Chapter-4
Adapting Materials for Form-Focused Instruction
CHAPTER IV
Adapting Materials for Form-Focused Instruction (FFI)

4.1 Introduction

Materials for classroom teaching are designed on the basis of needs analysis. However, teachers sometimes do not find them suitable for particular groups of learners. It is because the analysis of the needs of learners is done in a general term and some specific issues are left to address. Thus adapting materials is one of the crucial aspects or necessities of teaching and learning as well. Means or procedures of adaptation have already been discussed in chapter II. Moreover, on the basis of findings getting in chapter III, this chapter paves the way to adapt materials following or keeping in view the different aspects and principle of FFI.

It is important to mention here that FFI refers both types of instructions: first, that exclusively focuses on teaching discrete units of language as in traditional method and second, that draws learners’ attention to form retaining the principles of communicative language teaching (CLT) as in focus-on-form (FonF) defined by Long (1991), Spada (1997), Long and Robinson (1998). Here, the researcher has used FFI only in the sense of FonF that follows CLT for adaptation of exercises and activities.

This chapter involves qualitative survey through the evaluation of the course books. It includes evaluation of three course books prescribed at secondary and senior secondary level in government and private schools in India one by one. On the basis of the findings of qualitative as well as quantitative survey, some lessons of these course books have been adapted to make them more appealing and interesting. In addition, some activities and exercises have also been adapted specifically focusing on form that is the main concern of this study.

The researcher has made a survey of the needs analysis of the learners of class Xth and XIIth. Learners of class Xth who have participated in survey are prescribed course books, developed by SCERT and CBSE in government and private schools respectively. Whereas only those learners of class XIIth to whom NCERT course book has been approved, have been involved for this study.
4.2 Adaptation in the Course Books for Class Xth

For class Xth, course book of two publications SCERT and CBSE have been referred. The researcher has first, evaluated the SCERT course book briefly then adapted some of its lessons and activities as per the findings of the needs of learners through survey and then took up CBSE course book likewise.

4.2.1 A Brief Evaluation of SCERT Course Book

Here is a brief analysis of *Panorama Part II*: a course book designed by Bihar SCERT for class X. The criteria taken in consideration for the evaluation are as given by Cunningsworth in 1995 (Richards 2001, p. 274-275).

The criteria examine whether the learning materials meet the demands of the learners and if they suit the teaching situation and allow different teaching styles. Following are the shortcomings and advantages, with respect to aims and approaches, design and organization, language contents, skills, topic, and methodology of this course book:

- **Aims and approaches**

  **Advantages**

  1. Every chapter contains grammar exercise.
  2. Spelling correction exercises and transcribing words into phonetic alphabets.
  3. The poetry is meaningful, self-explanatory and yet rhythmic, hence making it suitable for the teacher to let students articulate their understanding of the poem.

  **Shortcomings**

  1. One significant area of learning that the book misses on is drama. There are no chapters on drama, though the book has sections on prose and poetry. Drama does facilitate the role-play exercises.
  2. Translation exercise, especially from Hindi to English at the end of the chapter, should be designed in such a way, that the words for the target language (that is English) can be found in the chapter. And the teacher should also give preference to the same.
  3. The fiction prose is much less compared to non-fiction.
• **Design and organization**

**Shortcomings**

1. Absence of teachers’ books, workbooks and audio visual material.
2. Lack of pictures and diagrams and use of substandard paper.
3. Discontinuous grading and progression for example some chapters such as “What is wrong with Indian films” by Satyajit Ray, are above the level of class Xth students.

• **Language content**

**Advantages**

1. The book does cover a variety of grammar items like subject verb agreement, active passive, use of punctuation marks, Adverb clause of condition, adding “ly” to convert adjectives into adverbs etc.

**Shortcomings**

1. In addition to the meaning of the words, an antonym of the word should have been mentioned. It not only adds clarity to the meaning but is also an addition to the students’ vocabulary.
2. Along with the meaning, the pronunciation of the word should be mentioned. It adds to the knowledge of phonetic alphabets.
3. The book lacks the practice of conversation to help identify the essence of a passage.

• **Language Skills**

**Advantages**

1. Open ended writing exercises give teacher a chance to engage students in longer pieces of writing and express their ideas freely.
2. Writing activities aimed at guidance and control in the form of fill in the blanks and match the following have been incorporated.

**Shortcomings**

1. Not sufficient listening exercises.
2. Lack of exercises to facilitate group discussions or role-play to enhance speaking skills
3. No audio-visual aids provided for listening exercises.
4. There are exercises addressing skills separately. There is no integrated language skill activity.
4. There are isolated grammar exercises so learners are unable to develop accuracy in their spoken and written communication.

- Topics

Shortcomings

1. The second lesson is ‘Me and the Ecology Bit’ is tedious for this level of learners although it may be made interesting through addition of some warm up activities and materials.
2. Some topics like ‘What is wrong with Indian films’ is above the level of students of class X. it may be replaced with any essay on children cinema.
3. Lesson fifth ‘Acceptance speech’ is on Nobel peace prize. Learners may be provided some additional materials on why has Nobel Prize been started.

- Methodology

Advantages

1. There are translation exercises in book for slow learners and deductive way of teaching may be a boon.
2. It is time saving and straight forward approach.

Shortcomings

1. There is no teachers’ book. So no particular methodology of teaching has been prescribed.
2. It follows a deductive way of teaching. As there is detailed explanations of grammatical rules followed by exercise based on these rules.
• Practical considerations

Advantages

1. It is extremely low priced course book especially designed to keep in view the learners of poor economic background.

Shortcomings

1. The quality of pages and printing is as bad as it does not appeal learners.

Thus, Course book has its strengths but limitations too. There is a variety of exercises, glossary and grammatical explanations as well. Still the result of data analysis shows that students are unable to use language accurately as well as fluently. The problem is not only with materials but with the method and techniques too that are used in classroom for teaching. Some lessons, activities and the teaching methods need to be adapted to make it more suitable and attractive for the learners.

4.2.2 Adapting Few Lessons and Activities

The researcher has tried to adapt some lessons by using some authentic materials and warm up exercise to make them more interesting to the learners. In addition some activities have also been adapted to focus on form. Those teaching techniques have been used here that follow CLT principles and paradigm.

4.2.2.1 Adapting Lesson-II “Me and the Ecology Bit” [Appendix 3]

❖ The first lesson that has been taken up for adaptation is “Me and the Ecology Bit”. It has been found that this lesson does not have any attractive pictures to make this topic interesting to learn. Teachers may support students to make this lesson appealing as discussed below.

1. Some pictures given below may be provided to the students.
Fig. 4.1 Deforestation and the air we breathe: before it’s too late (WWF)

"Water is life so don’t hit your life."

Fig. 4.2 Save water
2. Some concept related to ecology may also be discussed in the class with them before starting the lesson, as given below:

**Ecology:** The relation of plants and living creatures to each other and to their environment.

**Deforestation:** The act of cutting down and burning the trees in an area. With rapid growth in deforestation, ecological system has been getting imbalanced.

**Air, Water and Soil pollution:** When harmful and dirty substances are mixed with air or water or air they become polluted.

**Preservation:** The act of keeping something in its original state or in good condition. To preserve the environment, many awareness campaigns are launched: like save tree, save water, consume less power etc.

**Biological diversity or biodiversity:** The existence of large number of different kinds of animals and plants which make a balanced environment.

3. Teacher may ask students some questions regarding the issue to warm them up.

Q. Have u ever heard the term ecology and its preservation?

Q. Have you ever participated in the campaign for it?
Q. What do you think will happen if air, water and soil pollution keeps growing?
Q. Do you know any other types of pollution besides air, water and soil pollution?
Q. What can you do to minimize the rapid growth of these pollutions?

Instead of responding in yes and no, learners may be asked to give answer by using complete sentence. This may draw learners’ attention to tense of the sentences and the structural-pattern in interrogative, affirmative and negative sentence. If a learner makes mistakes teachers may repeat his/her ill formed utterance through rising tone as ‘repetition’ is one of the classroom techniques to FonF.

To enhance the learners’ interest and motivation adaptation of text should be made by making situation more relevant and illustration more appealing.

❖ Adaptating activities focusing on form

Activities given at the end of the lesson may also be adapted to make it more useful and contextual. For example, there are two exercises on writing skill after this lesson, teachers may use them to focus on form (tense or preposition) as per learners’ mistakes.

C3 composition
1. Prepare a speech of 100 words to be delivered in the morning assembly of the school on ‘how students can become ecology friendly’. Panorama Part-II (pg. 22)

Respected principle, teachers and my dear friends good morning
I am Rohit, a student of class Xth. I am here to deliver a short speech on “how students can become ecology friendly”. Nowadays we use so many machines and gadgets which makes our lives more easy. But it affect our environment adversely. We should do something to save our mother earth. For this we may follow the steps like we should plant more trees, use adequate (amount of) water, consume less energy and avoid littering. It is our society our environment. So it is our responsibility to make it better.
Thank you
The above text is a writing sample of a student of class Xth which was collected during the survey. This has been included here to address the issue how to integrate focus on form in writing skill task.

As shown in the above sample text student has made mistakes (bold) in ‘subject verb agreement’. Teacher may use ‘Consciousness-raising’ as an accidental FonF technique to address this problem.

- **Addition of ‘consciousness rising task’ for focusing ‘verb’**

**Step1.** Students may be asked to look out the following sentences taken from the lesson and to infer rules.

He makes a run for his car, (pg. 18)

She is putting her garbage out for the weekly pickup on Monday. (Pg. 17)

They make the air better and stuff like that. (Pg. 18)

**Step2.** Teacher may give hint to stimulate them by asking whether ‘He’ is singular or plural pronoun and likewise.

**Step3.** They may be asked to search other examples in this lesson.

**Step4.** Teacher may give further clarification if they find exception. For example despite being singular I and You always take plural verb.

**Step5.** Students may be asked to write daily routine of their family members.

**Step6.** Learners may receive feedback either immediately or delayed on their performance.

4.2.2.2 Adapting Lesson-V “Acceptance Speech” [Appendix 4]

- The next lesson that is taken here to adapt is ‘Acceptance speech’. The text is related to Nobel Peace prize. The text has following features.

1. The text is not too long can be ended up in one session.
2. It has a warm up activity.
3. The text contains some while-reading activities that may keep maintain the learners’ interest and post-reading activities as well to check learners’ comprehension of the text.
4. But text refers to a historical event indirectly that may pose difficulties.
5. There is no any illustrative and pictorial support.

Following steps can be taken to adapt this lesson

1. The teacher may tell some facts about the plight of Burma and role of Aung San Suu Kyi.
2. The teacher may provide some supplementary materials regarding Nobel Prize.

1. Aung San Suu Kyi and plight of Burma

Aung San Suu Kyi, Burma’s pro-democracy leader and Nobel Peace Laureate, spent more than 15 years in detention, most of it under house arrest. She was released from her current third period of detention on Saturday, November 13, 2010. Aung San Suu Kyi was born on June 19, 1945 in Rangoon, Myanmar, a country traditionally known as Burma. Her father, formerly the de facto Prime Minister of British Burma, was assassinated in 1947. Aung San was responsible for bringing Burma’s independence from British rule in Burma, but he was assassinated six months before independence. He is recognised as the leading architect of independence, and the founder of the Union of Burma.

Her mother, Khin Kyi, was appointed the Ambassador to India in 1960. Suu Kyi obtained a bachelor’s degree from the University of Oxford in 1969, and in 1972, she married Michael Aris, a scholar in Bhutanese studies. She had two children—in 1973 and 1977—and the family spent the 1970s and 1980s in England, the United States and India. Aung San Suu Kyi returned to Burma in 1988, after years of living and studying abroad, only to find widespread slaughter of protesters rallying against the brutal rule of dictator U Ne Win. She spoke out against him and initiated a non-violent movement towards achieving democracy and human rights. In 1989, the government placed Suu Kyi under house arrest, and she spent 15 of the next 21 years in custody. In 1991, her ongoing efforts won her the Nobel Prize for Peace, and she
was finally released from house arrest in November 2010. She has since gained a parliamentary seat with the National League for Democracy party.

On July 3, 2009, UN Secretary General Ban Ki-moon went to Burma to pressure the junta into releasing Suu Kyi and to institute democratic reform. However, on departing from Burma, Ban Ki-moon said he was “disappointed” with the visit after junta leader Than Shwe refused permission for him to visit Suu Kyi, citing her ongoing trial. Ban said he was “deeply disappointed that they have missed a very important opportunity”.

On the evening of November 13, 2010, Suu Kyi was released from house arrest. This was the date her detention had been set to expire according to a court ruling in August 2009 and came six days after a widely criticised general election. She appeared in front of a crowd of her supporters, who rushed to her house in Rangoon when nearby barricades were removed by the security forces. Suu Kyi had been detained for 15 of the past 21 years. The government newspaper New Light of Myanmar reported the release positively, saying she had been granted a pardon after serving her sentence “in good conduct”. The New York Times suggested that the military government may have released Suu Kyi because it felt it was in a confident position to control her supporters after the election. The role that Suu Kyi will play in the future of democracy in Burma remains a subject of much debate. (Adapted from http://www.mainstreamweekly.net/article6418.html on 23.05.16)

2. Nobel Prize

Alfred Nobel's Will: On November 27, 1895, Alfred Nobel signed his third and last will at the Swedish-Norwegian Club in Paris. When it was opened and read after his death, the will caused a lot of controversy both in Sweden and internationally, as Nobel had left much of his wealth for the establishment of a prize. His family opposed the establishment of the Nobel Prize, and the prize awarders he named refused to do what he had requested in his will. It was five years before the first Nobel Prize could be awarded in 1901.

The Establishment of the Nobel Prize

In this excerpt of the will, Alfred Nobel dictates that his entire remaining estate should be used to endow "prizes to those who, during the preceding year, shall have conferred the greatest benefit to mankind."
The whole of my remaining realizable estate shall be dealt with in the following way: the capital, invested in safe securities by my executors, shall constitute a fund, the interest on which shall be annually distributed in the form of prizes to those who, during the preceding year, shall have conferred the greatest benefit to mankind. The said interest shall be divided into five equal parts, which shall be apportioned as follows: one part to the person who shall have made the most important discovery or invention within the field of physics; one part to the person who shall have made the most important chemical discovery or improvement; one part to the person who shall have made the most important discovery within the domain of physiology or medicine; one part to the person who shall have produced in the field of literature the most outstanding work in an ideal direction; and one part to the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses. The prizes for physics and chemistry shall be awarded by the Swedish Academy of Sciences; that for physiology or medical works by the Karolinska Institute in Stockholm; that for literature by the Academy in Stockholm, and that for champions of peace by a committee of five persons to be elected by the Norwegian Storting. It is my express wish that in awarding the prizes no consideration be given to the nationality of the candidates, but that the most worthy shall receive the prize, whether he be Scandinavian or not."

- **Fields of Nobel Prize**
  - Physics and Chemistry
  - Physiology or Medicine
  - Literature
  - Peace Economic Sciences

- **The Nobel Peace Prize Medal**

  ![Nobel Peace Prize Medal (Front & back)](image)

  Fig. 4.4 Nobel Peace Prize Medal (Front & back)
It is expected that with the supplementary materials learners may get started to take interest. Moreover there is exercise on vocabulary at the end of the lesson. Teachers may some ‘modification’ to make it more contextual.

**Adapting activities for focusing on Form**

There is an exercise on vocabulary at the end of the lesson. The researcher has tried to integrate this isolated teaching of form with listening exercise. So that learners may be able to use these words in a meaningful context and retain it for long.

<table>
<thead>
<tr>
<th>D.2. Word formation (pg. )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Nation</td>
</tr>
<tr>
<td>Child</td>
</tr>
</tbody>
</table>

These suffixes ‘-est’, ‘-ly’, ‘-al’ ‘-hood’, ‘-en’ are added to make new words. Add suitable suffixes to the words given below and make new words.

| Heavy | high | bright | love |
| Clear | selfish | brother | hard |
| Bold | slow | humble | music |

**Panorama Part II (Pg. 54)**

1. Teacher may ask students to write sentences using the above words or their derivatives.
2. Teacher may make them listen a story containing these words. On the basis of story a ‘Dictogloss exercise’ can be provided to practice listening exercise. As a planned FonF technique it will also make students practice and learn the correct and contextual use of these words and their derivatives.

**Modification in vocabulary exercise through ‘dictogloss exercise’**

**Direction:** Complete the paragraph, filling the gap with proper words or their derivatives provided below.

[Humble, musical, brotherhood, Childhood, selfish, loveliest, bold, slow, great, heavy, high, hard, bright, clear]
Meena recalls her _______ when she used to play with her _______ sister Reena. Often a boy of her neighborhood Rohit also used to play with them. His parents were very _______ but he was very_______. He was accustomed to play _______ instruments loudly. All children of that locality lived together and helped each other with feeling of_________. But Rohit used to irritate others by his loud instrumental sound. Few months passed and the exams were only a few weeks away. One ____ and _____ morning Rohit peeped out of his window to see large speakers being installed on a _____ stage. He came to know that it was Meena’s birthday celebration. The function started with ____ metal music. It was a Linkin parks song. The music was so loud that Rohit found _____ to concentrate. When he raised objection, the children stopped the music and told him, it was only to teach him a lesson.

- Addition of ‘cloze test’ for focusing ‘preposition’

A ‘cloze test’ can also be added here for focusing ‘preposition' correct use of preposition of time and place that pose problem for most of the learners as revealed in the analysis of learners responses.

**Direction:** Fill the gap by choosing correct preposition given below.

[Since, in, on, for, to]

Aung san suu kyi who won the Nobel Peace Prize _____ 1991, was born ____ 19 June 1945 ____ Rangoon. Her father, Aung San formerly the *de facto* Prime Minister of British Burma, was assassinated ___ 1947. Suu Kyi obtained a bachelor’s degree from the University of Oxford ___ 1969, and ___ 1972, she married Michael Aris, a scholar in Bhutanese studies. She had been spending her time in foreign countries like England, United States, and India ___ ten years ___ 1970 to 1980. She returned ___ Burma ___ 1988. Due to her initiation of a non-violent movement against the brutal rule of dictator U Ne Win, she had been under house arrest ___ 1989___ 21 years. She had been finally released ___ 2010 and appeared ___ front of a crowd of her supporters, who rushed ___ her house in Rangoon.

**4.2.3 A Brief Evaluation of CBSE Course Book**

A course book designed by CBSE for class X: *Interact in English* has been briefly evaluated here following the criteria given by Cunningsworth in 1995 (Richards 2001, p. 274-275).
• **Aims and approaches**

**Advantages**

1. The exercises at the end of the chapters not only consolidates the facts but also attempts to bring about an overall understanding of the language. For example, asking to explain the phrases in the story in student’s own words, or to arrange the facts in the story in chronological order.

2. The workbook covers all the necessary elements of grammar.

3. The main course book contains chapter on current issues like Environment, Travel and Tourism and Health and medicine.

4. The course book covers most of what is needed and is a good resource for students.

5. The warm up exercises before a chapter serves to fire the student’s imagination. Like asking the student why people hunt in the beginning of the chapter “Mrs. Packletide’s Tiger”, or presenting an excerpt from the story and asking questions based on it, when the student is yet to start the chapter.

• **Design and organization**

**Advantages**

1. The content is well organized. The layout is clear and browsing through the book is easy.

**Shortcomings**

1. The three books: main course book, literature reader and workbook, s make the material voluminous.

2. The stories and the exercises under different units are not properly arranged seems untidy to the learners.

3. There are not adequate grammar exercises at the end of chapters in the Main course book and the Literature book.

• **Language content**

**Advantages**

1. The workbook covers all the necessary grammar items.
2. The material is adequate in term of quantity and range of vocabulary and emphasis placed on vocabulary development.

3. Though the course book has no direct exercises on how to identify the main points in a reading passage, the given exercises are sufficient to bring a clear understanding of the chapter.

**Shortcomings**

1. The course book doesn’t have material for pronunciation work.

- **Language skills**

**Advantages**

1. All four skills namely, reading, writing, listening and speaking have been covered in the syllabus.
2. The recorded material mostly consists of poems which are well emoted and rhymed to leave a long lasting impression on the student’s memory.
3. The exercises have been put in both the forms: controlled and free practice.

**Shortcomings**

1. The listening material could have included that requires answering a questionnaire which would have quantitatively examined the student’s listening comprehension.

- **Topic**

**Advantages**

1. There are sufficient range of interesting fiction and non-fiction chapters.
2. Apart from Fiction there are interesting topics on current issues like Health, Environment and Tourism

**Shortcomings**

1. Some chapters like “Unity in diversity” lack sophistication and try to glorify lofty ideals like “guest is god”.

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• **Methodology**

**Advantages**

1. It follows communicative language teaching approach.
2. It gives proper attention to develop learners’ proficiency in all the skills of language.
3. There is active involvement of learners in doing the exercises in the classrooms.

**Shortcomings**

1. There is workbook to focus on learners’ linguistic accuracy but isolated teaching of form does not facilitate much to this.
2. Due to time constrain it is quite difficult to refer all the three books by the teachers.

• **Practical considerations**

**Advantages**

1. All the three books are priced in the range of 80-150, and are quite affordable.

**Shortcomings**

1. A big water mark on every page interferes with the text, makes the page crowded and messy.

Thus, unlike the SCERT Course book CBSE course book fulfils the needs of learners of this level in quite better way. CBSE course book is produced by a committee of ELT practitioners, so, it focuses the development of learners’ proficiency in all the skills. Most of the lessons are according to the learners’ level and interesting and appealing too due to having pictures and illustration. The inclusion of workbook shows that teaching form has also been duly focused. Despite having rich content and proper focus on form and all skills of language, these learners are also not competent enough as expected. The researcher has discovered that problem is not with materials but with the method and techniques that are used in classroom for teaching. Along
with course books, Teachers’-book has also been provided by CBSE to enable them for classroom management. But the researcher has found that the teachers were not trained and sometimes did not willing to go as per the instruction. Additionally, due to limited classroom time, practically it is difficult to cover all three books.

4.2.4 Adapting some Lessons and Tasks

The researcher has tried to adapt a lessons by providing some authentic materials and warm up exercise to make it suitable to the learners’ level. In addition, it is suggested that some important exercises focusing on form given in workbook should be merged with the main course book. Moreover the exercises on different skills of language contain in main course book, have also been adapted as an incidental focus on tense, that is indicated problematic by learners as per the findings of the survey.

4.2.4.1 Adapting the Lesson-A, “Treading the Green Path- Towards Preservation” under the Unit 4: Environment [Appendix 4]

This lesson is beyond the level of learners of secondary school.

To make it suitable as per learners’ levels, following steps can be taken.

1. Some concepts related to forest and water preservation may be discussed in the class before starting the lesson, as given below.

**Agumbe**, a research and work station in rainforest, hosts India's first automatic weather station, founded by Romulus Whitaker. It is an area of "Southern tropical wet evergreen forests". It lies in the West coastal region of South India (Shimoga District), approximately 357 km west-northwest of Bangalore, the state capital of Karnataka in South India.

A dense silvery fog forms over the Western Ghats contributing to the natural beauty of Agumbe.

**Rainforest** is a dense, wet, tropical evergreen ecosystem, high in its level of biodiversity

**Renewable energy** is generally defined as energy that is collected from resources which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat.
The term **biodiversity** encompasses variety of biological life at more than one scale. It is not only the variety of species (both plant and animal) but also the variety of genes within those species and the variety of ecosystems in which the species reside.

A **wetland** is a land area that is saturated with water, either permanently or seasonally, such that it takes on the characteristics of a distinct **ecosystem**. The primary factor that distinguishes wetlands from other land forms or water bodies is the characteristic vegetation of aquatic plants, adapted to the unique hydric soil. Wetlands play a number of roles in the environment, principally water purification, flood control, carbon sink and shoreline stability. Wetlands are also considered the most biologically diverse of all ecosystems, serving as home to a wide range of plant and animal life.

2. The teacher may provide Indian map displaying rain forests.

Fig. 4.5a Forests map of India
Adaption for focusing on form

A short story “Pelican Watching” under the unit 2: Education, has been written using past simple throughout. So, it may be a good example to focus on form: Past tense. Following steps can be taken to adapt this story for focusing form.

1. The teacher may reproduce this story by making the verbs bold and distribute it among learners as a handout. This is a type of FonF classroom techniques namely input enhancement that draws learners’ attentions towards the input.

2. Teacher may write an extract on the board and underline the verb so that learners may notice it.

3. Learners may be advised to go through the whole text and underline all such instances.

4. Teachers may make them understand the use of simple past tense.
5. At the same times the use of past perfect tense may also be discussed as they are oftenly used together.

There are five different exercises on simple past tense and past perfect tense in workbook under unit-2 D1-D5. page 24-28. For further practice the teacher may refer them. One has been given below as an example.

D2. Study the following sentences.

1) I did not know Jim had migrated to the United States.
2) When we arrived at theatre, the show had already begun.
3) The patient had died before the ambulance reached the hospital.
4) He had got married by the time he started working.
5) I could not open the locker because I had mislaid the key.
6) Byom Bakhshi felt that he had seen the man somewhere before.

As you can see, each of the above sentences describes two different actions, event or situations. Work with a partner and list them as shown in the example.

<table>
<thead>
<tr>
<th>A. Occurred first</th>
<th>B. Occurred later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Example: Jim had migrated to the United States.</td>
<td>1. I did not know it. (The speaker came to know the fact later.)</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

What verb forms have been used in (A) and (B) respectively?

A. 
B. 

What conclusion can you draw from your analysis.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
4.3 Adaptation in Course Book for Class XII

For class XII only NCERT designed course book has been referred. The researcher first evaluated it going through the lessons and the activities of this book and adapt accordingly.

4.3.1 A Brief Evaluation of NCERT Course Book

A course book designed by NCERT for class XII: 
*Flamingo* has been briefly evaluated here following the criteria given by Cunningsworth in 1995 (Richards 2001, p. 274-275).

- **Aims and approaches**

  *Advantages*

  1. The chapters are of high literary quality and are very informative.
  2. Apart from the usual literary forms of Prose, Poetry and Drama, this book offers Interview.

  *Shortcomings*

  1. There are very few grammar exercises.
  2. There is absence of controlled or objective type questions.

- **Design and organization**

  *Advantages*

  1. The course book has a clear layout and is easy to browse.
  2. The content is designed to suit the difficulty level for class XII.

  *Shortcomings*

  1. The syllabus comprises of a Textbook and a Supplementary reader, however it’s missing in workbook, teacher’s book and audio-visual material.
  2. The content could have been properly sequenced on the basis of complexity/learn-ability etc. for example, the chapter “The interview” is easier than “Indigo” or “Poets and pancakes”, hence it could be placed before “Indigo”.

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• **Language content**

*Advantages*

1. The vocabulary of the material is adequate in terms of quantity and range.
2. Though there are not much controlled exercises to make students converse, however there are exercises to make students discuss in a “free style”, which will demand a greater participation of the teacher.

*Shortcomings*

1. The course book misses heavily on grammar exercises.
2. It also doesn’t include any material for pronunciation work, word stress or intonation.

• **Language skills**

*Advantages*

1. The writing activities are suitable for the organization of longer pieces of writing and the use of appropriate style.
2. The activities at the end of the chapter are suitable for the students’ level. Also questions under “think as you read” along the chapter helps in consolidating the facts while reading. This is necessary when the chapters are lengthy.

*Shortcomings*

1. Of the four skills, the materials are well-designed to instill good reading and writing; however the materials fall short in its capacity to cultivate speaking and listening skills.

• **Topic**

*Advantages*

1. There is a variety of topics covered, to keep students interested.
2. The topics are picked to help expand students’ awareness and enrich the experience.
3. Vocabulary wise the topics are rich and the character’s sketch in the chapter like “Poets and pancakes” is fine yet within the learners’ language level.
**Shortcomings**

1. Students might not be able to relate some chapters to their social and cultural contexts. One of them being “The third level” in the supplementary reader “Vistas”, as the story brings up details of New York City’s subterranean geography.

**Methodology**

**Advantages**

1. Four sets of question under the headings “Understanding the text”, “Talking about the text”, “Working with words” and “Thinking about language”, at the end is common in most of the chapters. Their aim is to make students consolidate the facts in the chapter, attempt conversation under teacher’s assistance, work on vocabulary and work on grammar respectively.

**Practical considerations**

**Advantages**

1. The books are reasonably priced at 25 and 35 Rupees, which makes them easily affordable. Considering the low price, the books are definitely worth it.

2. These books are easily available.

**Shortcomings**

1. The books cannot be expected to last long if they are to be used daily as they are soft-covered.

2. There are minimal diagrams/pictures and appearance is mostly dry.

Thus, the course book has its strengths but limitations too. The result of data analysis shows that students are unable to use language accurately as well as fluently. The problem is not only with materials but with the method and techniques too that are used in classroom for teaching. Some lessons, activities and the teaching methods need to be adapted to make it more suitable and attractive for the learners.
4.3.2 Adapting Few Lessons and Activities

The researcher has tried to adapt some lessons by using some authentic materials and warm up exercise to make them more interesting to the learners. In addition some activities have also been adapted to focus on form. Classroom techniques of FonF have been used here for adaptation.

4.3.2.1 Adapting Lesson-I, ‘Lost Spring’ [Appendix 5]

The first lesson is ‘Lost Spring’ that has been taken up for adaptation. Stories of slums children have been depicted in this story.

Following difficulties have been identified to be addressed.

- Text cannot be taught in one go because of its length.
- It can be divided in two or three parts. Learners may be asked to give subtitle for each part.
- There are while-reading and post-reading activities but it lacks pre-reading or brain-storming activity.
- There are some expressions and vocabulary beyond the level of learners.
- There is no skill based activity.

To make this lesson suitable to the level of learners, following step should be taken.

**Step 1. Addition:** Some questions for brain-storming may be added. For example,

- Q. Do you observe some children in your locality who beg or pick garbage?
- Q. Do they work at people’s home or any road side workshops?
- Q. Have you ever played with them or talked to them about their dreams?
- Q. Have you noticed their clothes that they wear?

Responding to these questions learners may relate this story of their surrounding that may increase their interest to read it.

- Some authentic materials on slums children’s lives and their education may also be provided to make them aware.
• **Life in the Slums**

Despite having a flourishing tourism industry, life in Goa isn’t easy for everyone. There are a number of the population who live life on little or no income and live in slums. The number of people is hard to measure as many of them do not want to be known or move around a lot to find food and money where possible. A large percentage of these people are children. There are two main slums surrounding North Goa, Karaswada and Crossroads.

• **Dangers**

There are many dangers facing people living in the slums surrounding Goa. As people from the slums travel throughout India looking for opportunity, they are denied basic rights from the Government such as health care. They are technically not classed as Goan and for this reason can be refused from hospitals and are offered little or no security from the police force.

Goa’s police officers are widely known to locals as being corrupt. Allegedly, they often demand payment from people who are working or people living in the slums in return for protection or to avoid being framed for false charges. Locals have experienced police officers beating, sexual assaulting, harassing and even torturing street children living in the slums if they do not pay for protection.

Alcoholism is a big problem of slum life. In India, alcohol is cheaper to buy than food and it takes away the pain of hunger. It is for this reason that many residents opt to buy alcohol instead. Thankfully, this problem is not rife in children; however they often face the knock on effect of alcohol such as abuse.

• **Health**

With poor sanitation and close living quarters, sickness and disease is rife in slum living. Infection spreads quickly and this can prove fatal in the case of the young and weak. The main illnesses to affect slum life include measles, conjunctivitis, colds and flu and head lice. Misinformed adults readily give children in the slums tobacco to chew which can lead to underlying health problems.

With a strong belief in India’s native medical practice of ayurveda, many traditional people of the slums will refuse to go to doctors or hospitals and instead will take a
visit to the village ayurvedic doctor. These ayurvedic doctors believe using the five elements that make up the universe including the human body, earth, fire, water, air and ether, can cure illnesses. Unfortunately this does not compare to modern medicine and many slum people suffer and even die as a result of the care.

- **Education**

Children living in the slums have little or no education as they are not known to the Government as Goan. The local schools will not accept these children and they have to rely on outside charities and organisations to help school them. Any child from the slums who is accepted into school will often choose to work for money instead of attending. Some charities such as Children Walking Tall reward slum children’s school attendance with daily meals and points schemes where they can buy clothes, toys or stationary etc.

- Some pictures may also be provided.

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**Fig. 4.6 Slum population at the outskirts of Mumbai**

**Fig. 4.7 Slum children of Goa**
Step 2. Simplifying: In order to simplify the text new vocabulary or terms used in this chapter can be discussed first and the students may be asked to notice them in the following text.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrounge</td>
<td>To gather something of nominal value</td>
</tr>
<tr>
<td>Mutter</td>
<td>Weak utterance</td>
</tr>
<tr>
<td>Glibly</td>
<td>Hesitantly</td>
</tr>
<tr>
<td>Bleak</td>
<td>Pale or without color</td>
</tr>
<tr>
<td>Perpetual</td>
<td>For indefinitely long time</td>
</tr>
<tr>
<td>Rag pickers</td>
<td>One who picks old and torn cloths or shoes etc. for his livelihood.</td>
</tr>
<tr>
<td>Looms</td>
<td>To appear as a large shape but not clear</td>
</tr>
<tr>
<td>Mirage</td>
<td>Illusion</td>
</tr>
<tr>
<td>Auspiciousness</td>
<td>Good omen</td>
</tr>
<tr>
<td>Haul up</td>
<td>To pull</td>
</tr>
<tr>
<td>Embarrassment</td>
<td>Shy, awkward or guilty feeling</td>
</tr>
</tbody>
</table>
4.3.2.2 Lesson III ‘Deep Water’ [Appendix 6]

Another lesson ‘Deep Water’ may also be adapted. The theme of the story is struggle and fear in learning how to swim.

**Step 1. Addition:** The teacher may add some questions as brain-storming at the beginning of lesson.

Q. Do you know how to swim?

Q. Have you ever experienced fear during swimming?

Q. How do you overcome your own inner fright?

**Step 2. Modification for Localising lessons:** To create learners’ interest in this lesson, it can be localised by replacing ‘Yakima river’ with ‘Ganga’ that is a well-known river in India. ‘Y.M.C.A. pool’ can be replaced with ‘pool or ghaat at Varanasi or Kolkata’. With this replacement each learners may be provided a copy of this story as a handouts. Picture may also be included in handouts.

![Fig. 4.9 Enjoying swimming in Ganga River at Varanasi](image)
**Step 3. Adaptation to focus on form (Past simple and perfect):** It has been found that learners are not confident enough in using tense in their communication whether writing or speaking. For that purpose researcher has chosen the first chapter of the course book: ‘The Last Lesson’. Past tense has been used throughout the text. An extract has been taken here as an example.

Then he **opened** a grammar book and **read** us our lesson. I was amazed to see how well I **understood** it. All he said **seemed** so easy so easy! I think, too, that I **had** never **listened** so carefully, and that he **had** never **explained** everything with so much patience. It **seemed** almost as if the poor man **wanted** to give us all he **knew** before going away, and to put it all into our heads at one stroke. (pg. 7)

To draw learners’ attention to particular form, **input enhancement** and **input flood** techniques of FonF can be used as follows.

- Verbs have been made bold so that learners may notice it clearly.
- Learners may be advised to go through the whole text and underline all such instances.
- Teachers may make them understand the use of simple past tense and past perfect tense.

**Simple Past Tense:** it is used to indicate an action completed in the past.
**Example:** Rohit went home.

**Past Perfect Tense:** it indicates an action completed before a certain moment in the past.

**Example:** Rohit had reached the station before the train started.

- More examples can be searched in the text by students.
- At this point the minute difference between simple past tense and Present perfect tense must also be demonstrated before the students to observe.
- Learners may be suggested to observe the example below and try to categorise them under two headings simple past and present perfect. They should also be engaged in finding out the difference between these tense on their own.

*I have lived in Mumbai. I lived in Mumbai in 1989. I ate south Indian food yesterday. I have eaten south Indian food. Where did you see my brother? We have gone to Kerala. When did you go to Kerala? Have you seen my brother?*

[NOTE: Present perfect is used for completed action in near Past and when time of action is not important or not specified whereas Past simple is habitual action of past and when details of time or place of action are given or requested.]

- The teacher may divide students in two groups. He may ask students of one group to write their daily activities in school and another group of students to write those activities what they did yesterday at home after the school hour.
- Learners may ask to exchange their writing sample and compare the tense.

**4.3.2.3 Lesson VII ‘The Interview’ [Appendix 7]**

There is a lesson ‘The interview’ in the course book. It has two parts. The first part deals with interview as a skill of communication used in journalism whereas second part has included the interview of an essayist “Umberto Eco” by Mukund Pedmanabhan from ‘The Hindu’. Teachers have reported that learners show least interest to read this lesson because they cannot relate themselves with the things discussed here.
Step 1. Replacement through deletion and addition: To adapt this lesson teacher may delete or remove this and add an interview of Indian actor Mukesh Khanna, popular among children as superhero SHAKTIMAN. The objective of this replacement is ‘personalization’ of text. A handouts containing interview of Mukesh Khanna can be distributed among the students.

Subhash K Jha | Sun, 26 Apr 2015-06:10am, Mumbai, dna

Actor Mukesh Khanna best known for his part as India's own super-hero Shaktimaan has just been appointed the new chairperson of the Children's Film Society Of India (CFSI). He discusses his connectivity with kids and his vision of a children-friendly cinema with dna (daily news analysis).

In a country where children's films are almost non-existent you seem to have inherited a thankless job?

A huge responsibility has been placed on my shoulder. And I think I am up to it. I had been offered various other positions. I was even offered the chance to contest elections. But no, that wasn't my scene. I didn't have time to give to politics, so I declined. I didn't want to cheat on my job. I said yes to this because I feel strongly about entertainment for children. Yes, I've noticed that in India we consider children's film to be a minor thing. I have never thought like that.

Your connection with children is very strong because of Shaktimaan?

I made Shaktimaan specially for children. To this day I am asked to play Shaktimaan again by children everywhere. In my opinion entertainment for kids must be treated on a par with what's done for adults. I feel we don't give the same importance to children's entertainment as the Western audience.

In what way?

We feel children only need to be sermonized. Children must be entertained first. Only then will they accept the message that you want to convey. This is what I did in Shaktimaan. I implored children to drink milk. But that isn't the only thing we did on the serial. I only felt films for children in this country were not good enough. Now it's my turn to do something about it.
What do you have in mind?

I remember once I was in jury to judge children's films. Many members of the jury complained that there were no theatres for children's films. My response was, 'Why ask for theatres for children? Why not make such films that exhibitors come to you for children's films? I remember Amitabh Bachchan singing “Mere paas aao mere dost” for kids in Mr Natwarlal. Kids forced their parents to see the film. I want to do exactly that. Gets kids interested in films.

Enthused by the new responsibility?

I am really looking forward to doing something that kids can see. I was on the jury for the National awards once. I saw jury members walk out of children's films. If they couldn't sit through films meant for children how children can be expected to sit through them.


▲ Activity focusing on form integrating with writing skill task

- Learners were asked to write a report on the basis of information getting through this interview.
- This writing task may be used to focus on any particular form or vocabulary use as per the learners’ mistakes.

4.4 Some other Suggested Activities for Adaptation for Focus on Form: Tense and Vocabulary

4.4.1 Adapting Speaking Task to Focus on Form (Past Tense)

Some dialogues between students and teacher have been produced here based on general mistakes in past tense during oral communication by students as an example to highlight the way how to adapt speaking task to focus on past tense.

Example 1

S. She chided her students because (waited …)

T. … Sorry? I don't understand (clarification request)
S. She chided aha … she chid her students because they were guilty. (Successful self-repair)

Example 2

S. They visited Mumbai and return back after two weeks.

T. … What do you mean? (Clarification request)

S. … they return back …they returning back after …

T. No… they returned back after two weeks. (Recast)

S. Yes, They visited Mumbai and returned back after two weeks. (Successful uptake)

Example 3

S. Then he decide to leave her.

T. …Pardon? (Clarification request)

S. he decide … he decide to leave her

T. he decided to leave her (recast) … (the teacher is waiting but there is no uptake) All right … And why did he do that?

Here, past tense forms were chosen as the target for two reasons. First, although the past tense is introduced early on in textbooks, learners demonstrate difficulties in gaining full control of this structure, even at intermediate or advanced levels (Ellis et al., 2006).

4.4.2 Adaptation Through Including some Game Activity Focusing Vocabulary

To enhance the learners’ interest or to make classroom lively sometimes the teacher may add certain games on vocabulary. Some example has been cited here.

Procedure

- After completion of any lessons, learners are divided into two groups. Each team lines up in front of the board, which is divided into two sections, one for each team. Learners have to think as many words as possible related to the theme of
lesson. The first person in each team goes to the board, writes a word in their section, and then goes to the back of the line. Then the second person goes to the board and writes a different word, and so on. Each team should write new words on the board as fast as they can until the teacher says time is up. [Idea adapted from Davies & Pearse, 2000: 67]

Post-game activity

- The teacher will check to see which team has the most correct words.
- The teacher may also focus the spelling error of learners.
- The teacher may further ask learners to write a paragraph using maximum words from the board. To make them practiced and well versed in using those words contextually.

Procedure

- Students are put into two or three teams and each team are line up facing the board. The student at the front of each team needs chalk or a board pen. The teacher will show a word or a picture to those students who are at the back of each line. S/he should use a word just studied in the class. The students at the back of the line should whisper each letter of the word to the ear of the student in front of them in the line. The students pass the letters down the line by doing the same whispering activity. The student at the front of the line writes the letters on the board to make the word. [idea adapted from Budden 2008]

Post-game activity

- The teacher will check to see which team has written the word correctly.
- The teacher may also focus the spelling error of learners.
- The teacher may further ask learners to write a paragraph using maximum words from the board. To make them practiced and well versed in using those words contextually.
4.5 Conclusion

Thus, on the basis of the findings of quantitative and the qualitative survey the researcher has adapted some lessons and activities of the different course books prescribed at secondary and senior secondary levels. This chapter includes the brief evaluation of the two course books for class Xth designed by SCERT Bihar and CBSE and one course books for Class XII designed by NCERT as a qualitative survey.

Further, some lessons of each course book have been adapted keeping in view two objectives. First is to make the lesson interesting and appealing to the learners and classroom environment lively and learning oriented. The second objective is to adapt activities and exercises for focusing targeted form: tense, preposition and vocabulary. The researcher has maintained the principle of FFI in adapting the lesson and activities. Classrooms techniques of FonF such as consciousness raising, input flood and input enhancement, dictogloss exercise, cloze test has been used to adapt task for focus on form. At the end some suggested ways for adaptation at these levels have also been mentioned to highlight how tasks of other skill can be adapted to focus on form.

However I conclude on a remark that there is no specific way or single reason to adapt lessons or exercises. It changes as per the changing needs of learners, teachers’ perception and the demand of the hour. In other words, there is no single method that is sufficient in itself to deal with the great variety of circumstances, types of learners, and levels of instruction that constitute second language pedagogy. It is the responsibility of the teachers to facilitate their students accordingly by adapting lessons and exercises. Last but not the least there should be proper provision of teachers’ training programme at regular basis.