>Dependent i.e. self-view is derived from others.</td>
<td>Independent i.e. sense of separate identity.</td>
</tr>
<tr>
<td>4.</td>
<td>Socially sensitive i.e. greater skills in social and interpersonal contacts.</td>
<td>Not so socially aware i.e. less skilled in social relationships.</td>
</tr>
</tbody>
</table>

Table 3.3 (Adapted from Ellis, 1986) Difference between field dependence & field independence

Keeping in mind the aspects detailed above regarding the learner and to assess the entry level behaviour in terms of linguistic and communicative ability, the following questionnaire was developed comprising 14 questions.

**STUDENT QUESTIONNAIRE**

Name:
Roll No.:
Address:
Date of Birth:
Schooling:
<table>
<thead>
<tr>
<th>Classes</th>
<th>Medium of learning (Hindi/English/Punjabi)</th>
<th>Address of the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; – 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tick the right column in following questions:

1. Which language do you use at following places?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Places/Situation</th>
<th>Hindi</th>
<th>English</th>
<th>Punjabi</th>
<th>Any other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>At home with your family members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>With your friends/classmates in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>With your teachers in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>With your friends/classmates outside the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>When you go for shopping.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>When you go for sightseeing/picnic/outing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>When you go to Banks, Offices, University etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>When you meet new people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>When you go to a hospital or visit a doctor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Which language do you think you will be required to speak if you go to a new place for higher/professional studies?

(a) Hindi  □  
(b) English □  
(c) Punjabi □  
(d) Any other, specify □
3. Which language will be more helpful when you communicate in the following situations?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Situation</th>
<th>Hindi</th>
<th>English</th>
<th>Punjabi</th>
<th>Any other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Seminar/conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Discussion with the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Election speeches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Public Addressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Official/Administrative work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Talking to the principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Traveling by air</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Facing interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Attending parties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>In Canteen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Meeting new people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Visiting a doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Social get-together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How often do you try to speak in English in different situations?
   (a) Very often □
   (b) Sometimes □
   (c) Rarely □
   (d) Never □

5. Why don’t you always speak in English?
   (a) You think you will stop in between. □
   (b) You think you will speak wrong English. □
6. How do you try to develop your spoken English?
(a) By copying the spoken language of any of your favorite teacher/friend/actor/sports star/leader. □
(b) By listening to news, watching movies, recorded materials (cassettes) etc. □

7. Do you think just copying or listening to materials is sufficient or you require some formal/systematic guidance to speak in English?
Yes/No.

8. How should this guidance be provided?
(a) As a part of the undergraduate syllabus. □
(b) Through additional classes during the undergraduate studies. □
(c) As an additional course after completion of undergraduate studies. □

9. How should spoken English be taught?
(a) Theoretically, through formal teaching of phonetics and phonology. □
(b) Practically, through a communicative use of English i.e. language in context. □

10. What should be the role of the student in the classroom?
(a) Listener. □
(b) Participant. □

11. What should be the role of the teacher in the classroom?
(a) Observer □
(b) Fellow participant □
12. What kind of participation should be there in the classroom?
(a) Teacher and student (dialogue). □
(b) Between the student (dialogue/conversations). □
(c) Teacher and more than one student (conversations/discussions). □

13. What will be the effect of ‘teacher as a participant’ on the classroom performance of the students?
(a) Encouraging. □
(b) Disturbing—causing shyness and withdrawal. □

14. What do you think will be the effect of immediate correction by the participant teacher?
(a) Corrective. □
(b) Demotivating. □

Student Questionnaire

The above questionnaire was to be used to draw out the information from the students about their academic, social, cultural, and linguistic background. The detailed analysis of the questionnaire is as follows:

The first part of the questionnaire is about the identification of the student wherein the details about the name and Roll No. of the student have been asked. The address of the student has been asked to check whether the student is from urban area or rural area. Date of birth of the student is to check the chronological age of the student. The columns wherein the students are supposed to fill their linguistic background i.e. the address of their school and the medium of learning is to see whether the school was located in the rural area or urban area and the number of years for which the student has been exposed to English language. The first question of the questionnaire is to check the language use of the students in the formal and informal situations/places. All these questions are meant to check which language the students spoke. The second question of the questionnaire is to check the realization of the relevance of English language use for higher/professional studies by the students. The third question is also to check whether
the students were aware of the importance of spoken English in various formal/ informal situations. Question number four is actually the sequel to the first question because in this question, the frequency of speaking English in various situations has been probed into. Fifth question is to check the reasons for the students’ inability to speak English in all kinds of situations. Question numbers sixth and seventh are to see whether the students make any effort on their own to improve their spoken English i.e. do they try to improve it by copying the spoken language of any of their favourite teacher or friend or actor or sports star or leader or the students prefer to listen to the news, recorded materials or watching movies. In addition, are they successful in this or is it necessary to have some formal/systematic guidance to learn spoken English. Whereas question no.s 8th and 9th are to check students’ views about the teaching of spoken English, question no.s 10th – 14th are to check what are the students’ views about the role of the teacher, role of the student, the nature of teaching activities and when should students be corrected for the errors made by them. The analysis of the questionnaires (filled up by the learner group) was a guiding factor in the preparation of the teaching material for the students.

3.1.1.3 Teaching Material
Since the present research project is the experimental verification of Interactive Language Teaching as classroom pedagogy with focus on the speaking skills in the rhetorical situations, the researcher prepared the teaching material for the same. For the purpose of the experiment, the researcher developed the teaching material based on the analysis of the Diagnostic Tests and Questionnaire for following rhetorical situations:

1. Introductions
2. Leave taking
3. Making and granting/ refusing requests
4. Making enquiries
5. Complaints and suggestions
6. Giving /refusing information
7. Offering excuses
8. Expressing consent and dissent
9. Making comparisons and stating preferences
10. Apologizing
In order to enable the students to function effectively in the above mentioned rhetorical situations, their formal and informal aspects were dealt with separately. The interactive teaching of every situation was to be done thrice a week (2 days for teaching and 1 day for testing). The formal and informal situations were to be taught in the alternate weeks. This can be summed up as:

<table>
<thead>
<tr>
<th>Rhetorical situations (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal (10)</td>
</tr>
<tr>
<td>Informal (10)</td>
</tr>
</tbody>
</table>

(2 Days for teaching & 1 day for testing) (2 Days for teaching & 1 day for testing)

The above mentioned situations were not to be taught at the cost of the prescribed syllabus. Rather, the teacher-researcher integrated these situations with the teaching of prescribed text-book i.e. Three Facets of English (Edited by J.S. Bindra). The teaching of the rhetorical situations was to be done with the teaching of the of the above-mentioned text book. So the teaching of the different units of the book was combined with the teaching of different situations. The idea was to give a simultaneous exposure of both to the students. For the development of the teaching material, the researcher observed the essential features and characteristics of Interactive Language Teaching. These included:

3.1.1.3.1 Creation of Learning Set
This means the creation of the readiness to learn among the learners. This is done by arousing the interest of the learners towards the content of the unit to be taught. The teacher-researcher used several techniques for the purpose of the same. These were like writing or developing a conversation or using a short story or narrating an anecdote using the language input that attracts the attention of the learners.

3.1.1.3.2 Sustaining the Level of Motivation
According to the theory of Interactive Language Teaching sustaining the interest of the learner in the language teaching activity is as important as arousing it. Thus, it is very important for the teacher to carry on the level of interest among the learners.
3.1.1.3.3 Learners of Various Capabilities
Considering the learners of varying capabilities with special focus on their mental age and chronological age is quite crucial to the premises of Interactive Language Teaching. Their linguistic and cultural background also plays a significant role in the development of the teaching material.

3.1.1.3.4 Use of Language Very Close to the Language for Everyday Conversation
It is very important to give the learners exposure and adequate practice in the kind of language, which they actually need for everyday purpose. Teaching aims to promote natural conversation among the students. In addition, the students are given practice in language used for conventional greetings and ceremonial discourse.

3.1.1.3.5 Task-oriented Approach to Language Teaching
The principles of Interactive Language Teaching also highlight that teaching activities should include the tasks which involve pair work, group work, individual work, games, simulations, dramatizations and creative use of language. Also the teaching involves use of external materials like pictures, songs, gestures and purposeful talk. There is a focus on intensive feedback in every teaching session.

3.1.1.4 Observation Instrument
Observation as a classroom teaching tool has traditionally been used to make the trainee focus on a set of teacher behaviors that are demonstrated by an expert. Being in a classroom as an observer opens up a large range of experiences and processes which can become part of the raw material of a teacher’s professional growth. As Ruth Wajnryh (2002) comments,

Observation is a multi-faceted tool for learning. The experience of observing comprises more than the time actually spent in the classroom. It also includes preparation for the period in the classroom and follow-up from the time spent there. The preparation can include the selection of a focus and purpose and a method of data collection, as well as collaboration with others involved. The follow-up includes analysis, discussion and interpretation of the data and experiences acquired in the classroom, and reflection as the whole experience. When a teacher teaches, he/she is often so absorbed in the purpose, procedure and logistics of the lesson that he/she is not able to observe processes of learning and interaction as they occur through the lesson. However, an observer is
released from these concerns and has freedom to look at the lesson from a range of different perspectives outside that of the actual lesson plan of the teacher.

For the purpose of the experiment, the teacher-researcher developed the observation sheet which contained the events and behavioral aspects related to the guidelines of Interactive Language Teaching. For the actual process of observation, in-field colleagues rendered invaluable help. They sat through the classroom teaching sessions of the teacher-researcher and filled in the observation sheet by examining the practice of teacher’s pedagogical behavior in the classroom. Some of the behavioral features to be observed in terms of occurrence and frequency of repetition were:

1. Creation of the learner set.
2. Carrying on the motivation level of the students. This implies that stimulation is followed by restimulation.
3. Course content considers the learners of various capabilities.
4. Teaching is based on language used for day-to-day purpose i.e., language practice is very close to everyday communication.
5. Students show their interest during the entire practice session.
6. Teaching is promoting natural conversation among the students.
7. Language used for conventional greetings and ceremonial discourse is used/practiced in the classroom.
8. Students and the teacher feel comfortable with each other, are interested in each other and are respectful of each other’s personality.
9. Tasks involve activities like pair work, group work, individual work, games, simulations, dramatizations and creative use of language.
10. Teaching involves use of external materials: pictures, songs, gestures and purposeful talk.
11. Teaching involves interaction between students from different cultures.
12. Teaching involves providing feedback to the learners.
13. Teaching ensures the involvement of the whole class.
14. Emphasis is laid on the reinforcement of the earlier input.
15. Errors are corrected during the teaching session.
3.1.1.5 Interim Tests and End-term Achievement Test

Testing and evaluation have always formed an important part in the pedagogical scenes and situations. Be it for academic purpose, or for the purpose of research, one can never ignore the role of language tests in measuring student ability or potential and achievement. However, testing has other purpose too. Some of these as highlighted by Harris (1969) are:

3.1.1.5.1 To Determine Readiness for Instructional Programs. Some screening tests are used to separate those who are prepared for an academic or training program from those who are not. Such selection tests have a single cutoff point: examinees either “pass” or “fail” the test, and the degree of success or failure may not be deemed important.

3.1.1.5.2 To Classify or Place Individuals in Appropriate Language Classes. Other screening tests try to distinguish degrees of proficiency so that examinees may be assigned specific sections or activities on the basis of their current level of competence. Such tests may make no pass-fail distinctions, since some kind of training is offered to everyone.

3.1.1.5.3 To Diagnose the Individual’s Specific Strengths and Weaknesses. Diagnostic screening tests generally consist of several short but reliable subtests measuring different language skills or components of a single broad skill. On the basis of the individual’s performance on each subtest, we can plot a performance profile which will show his relative strength in the various areas tested.

3.1.1.5.4 To Measure Aptitude for Learning. Still another kind of screening test is used to predict future performance. At the time of testing, the examinees may have little or no knowledge of the language to be studied, and the test is employed to assess their potential.

3.1.1.5.5 To Measure the Extent of Student Achievement of the Instructional Goals. Achievement tests are used to indicate group or individual progress towards the instructional objectives of a specific study or training program. Examples are progress tests and final examinations in a course of study.

3.1.1.5.6 To Evaluate the Effectiveness of Instruction. Other achievement tests are used exclusively to assess the degree of success not of the individuals but of the instructional program itself. Such tests are often used in research, when experimental and
“control” classes are given the same educational goals but use different materials and techniques to achieve them.

For the purpose of the study, three types of tests were used. These were:
1. Diagnostic Test.
2. Interim tests
3. End-term Achievement Test.

Out of these three tests, Diagnostic Test has already been discussed above. Interim tests and End-term Achievement Test were used for formative and summative evaluation simultaneously. The detailed layout plan for the teaching and testing schedule is as:

![Diagram of teaching and testing schedule]

Thus the students were to be tested on every situation that has been taught in the classroom formally and informally for two days each. The feedback for the performance was to be duly given to the students so that they could gainfully incorporate the suggested changes in their next performance. The results of the students were to be recorded and tabulated for the conclusions and inferences of the experiment. The following scale was used to assess the performance of the students in these tests:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Communication almost always effective: task performed very competently. Speaker volunteers information freely, with little or no effort, and may go beyond the task...</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 50    | **Communication generally effective: task performed competently.**  
Speaker volunteers information, sometimes with effort; usually does not run out of time.  
- Linguistic weakness may necessitate some repair strategies that may be slightly distracting.  
- Expressions sometimes awkward.  
- Generally strong content.  
- Little listener effort required. |
| 40    | **Communication somewhat effective: task performed somewhat competently.**  
Speaker responds with effort; sometimes provides limited speech sample and sometimes runs out of time.  
- Sometimes excessive, distracting and ineffective repair strategies used to compensate for linguistic weaknesses (e.g., vocabulary and/or grammar)  
- Adequate content.  
- Some listener effort required. |
| 30    | **Communication generally not effective: task generally performed poorly.**  
Speaker responds with much effort; provides limited speech sample and often runs out of time.  
- Repair strategies excessive, very distracting, and ineffective.  
- Much listener effort required.  
- Difficult to tell if fully performed because of linguistic weaknesses, but function can be identified. |
| 20    | **No effective communication: no evidence of ability to perform task.**  
Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.  
- Attempts to perform task end in failure.  
- Only isolated words or phrases intelligible, even with much listener effort.  
- Function cannot be identified. |

Table 3.4: The test of Spoken English band descriptors for overall features (ETS, 2001b: 30)

3.2 Conduct of the Experiment

Having planned the experiment as per the details given above, the next stupendous task was to convert the theoretically considered effective formulations into actual classroom activity. Speaking is very different from the other productive skill i.e. writing in terms of various factors. As a skill, it is reflective of the status of the speaker. This is because, on the basis of what they hear, people make some tentative and possibly subconscious assessments about the speaker’s personality, attitudes, home region, and native/non-native speaker status. Also, as speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume, and intonation, they also create a texture for their talk that supports or enhances what they are saying. Some of the differences between speaking and writing are detailed below.

Unlike the written form, the spoken discourse does not always comprise sentences. Rather, speech consists of idea units, which are short phrases and clauses connected with and, or, but or that, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The grammar of these strings of idea units is simpler than that of the written language with its long sentences and dependent and subordinate clauses. This is because speakers are trying to communicate ideas that listeners need to comprehend in real time, as they are being spoken and this means working within the parameters of the speakers’ and listeners’ working memory. Idea units are therefore usually about two seconds or about seven words long, or shorter (Chafe, 1985). Also in case of spoken language, there are some situations where complex grammatical features and a high degree of written language influence are not only common but also expected and highly valued. Examples of this include speeches, lectures, conference presentations, and expert discussions where speakers represent their institution or their profession. These situations involve planned speech (Ochs, 1979) where speakers have prepared and possibly rehearsed their presentations in advance, or they express well-thought-out points and opinions, which they may have voiced many times before. Unplanned speech, in contrast, is spoken spontaneously, often in response to the other speakers. It is particularly in unplanned speech that short idea units and ‘incomplete sentences’ are common, although even in
planned speech, idea units are usually shorter than in writing, because the speakers know that their talk has to be understood by listeners in real time. The concepts of planned and unplanned speech are closely connected to another factor that affects the grammar of speech, namely the level of formality of the speaking situation. Situations that involve planned speech tend to be relatively formal, whereas unplanned speech situations can range from formal to informal. Formal situations require more written-like language with more complex grammar, whereas informal situations call in for more oral-like language with strings of short phrases and turns between speakers.

In addition to grammar, oral and literate speeches differ in their pronunciation and choice of vocabulary, among other things. As far as vocabulary or choice of words is concerned, there is a core of phrases and expressions that are highly typical for speaking, which contribute to the listener’s impression of the speaker’s fluency. They work at the interpersonal level by keeping the conversation going and developing the relationship between the speakers. In case of vocabulary, there is also difference in specific and generic words in spoken and written skills. Some forms of written language require the use of specific words to make it clear what is being talked about. For example, a written instruction for how to adjust an office chair states: *Use the ball adjustment to move the lumbar support to a position where it supports the back.* If the same instruction were given orally in a hypothetical set of video-taped instructions, similar words might well be used, but with added visual support. In an interactive speaking situation, the same instructions would probably sound quite different. The speakers would use many generic words such as *this one*/*that one*, *the round thing*, *move*, *put*, *fine* and *good*. The instruction-giver and the chair-user would probably exchange several turns to make sure that the task got done properly. Thus, the use of generic words is very common in spoken interaction. Even though they are not precise, they are fully comprehensible in the speaking situation because they talk about people, things or activities that can be seen or because they are familiar to the speakers. They make spoken communication quick and easy, and few people would find anything strange about this in their mother tongue. Speakers also need to know words, phrases, and strategies for creating time to speak. These are sometimes called fillers or hesitation markers or conversation gambits, and they include expressions such as *ah*, *you see*, *kind of*, and *you know*, as well as whole
expressions such as *that’s a good question*, or *now let me see*. Speakers often also use repetition of their own words, or of those used by the previous speaker, to achieve the same purpose, i.e. to keep the floor while formulating what they want to say.

Fixed conventional phrases are also used for other purpose in talk than creating time. Examples of these include responses like *I thought you’d never ask* or *I am doing all right, all things considered*. The phrases either always have the same form, or they constitute a formula where one or two slots can be filled by various terms (e.g. *what a nice thing to say*, or *what a horrible thing to say*). They have been called lexicalized sentence stems by Pawley and Syder (1983), and lexical phrases by Nattinger and DeCarrico (1992). They are easy for speakers to use because they come almost automatically when a relevant situation arises and because, once a speaker begins such a phrase, saying it will give them time to judge the situation, perhaps plan how they want to say next, or think of something else to say.

In the spoken language used for communication in various rhetorical situations, the features mentioned above play an important role. These features have been incorporated in the teaching sessions of the experiment. These features also occupy a pivotal place in the testing of learners’ ability of spoken English in the rhetorical situations. As mentioned in the planning part of this chapter, the researcher had combined the teaching of these situations with the teaching of the textbook prescribed in the syllabus of the target-learning group. The details of the combination are as under:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Rhetorical Situation</th>
<th>Textual Unit</th>
<th>Literary Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introductions</td>
<td>The Open Window</td>
<td>Short Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Daffodils</td>
<td>Poem</td>
</tr>
<tr>
<td>2.</td>
<td>Leave Taking</td>
<td>To Night</td>
<td>Poem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Girl’s Best Friend</td>
<td>Essay</td>
</tr>
<tr>
<td>3.</td>
<td>Making and Granting/Refusing Requests</td>
<td>The Selfish Giant</td>
<td>Short Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On Time</td>
<td>Poem</td>
</tr>
<tr>
<td>4.</td>
<td>Making Enquiries</td>
<td>Female Orators</td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>La Belle Dame Sans</td>
<td>Poem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Merci</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I Have Said that the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soul</td>
<td></td>
</tr>
</tbody>
</table>
The rhetorical situations mentioned above were integrated with the units of the text as described above. The situations were taught one by one formally and informally. One of the teaching sessions wherein Interactive Language Teaching was practiced has been described as under:

-- xxx --

**Teaching Session – I**

**Part – I**

Poem to be taught: Sonnet-XVIII
Rhetorical situation: Making comparisons and stating preferences
Nature of the situation: Formal
Total time for teaching: 60 minutes
Effective time for teaching: 50 minutes
Text of the Poem ...............................
SONNET XVIII

Shall I compare thee to a summer’s day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May
And summer’s lease hath all too short a date:
Sometimes too hot the eye of heaven shines,
And often is his gold complexion dimm’d
And every fair from fair sometime declines,
By chance, or nature’s changing untrimmed:
But thy eternal summer shall not fade,
Nor lose possession of that fair thou owest;
Nor shall death brag thou wandere’st in his shade
When in eternal lines to time thou growest:
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.

William Shakespeare

Activity – I: Preparing the Learner Set

Total time consumed: 5 minutes.
Role of the teacher: Interlocutor
Role of the learner: Interactive Participant
Teacher’s activity: Poem Recitation & eliciting the response from the learners
Student’s activity: Interacting in the teaching-learning situation
Nature of classroom activity: Collaborative teaching
Description of the activity: (Teacher-student interaction)
The teacher-researcher recited the poem aloud to the students and wrote the following questions on the blackboard:

(i) What do you think is the poem about?
(ii) What is the poet talking about?

The students could not describe the exact contents of the poem. However, they could make out that the poem is about some comparison. Then the teacher-researcher appreciated the
guess of the students and asked them to substantiate their guess by giving evidences from the text.

As the teacher said, "That's very good. The poem is about comparison. But let us have the words which made you say this."

To this the students replied, "compare, more lovely, more temperate, but etc."

**Activity – II: Zeroing Into the Poem**

Total time consumed: 30 minutes.

Description of the activity: (Teacher-student interaction)

After this the teacher zeroed into the teaching of the poem. As the teacher said, "Let's go through the poem once again. Listen to the poem very carefully. One reason for which you have not been able to get close to the poem is language. It is not the language that we use these days. Actually the poem is distanced from us by more than four centuries. So let's simplify the language."

As the teacher recited the poem, the following words were glossed:

The teacher then asked the students to go through the poem themselves. The students read the poem and then the teacher and the students interacted with each other to discuss the poem and they arrived at the explanation of the poem. The teacher then read out the poem again to bring out the musicality of the poem. The students pointed out rhythm and rhyme.

The teacher then pointed out the rhyme scheme of the poem and sensitized the students about the figures of the speech in the poem. Following figures of speech were pointed out:

Line – 1: Rhetorical question

Darling buds of May – Metonymy, personification

Eye of heaven – metonymy

Fair from fair – alliteration

Death brag – personification

Then the teacher told the students about the technical aspects of the sonnet. Also, the details of Shakespeare as a poet and a dramatist were discussed with the students.
Part – II: Teaching of the Rhetorical Situation

Number of Teaching Sessions – 2
Total Time consumed: 20 minutes of day 1 + 50 minutes of day 2 = 70 minutes

Day – I

Activity – I

Time consumed: 5 minutes.

Description of the activity: (Student-student interaction)

The Teacher said, “We have just gone through the poem about comparison. Now, here is a dialogue for which I need three volunteers. These students will read out the dialogue and the other students will listen to it carefully and point out what is this dialogue about in terms of content and language”.

Dialogue:

Lata: Hallo, Mohan!
Mohan: Hallo!
Lata: Oh, you’ve just left college, haven’t you?
Mohan: Yes.
Lata: What are you going to do?
Mohan: Er... well, it ...er...looks like a choice between teaching or... going into an office and...
Lata: Ah!
Mohan: I think I’d much prefer to go in for teaching...
Lata: Jolly good!
Mohan: Because... er... well, you get long holidays.
Lata: Mm.
Geeta: But, Mohan, teachers’ pay is nothing like as good as office pay.
Lata: Oh, Geeta, come on! It’s ...it used to be... teaching pay used to be very bad, but it’s much improved now and I’m ... sure the two are fairly similar, actually.
Geeta: Really?
Lata: Mmmm!
Mohan: Well that’s what I thought.
Lata: Oh, yes...yes.
Geeta: But I mean, wouldn’t you get bored with the same routine year after year teaching... teaching the same material to children and...

Lata: And that’s another thing! It wouldn’t be anything like as boring as... as working in an office. Teaching is terribly stimulating. It’s... a new every day – I’m sure you’d enjoy it.

Geeta: But I mean, there is so much variety in office work! I mean, look at my job: I’m dealing with people and their problems, there’s new situation to cope up with all the time.

Lata: Well... maybe, but... take responsibility: the... the... you don’t need to be very responsible in your kind of work as you have to be in teaching – all those children, all those parents, not to mention the other teachers.

Geeta: No, but you do have your... your... your colleagues at work – you have a certain amount of responsibility to them.

Lata: Well, maybe they do have quite a lot in common after all – I don’t know!

Geeta: Oh, come of it! I think there are a tremendous number of differences between teaching and office work. Mohan; really it’s just up to you to sort out which one you’re going to enjoy doing more.

Mohan: Ah... yes, well, I think I’ll go for teaching because of the... the long holidays – that really does attract me.

Lata: Have you... ever done any, actually?

Mohan: No, but it’s fairly easy to pick up, isn’t it?

Lata: Oh, it’s not as easy as it looks, you know!

After the dialogue had been read aloud in the class, the teacher asked following questions to the students:

(1) What do you think is the above conversation about?
(2) Have you noticed the key words or expressions used in the conversation?
(3) What do you think is the relationship between the speakers?

To these questions, the replies of the students were as under:

Student 1: The conversation is a kind of discussion. It seems to be between the friends.

Student 2: The conversation is about merits of teaching as a career v/s office job as a career and it is between friends or classmates.
Student 3: The conversation is about the comparison between two professions i.e. teaching and working in the office.

Excellent, you have guessed the content very right. Now let us look at the language again and notice the words or expressions. Let me have the volunteers once again please.

The conversation was read aloud once again. Then the teacher said, "Now let us have a look at the expressions which are for comparison":

...choice between.......I'd much prefer.......as good as.......fairly similar.......two are fairly similar actually.......as boring as.......tremendous number of differences...

Activity II

Time consumed: 5 minutes

The teacher presented the following data to the students and said, “Now look at the following statistics and notice how we can talk about similarities and slight differences:

<table>
<thead>
<tr>
<th>Country Features</th>
<th>England</th>
<th>Scotland</th>
<th>Wales</th>
<th>Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area (sq. Km.)</td>
<td>130,441</td>
<td>78,775</td>
<td>20,768</td>
<td>14,120</td>
</tr>
<tr>
<td>Population</td>
<td>46,029,000</td>
<td>5,229,000</td>
<td>2,723,596</td>
<td>1,536,000</td>
</tr>
<tr>
<td>Highest Mountain (height)</td>
<td>Scafell Pike 978m</td>
<td>Ben Nevis 1342m</td>
<td>Snowdon 1085m</td>
<td>Slieve Donard 852m</td>
</tr>
<tr>
<td>Largest city (population)</td>
<td>London 6,970,100</td>
<td>Glasgow 809,700</td>
<td>Cardiff 287,000</td>
<td>Belfast 363,000</td>
</tr>
</tbody>
</table>

Table 3.6 Activity for students

We can point out the similarities between these countries like this:

In spite of the obvious differences in size and population, the countries of UK have quite a lot in common.

Wales and Northern Ireland are fairly similar in size, though the area of Wales is slightly larger.

There isn’t much difference in population between Cardiff and Belfast, though Belfast is just a little larger.

Scafell Pike and Snowdon are more or less the same height, though Snowdon is just a few meters higher.
Both Snowdon and Ben Nevis are over 1000m high, though neither of them is all that high compared with the Alps, for example.

Neither Scotland nor Wales has anything like as many people as England.

Then the teacher took out the expressions used for comparison as:

As we have seen above the expressions used for similarities are:

Quite a lot in common, Slightly, Isn’t much difference, Just a little, More or less the same, Just a few, Both, Neither...nor, All that, Neither ...nor

Activity-III

Time consumed: 5 minutes

Now here is some information about United Kingdom and Republic of Ireland. Let us see how we can point out the differences between the two countries.

<table>
<thead>
<tr>
<th>Country Features</th>
<th>United Kingdom</th>
<th>Republic of Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area (sq. km.)</td>
<td>244,103</td>
<td>68,892</td>
</tr>
<tr>
<td>Population</td>
<td>55,515,000</td>
<td>2,978,248</td>
</tr>
<tr>
<td>Highest mountain (height)</td>
<td>Ben Nevis 1342m</td>
<td>Carrantuohill 1041m</td>
</tr>
<tr>
<td>Largest city (population)</td>
<td>London 6,970,100</td>
<td>Dublin 567,866</td>
</tr>
</tbody>
</table>

Table 3.7 Activity for students

We can point out the differences between these countries like this:

In spite of the fact that they share a common language, Britain and Ireland have very little in common.

Ireland is nothing like as large as Britain – in fact, Ireland is about a quarter the size of Britain.

There are nowhere near as many people in Ireland as in Britain – in fact, the population of Britain is almost twenty times the size.

London is a great deal larger than Dublin – in fact, it’s one of the largest cities in the world.

There are a tremendous number of differences between the people in Britain and the Irish – their attitudes, opinions and behaviour are totally different.
Thus we have seen that the expressions used for pointing out differences are:

**Have very little in common, nothing like as, nowhere near as, a great deal, tremendous number of differences, totally different.**

Winding up the Lecture: 5 minutes

After this the teacher said, “We have just noticed the expressions used for making comparisons i.e. pointing out similarities and differences. You would have noticed one thing and that is whenever we make a comparison between two things we tend to state our preference for one over another. This is because comparing things often involves making a choice. If we are comparing different cars, for example, we often state our preferences at the same time. Here are some useful ways of stating what you prefer:

**As far as I’m concerned, the best…**
**From my point of view, the best…**
**I’d go for this one because…**
**I’d much prefer that one because…**
**This one is preferable because…**
**I’d rather have that one because…**

So we have noted the expressions used for making comparisons and stating differences. Let us once again put together these expressions and tomorrow we will have the practice of the use of these expressions.” After this the teacher again puts all these expressions on the board. As:

<table>
<thead>
<tr>
<th>Making similarities</th>
<th>Making differences</th>
<th>Stating preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite a lot in common, Slightly, Isn’t much difference, Just a little, More or less the same, Just a few, Both, Neither…nor, All that.</td>
<td>Have very little in common, nothing like as, nowhere near as, a great deal, tremendous number of differences, Totally different.</td>
<td>As far as I’m concerned, the best… From my point of view, the best… I’d go for this one because… I’d much prefer that one because… This one is preferable because…</td>
</tr>
</tbody>
</table>
Day – II

On the second day of the teaching session, the expressions discussed the previous day were to be practiced. For this purpose the teacher gave the students two types of tasks. These were:

Task – I:
Nature of activity: Interactive.
Role of the teacher: moderator, observer and fellow participant.
Role of the learner: participant in the teaching-learning situation.
Total time required for the activity: 35 minutes.
Description of the activity: (Student-student interaction)
In this task, the teacher divided the entire class in the groups of 10 students, which means into 5 groups. In the activity detailed below each group had to take 10 minutes to accomplish the task i.e. finish the discussion and 1 member from each group was chosen to present the discussion of the group before the class. While the students were busy discussing, the teacher went to every group and observed and participated wherever required to facilitate the discussion. This was done in the following manner:

The teacher said, “Here is some information about five countries given in the tabular form. Just as we had the presentation of information yesterday, based on which the points of similarities and differences were pointed out. Now you have to compare the information between the countries and after you finish with the discussion, one of your group members has to report your discussion to the entire class. Each group will get 10 minutes for the discussion and each group member will get 5 minutes for reporting. So we have 35 minutes to finish this activity. As:
5 groups (of 10 members each) taking 10 minutes each simultaneously – 10 minutes.
One member of every group reporting the discussion before the entire class taking 5 minutes. – 5*5=25 minutes.
Every group has to see whether the discussion is reported properly. Otherwise they can interrupt in between and change the representative of the group. The information is given on the board as:

<table>
<thead>
<tr>
<th>Country Features</th>
<th>USA</th>
<th>Canada</th>
<th>Australia</th>
<th>New Zealand</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area (sq. km.)</td>
<td>9,363,404</td>
<td>9,975,223</td>
<td>7,704,441</td>
<td>268,675</td>
<td>244,103</td>
</tr>
<tr>
<td>Population</td>
<td>226,504,825</td>
<td>23,671,500</td>
<td>14,514,200</td>
<td>3,144,700</td>
<td>55,515,000</td>
</tr>
<tr>
<td>Highest mountain</td>
<td>Mt. McKinley</td>
<td>Mt. Logan</td>
<td>Mt. Kosciusko</td>
<td>Mt. Cook</td>
<td>Ben Nevis</td>
</tr>
<tr>
<td>(height)</td>
<td>6,194m</td>
<td>6,050m</td>
<td>2,229m</td>
<td>3,764m</td>
<td>1,342m</td>
</tr>
<tr>
<td>Largest city</td>
<td>New York</td>
<td>Toronto</td>
<td>Sydney</td>
<td>Auckland</td>
<td>London</td>
</tr>
<tr>
<td>(population)</td>
<td>17,557,288</td>
<td>2,803,101</td>
<td>3,193,300</td>
<td>805,900</td>
<td>6,970,100</td>
</tr>
</tbody>
</table>

Table 3.9 Activity for students

After this the next task which was undertaken can be described as:

Task – II:
Nature of activity: Interactive.
Role of the teacher: moderator, observer and fellow participant.
Role of the learner: participant in the teaching-learning situation.
Total time required for the activity: 15 minutes.
Description of the activity: (Student-student interaction)

For this task, the teacher divided the entire class into groups of 5 students each i.e. 10 groups. The students were required to undertake a discussion among themselves for 5 minutes. And then every group was to report that discussion to the entire class through one member of the group. Each member would be given 1 minute for reporting. While the students would be busy discussing, the teacher was to go to every group and observe and participate wherever required to facilitate the discussion. As the teacher said, “Here are some ideas for a general discussion. Chose any one of the topics for discussion in your group, you have to talk about the differences and similarities between them and state your preference of one over the other. Each group will get 5 minutes for the discussion and the representative of each group will get 1 minute for reporting. So we have 15 minutes to finish this activity. As:
10 groups taking 5 minutes each simultaneously – 5 minutes.
One member of every group reporting the discussion – 10*1=10 minutes.
before the entire class taking 1 minute.
Description of the activity: (Student-student interaction)
Every group has to see whether the discussion is reported properly otherwise they can interrupt in between and change the representative of the group.”
A holiday in a hotel v/s A camping holiday
Working in an office v/s Working in a factory
Getting married v/s Staying single
Life now v/s Life ten years ago
Playing chess v/s Playing cards
British fob v/s Your country’s fob
Learning English v/s Learning your language.

This was how rhetorical situation was taught for formal use in the classroom. As detailed in the planning part of the chapter it took two days, the informal part of the rhetorical situation was also to be taught in two days. For the informal use of the expressions taught in the previous teaching session, there was no formal presentation of the function of the language before the entire class. The activities just demanded interaction between the learners themselves and the learners and the teachers. The activity for the 1st day was:

**Day – I**

Nature of activity: Interactive.
Role of the teacher: moderator, observer and fellow participant.
Role of the learner: participant in the teaching-learning situation.
Total time required for the activity: 50 minutes.
25 groups (having two members each) taking 10 minutes each.
Description of the activity: (student-student interaction)
In this activity, the students were required to change their partner and report what they had found to the next partner. Thus the chain had to carry on and information to be passed on to the next partner. In the last 15 minutes the teacher was to interact with the
students to see which student had interacted with the maximum number of students. Then
the teacher was to give the requisite feedback to the students. As the teacher said,
“In a group of two, compare your own state with the state of your partner (or with the
other state you know well). Tell your partner about the similarities and the differences. Ask
each other ‘In what way?’ and ‘How do you mean?’ questions. Take 10 minutes to do this.
When you finish doing this then change your partner and report what you have found out to
someone else. You will get 25 minutes for this activity. Let us see which student goes to
maximum number of students. In the last 15 minutes we will see which student has met
maximum number of students. You have to talk about these features:

<table>
<thead>
<tr>
<th>Climate</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>Language</td>
</tr>
<tr>
<td>Scenery</td>
<td>System of government</td>
</tr>
<tr>
<td>Food and drink</td>
<td>Prices</td>
</tr>
<tr>
<td>Family life</td>
<td>Houses</td>
</tr>
<tr>
<td>Standard of living</td>
<td>Education</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Telephones</td>
</tr>
<tr>
<td>Public transport</td>
<td>Clothes</td>
</tr>
<tr>
<td>Attitude to women</td>
<td>Industry</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Television</td>
</tr>
<tr>
<td>Traffic</td>
<td>Railways</td>
</tr>
</tbody>
</table>

**Day – II**

**Activity - I**

Role of the teacher: moderator, observer and fellow participant.

Role of the learner: participant in the teaching-learning situation.

Total time required for the activity: 25 minutes

Description of the activity: (student-student interaction)

On the second day of the teaching session, the students were divided in the groups of three
and were given the following activity. As the teacher said, “Look at the map of Central
Southern England. It gives information about three different places: Salisbury, Southampton and Swanage. In a group of three decide which place would be best:

1. for a holiday
2. to work in
3. to visit for the day
Also explain why? You will get 25 minutes to do this activity.”

While the students were doing this activity, the teacher went to each group and observed the interaction. The teacher participated in the interaction wherever required to facilitate the conversation.
Activity – II
Role of the teacher: moderator, observer and fellow participant.
Role of the learner: participant in the teaching-learning situation.
Total time required for the activity: 25 minutes
Description of the activity: (student-student interaction)
The activity involved pair work. As the teacher said, “here is the list of commonly used forms of communication: Letter, E-mail, Fax, Telephone
When comparing the following methods of communication, what factors would you consider? Work on pairs to extend this mindmap.

- Letter
  - Slow
  - Personal
  - Permanent
  - Record

- Fax

- Methods of Communication

- E-mail
  - Immediate

- Telephone

Take 15 minutes to do this activity. When you have finished this, take turns to compare and contrast a pair below. Use your mindmap, note and feel free to express your personal preferences. You should aim to speak for 3 minutes.
(1) Letter/telephone
(2) E-mail/fax
(3) Letter/e-mail
(4) E-mail/telephone

TESTING
As described in the planning part of the experiment, every rhetorical situation wherein the functions of language were practiced was to be tested once a week. For the
function of language described above i.e. making comparisons and stating preferences, the learners were tested in the following manner:

For this particular function of language, testing of formal and informal use of language was clubbed together. The students were divided in the group of three and were to perform the activity among their group. They were given 15 minutes to do this activity. After this every student had to report his decision to the whole class and he/she was given a time of 1.5 minutes for reporting. Thus the time was divided as:

Total time of two testing sessions = 100 minutes
Time for group activity = 15 minutes
Time for individual reporting = 1.5 * 50 = 75 minutes
Time left for change of students/risk time = 10 minutes.

Description of the activity: (student-student interaction)

As the teacher said, “Look at the three job advertisements which I am circulating among you. Talk with the members of your group about the similarities and differences and state your own preference. Decide what each job would involve – what sort of work, how much free time, how much worry and so on. You will get 15 minutes to do this activity. After you finish of with the discussion, you will have to report your decision to the entire class. Every student will get 1.5 minutes for reporting.”

1st Advertisement:

**STARLINE OF BLACKPOOL**  
**REQUIRE ONE SALESMAN**  
**Aged 33 – 35**  
* previous experience not necessary

This is a top-class selling/business job which will give you permanent, secure employment for the rest of your working life. Starline are field leaders in the manufacture of sales ideas, business gifts, diaries and calendars which sell all year round to every type of trade and industry and have a repeat value of approximately 75%. Your success is guaranteed by our outstanding Sales Training Course and field help. Within a year your income can be £3,000 to £5,000 and after the first four or five weeks, you will get a company car and other valuable fringe benefits.

Apply in writing, giving brief details of your career to date, to:  
STARLINE (Sales Ideas) Ltd.,  
Starline House, Mowbary Drive, Blackpool,  
Lancashire FY3 7XB, Tel. 0253-32126.
2nd Advertisement:

APANTARCTIC VOYAGE

CHIEF COOK
SECOND COOK AND BAKER
SECOND STEWARD
ASSISTANT STEWARD
CATERING BOYS

Required on
ROYAL RESEARCH SHIP

Seven-month voyage including calls to United States and South-America. Excellent salary and working conditions. Long leave fully paid.

Apply in writing, giving full particulars of past working experience, to Catering office, R.R.S. Bansfield c/o Vesper Thorneycroft Ltd., Northam Yard, Southampton, S09 2VE.

3rd Advertisement:

Woolco

DEPARTMENT STORE

Requires a part-time
STORE-DETECTIVE

(Preferably female), with some experience, to complement their team. Part time, approx. 20 hours per week Monday to Saturday.

Please apply in writing to:
Mr. Skipsey,
Assistant General Manager,

Woolco

DEPARTMENT STORE
CASTLE LANE WEST
Bournemouth Tel 56201.

The students were assessed in the above-mentioned activity on the scale ranging from 60 to 20 as has been stated in the planning part of this chapter (table 3.4). For the assessment of the students the criteria mentioned in the table was observed however for the feedback to the students, the teacher-researcher observed following features:

- Choice of words – vocabulary (use of words related to the content of the situation and use of generic words).
- Use of fillers/ hesitation markers and conversation gambits.
• Use of fixed conventional words or phrases.
• Pronunciation (not with exact distinction of primary or secondary accent according to R.P. but comprehensible and understandable to the listener)
• Pauses to enhance comprehensibility and denote punctuation marks.
• Use of appropriate tone (not strictly according to the standards of R.P. but varying with the grammatical category i.e. interrogative, exclamatory etc.).

**OBSERVATION:**

For the observation of the teaching sessions and the testing sessions of the experiment, in-field colleagues rendered invaluable help. They sat through the teaching sessions and filled in the observation sheet. Following is the observation sheet of the teaching session described above.

**Observation Sheet**

**Name of the observer:**

**Qualification:**

Dear colleague,

As you observe the classroom, kindly notice the following and tick the relevant column.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Events/ Behaviour</th>
<th>Observed</th>
<th>Frequency of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Initially</td>
<td>Medially</td>
</tr>
<tr>
<td>1.</td>
<td>Created a learning set i.e. created the readiness to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Carried on the motivation level of the students; stimulation is followed by restimulation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Course content considers learners of various capabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teaching is based on language used for day-to-day purpose i.e., language practice is close to everyday communication.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Students show their interest during the entire practice session.

6. Teaching is promoting natural conversation among the students.

7. Language used for conventional greetings and ceremonial discourse is used/practiced in the classroom.

8. Students and the teacher feel comfortable with each other, are interested in each other and are respectful of each other’s personality.

9. Tasks involve:
   - Pair work
   - Group work
   - Individual work
   - Games
   - Simulations
   - Dramatization
   - Creative use of language

10. Teaching involves use of external materials, gestures, pictures, songs and purposeful talk.

11. Teaching involves interaction between students from different cultures.

12. Teaching involves providing feedback to the learners.

13. Involvement of the whole class.

14. Reinforcement of the earlier input.

15. Errors are corrected during the teaching session.

Observation Instrument

Signatures

Thank you for your cooperation and involvement in the study.

With regards,

Chanchal Narang.

The progress of the students in spoken English was tested by means of 20 tests (10 formal and 10 informal) spread throughout the conduct of the course. The analysis of scores of the students in these tests reflects the efficacy of the ILT as a method. These have been analyzed in detail in the next chapter.