CHAPTER : FOUR

THE EXPERIMENT

4.0 Introduction

This chapter reports on the design of the experiment and innovative teaching strategies and presents certain highlights of the standardized test used to measure the success or failure of the new teaching techniques. Section 4.1 reports the context of the experiment, while section 4.2 discusses the actual teaching strategies and section 4.3 discusses the tests used.

4.1 The Context

In this subsection, we shall explore as to where Benjamin Cardozo High School stands in the overall picture of New York City public schools and especially the schools in Queens which is one of the five boroughs of New York City. (See Appendix 5.). The description of the sample includes details of equalization, and formation of the experimental group as opposed to the controlled group. The details of the syllabus and the teaching material are also included.
New York City, with over 170 high schools and more than a quarter of a million students attending high school, offers programmes and schools to meet a variety of interests, needs, and general preferences. In New York City, in the early to mid-1900's, large high schools were built to accommodate the increasing number of students. In the second half of the 20th century, schools have modified to meet the needs of students and to personalize the total educational experience. The more than forty high schools that have opened their doors for the first time since September, 1993, subscribe to a "smaller is better" philosophy and an instructional approach that includes interdisciplinary teaching and emphasizes integrated, project-centered, and collaborative learning. At its maximum, these schools house 500 to 700 students.

Queens, one of the five boroughs of New York City, prides itself as the borough with the maximum number of immigrants in its thirty five high schools. New immigrants from around the world continued to help shape the character of the nation's most racially and ethnically diverse county, swelling the population of Queens by more than 168,000 between 1990 and 1994. Of 563,000 documented immigrants entering the city during the five- year period, 30 percent settled in Queens, according to the latest figures released by the Department of Planning. Immigrants are now 8.6 percent of the borough's 1.9 million people. According to the census figures 36.2 percent population of Queens is foreign born and there is a trend toward de-emphasizing race and ethnicity. We are in a time of
tremendous intermingling and cultural mixing which is the best part of the American Experiment.

Figure 9
Queens Immigrants

_New York City Department of City Planning_

The International High School at Laguardia Community College admits LEP students who have resided in the USA for less than four years. The other school is The Newcomers: Academy For New Americans, with a logo "Our School Speaks Your Language". It provides quality education and support services to students who have been in the USA for less than one year.
Cardozo High School is one of the best high schools in Queens and as a result, most of the educated and caring parents want their children to attend this high school. The school has been recognized for excellence in education by the Secondary School Recognition Program. The school prospectus and school profile testify to the claims made by the school. (See Appendix 6). In fact, two reports published in 1998 cite Benjamin Cardozo High School as an example of academic excellence. A new book published titled Class Struggle, in which the author, Jay Matthews, lists the top 270 American Schools based on their Advanced Placement (AP) programs. In this case, Mr. Matthews determined the ranks based upon the number of students taking the AP examination as a percent of the total number of students in the senior class. Mr. Matthews placed Cardozo High School 95th in the nation. The College Board reviewed 12,022 schools, and Cardozo High School was placed 12th in the nation based upon the number of students taking Advanced Placement (AP) examinations.

4.1.1 The Sample

The experiment covered a total of forty 11th and 12th grade ESL students attending Cardozo High School. Twenty students were selected for the experimental group and twenty students were selected for the controlled group. The students were anywhere from 15 to 17 years old. In the experimental group, the breakdown by nationality was as follows; four from India, one from Pakistan, four from Taiwan, two from Hong Kong, six
from Korea, one from Colombia, one from Tunisia, and one from El Salvador. A total of nine different languages were spoken at home. These include Mandarin, Cantonese, Korean, Spanish, Urdu, Hindi, Gujarati, Persian, and Tunisian. The exposure to the English language was anywhere from two years to fifteen years. Parents of most of the students owned a business and others worked for a reputable company and maintained a comfortable, higher middle class lifestyle. The group included an equal number of female as well as male students. Unlike their Indian counterpart, female students in the USA occupy seats anywhere in the room, and are more vocal than the male students. Most of the students are highly motivated and cooperative. Absenteeism was not a problem as parents were involved in the educational process of their children. Students were well prepared and responsible for the classwork. They felt proud now that they were a part of a research study. All these factors in turn contributed to the smooth running of the project at hand.

4.1.2 Equalization

There were a total of four sections of E5B classes; out of which I taught three sections and another teacher taught one section. E5B classes are junior and senior combined classes of ESL students. These classes are meant for students who have not yet passed their LAB test. Until they clear the LAB test, each fall term they take E5B classes and each spring term, they take E6B classes. As of the fall 1997, the school is planning to
have E7B and E8B ESL classes after E5B and E6B ESL classes which would essentially mean one class per term for all the four years of high school. E5B classes meet forty minutes each day, five days a week for a total of 90 school days over a course of 22 weeks and a teaching of 450 class periods. The investigator identified the two groups by utilizing the following procedures:

I. The final report cards from the previous term were obtained and learners' overall weighed average was matched with one another to see if the two groups were comparable in their mental abilities.

II. Students' scores in English class in the previous term were matched to make sure that the level of proficiency in English was basically identical between the two groups.

III. Of the two groups, the group that is exposed to the new techniques is called the Experimental Group and the group that received instruction the traditional way is called the Controlled Group in this study.

IV. To equalize the controlled group, and the experimental group, the following criteria were used.

A. Overall performance in the previous term
B. Performance in English class
C. Family Background
D. Previous exposure to the English language
E. Grade level and age
F. Present performance in my class

G. My knowledge of their abilities as some of them were my ex-students in previous years, and

H. Overall score on the pretest

Both the groups were taught the same syllabus by the same teacher to control the teacher variable.

4.1.3 Teaching Items

NEATE members have made a list of 45 books most frequently recommended for grades 7 - 12. (See Appendix 3). Out of the literature texts available for E5B, the teacher may choose any textbook he/she wishes with the approval of the departmental head. (See Appendix 7 ). I chose The Diary Of Anne Frank as my first textbook, Nectar In A Sieve as my second textbook and a couple of short stories and poems from the literature anthology for both the groups. The ultimate goal of E5B and E6B (which is offered in the Spring term) is to lead students to acquire the skills needed to pass the RCT-Writing test in English which consists of three questions:


Vocabulary is selected from the assigned reading, studied, and tested with the reading. In addition to vocabulary studied in context, students strengthen their vocabulary through the study of words in Vocabulary Workshop Level C.
Grammar instruction emerges from the deficiencies found in written work of the students.

4.1.4 Teaching Materials

*The Diary Of Anne Frank* and *Nectar In A Sieve* were to be used as the main teaching material for both the groups. The teaching material consisted of the following:

A. Unabridged version of *Anne Frank* and Homework Assignment sheet

B. *Nectar In A Sieve* by Kamala Markandaya

C. *McDougal, Little Literature Blue Level*

D. *Vocabulary Workshop Book C*

A brief outline of the teaching material and teaching sessions for each book taught follows. I will give a sample of an actual lesson plan from each book and an overview of the remaining teaching sessions.

The classes for all students started on September 5, 1996, and the first ten sessions were devoted to orientation, contract signing, (See Appendix 8), self inventory, (See Appendix 9), and student data bank. (See Appendix 10).
4.1.5 Diary Of Anne Frank

Students were assigned to read *Diary Of Anne Frank* before we started reading the book in class. As the students were reading the book on their own, the teacher gave them the assignment sheet (See Appendix 11), character identifications (See Appendix 12), chronology of events and various memorabilia of Anne Frank's diary. Relevant information which appeared in the newspapers and magazines was posted in the room for students' perusal as internet was not easily accessible to all students.

The following themes were explored:

1. The strain between mother-daughter relationship
2. The dehumanizing effects of war
3. The meaning of the Holocaust
4. War within
5. The value of parental advice
6. The meaning of the word "love"
7. Loneliness
8. Search for self-identity
The following performance objectives were targeted to be realized during the course of study. Students will be able to

1. Distinguish between fiction and non fiction
2. List the reasons for keeping a diary
3. Compare and contrast students' own problems of growing up with those of Anne Frank
4. Determine the causes of war and the effects of war on ordinary people
5. Evaluate Anne's method of escape and how it compares with students' own method of escape
6. Trace development of Anne's relationship with Peter Van Daan
7. Evaluate usefulness of parental advice

The investigator tried to achieve the following teaching points during the course of her teaching.

1. What is a diary and why do people keep diaries?
2. Why are Anne's problems with older people more difficult than ours?
3. What are the reasons for war and what does war do to people involved?
4. What is it like to fall in love?
5. What are the problems faced by teenagers? How do they become more complicated in case of Anne?
6. What are Anne's fears? How does she cope with them?
7. Who am I? What are my ideals?
8. What have I learned about life from reading this book?
9. How can we prepare ourselves for the literature essay on the Regents test?

Vocabulary words from the book were discussed as a part of the lesson and also as a part of the vocabulary lesson given each Friday, as Friday was called a vocabulary day.

These themes, instructional objectives, and teaching points were used as guidelines in the form of a teaching strategy. The point is that the teachers must select the method with which they feel most comfortable, based on their own personality, the personalities of their students, and the atmosphere of their classes.

Mutual trust is the key to this approach, and is indeed needed in all humanistic teaching. One way to establish this trust is for teachers to write and share their own views with the students. The teaching of English is more than instruction in listening, speaking, reading, or writing. It includes teaching students how to communicate their thoughts and feelings through the willingness on the part of the teacher to share her own views and experiences.
The book was taught using a segmented approach in which a book is divided into sections and then assign one section at a time and devote a class session to the discussion of each section. Questions particularly used for teaching the book have been listed. (See Appendix 13). This method is recommended for reluctant readers and/or students with limited reading skills. Such students should be given a variety of concrete supports to aid their reading. The teacher may spot check periodically if reading assignments have been completed by giving short answer tests or quizzes and go over the questions immediately following the test for a quick feedback. A copy of the final test is attached at the end of the chapter.

Any other teacher using the approach suggested may modify it as necessary. It is important to remember that the curriculum remains the same for all students; it is the method of instruction which must respond to the special needs of the students. To enhance the experience of learning students did research work and organized the data into an original newspaper. The detailed description of this technique is given under the heading of teaching techniques, 4.2.2. section B.

4.1.6 *Nectar In A Sieve* By Kamala Markandaya

The students read *Nectar In A Sieve* by Kamala Markandaya in class from November 8, 1996 to December 17, 1996 with an intent to introduce western students to life in rural India and the changes that occurred during
that country's British colonization. On the most basic level, it is a story of an arranged but loving marriage and rural peasant life. On another level, it is a tale of indomitable human spirit that overcomes poverty and unending misfortune. Finally, it is a novel about the conflicts between the traditional agricultural life style and a burgeoning industrial capitalist society. The novel touches on several important social phenomena: the importance of traditional cultural practices, people's reluctance to change, and the impact of economic change.

*Nectar In A Sieve* was first published in 1954, a few years after India gained political independence from Britain. Particularly appropriate in English or social studies classes, students can examine the novel's strong character development and cultural significance. The investigator thought it to be an appropriate novel to study for junior/senior classes because in their sophomore year, they had already studied all Asian countries including India in their Global History social studies class. The teacher started out by giving biographical sketches of the author, and background information about India: family life, religion, birth, marriage, dress, food, economy, and communication.

Next the teacher assigned students to read the book in segments as she did it with *Diary Of Anne Frank*. The reading assignments were divided as follows:
November 7 to November 11, 1996  Chapters 1 to 7  Pages 1 to 49
November 12 to November 17, 1996  Chapters 8 to 16  Pages 50 to 105
November 18 to November 24, 1996  Chapters 17 to 25  Pages 106 to 152
November 25 to December 2, 1996  Chapters 26 to 30  Pages 153 to 190

Students who needed more time were given one extra week to finish their reading assignments before the scheduled final test on the book which was on December 9, 1996.

Next the teacher identified the main characters for the students as follows:

1. Ruku  Protagonist
2. Nathan  Ruku's husband
3. Kennington-Kenny  Benevolent village doctor
4. Old Granny  Match maker
5. Kunthi  Ruku's pretty girl friend
6. Kali  Ruku's other girl friend
7. Biswas  Money lender
8. Puli  Ruku's adopted son
Ruku and Nathan's seven children are as follows:

1. Irawaddy Or Ira  
   Ruku's first born, a daughter
2. Arjun & Thambi  
   Ruku's two elder sons
3. Murugan  
   Ruku's son who works in the city
4. Raja  
   Ruku's son who died at the tannery
5. Selvam  
   Ruku's son who helps Kenny build a hospital
6. Kuti  
   Ruku's youngest son who dies of starvation

Then the teacher introduced the students to important ideas which guide the Indian people and also the words used to explain the cultural concepts of India. The teacher explained the significance of the title of the novel in light of Coleridge's quotation from the introductory page along with the brief study of the poem "Work Without Hope" by Coleridge. A copy of the poem is attached. (See Appendix 14).

Once students have an introduction of the novel and background information about India, the investigator introduced the book by using a poster from a cover of the book *May You Be The Mother Of Hundred Sons*. (See Appendix 15). The students will be able to begin responding to it orally and in writing at increasingly higher levels. Students were made
aware of the Indian concept of parent's desire to have a male child as the first born child. To encourage increasingly complex thinking, quotations have been taken from the novel for students to respond to in written response journals or orally in small groups.

To encourage student involvement and engagement with the text the first step was to respond to it. The teacher put quotations on board from time to time and asked students to make them respond to it in their journals and in their oral responses. She encouraged students to make a statement about the meaning of the quotation, what it means to them and to the characters involved in the story. Then the reader connects his/her idea to it and later uses the text to reflect on his/her experience and in so doing interprets the overall meaning or the theme of the novel and finally the reader makes judgments about the text. A few quotations chosen by the teacher were as follows:

1. "Bend like the grass, that you do not break." Page 32
2. "We none of us could look into the future." Page 41
3. "White men have power." Page 56
4. "I am happy because life is good, and the children are good, and you (Ruku) are the best of all." Page 61
5. "It is true, one gets used to anything." Page 66
6. "Although we have none, remember that money is not everything." Page 72
7. "For hunger is a curious thing: at first it is with you all the time... then the pain is no longer sharp but dull... Then that too is gone, all pain, all desire, only a great emptiness is left." Page 91
8. "Obedience cannot be extorted." Page 104
9. "Women need men. It is not right to deprive a woman" Page 111
10. "A woman's place is with her husband." Page 111
11. "A baby is no worse for being conceived in an encounter." Page 112
12. "Does it matter what people say?" Page 113
13. "you must cry out if you want help. It is no use whatsoever to suffer in silence." Page 115
14. "Want is our companion from birth to death." Page 115
15. "What thoughts have you when your belly is empty or your body is sick?" Page 116
16. "Yet our priests fast, and inflict on themselves severe punishments, and we are taught to bear our sorrows in silence, and all this is so that the souls may be cleansed." Page 116
17. "Just a matter of colouring or lack of it. It is only a question of getting used to. Who is to say this colour is right and that is not?" Page 123
18. "Death after all is final." Page 125
19. "This city is no place for me, I am lost in it. I am too old to learn to like it." Page 178
The following themes were explored in the course of study:

1. City life vs. country life
2. Marriage, dowry, and problems with infertility
3. Social problems like divorce, population, hunger and starvation
4. Unwed mothers and the evils of prostitution
5. Arranged marriages vs. love marriages
6. Feudal system and the problems of the farmers
7. Industrialization and its impact on family life
8. Problems of raising a handicapped child
9. Relationship between a man and a woman in a marriage
10. Compare and contrast the life in USA with the same in India
11. India then and India today
12. Human responses to suffering
13. The indomitable human spirit
14. Concept of hope in the life of a human being
15. Celebrations for the life events like birth, marriage, and death

The following performance objectives were planned to be achieved.

Students will be able to

1. Distinguish between city and a country life
2. Learn the place of a woman in an Indian society
3. Distinguish between India then and India today
4. Distinguish between birth, wedding, and funeral ceremonies in India as opposed to the same in students' own culture

5. Learn the usefulness of hope in human life

6. Learn about dowry, arranged marriages, and problems of an infertile couple

7. Be aware of the starvation and population problems faced by the Indians

8. Analyze the causes of prostitution and its impact on the social structure

The following teaching points were attempted to be realized in the course of study.

1. What is happiness?

2. Why is Ruku disappointed in the birth of Ira?

3. How are the birth, wedding, and funeral ceremonies celebrated in India? How is it different from the way the same ceremonies are celebrated in your own culture?

4. How does the natural disaster destroy the peace and happiness of the community?

5. How is the Indian New Year celebrated compared to the celebration of the Christian New Year?

6. Why and how is Kunthi's life changed after the natural disaster? What does Kunthi do about it?

7. What goes around comes around. How does Ruku's disapproval of
Kunthi's life style haunt her as she finds out that Ira has chosen the same life style as Kunthi?

8. How does Ira's relationship with her parents change? How does it hurt Ruku and Nathan to see their loving daughter change for the worse? Who is responsible for this change?

9. Why are unwed mothers and illegitimate children looked down upon by the society?

10. Why do Ruku and Nathan find it hard to adjust to the city life?

11. What are the parents' expectations for their children in an Indian culture?

12. What are some of the cultural differences between Indian culture and your own culture?

Mainly the investigator used the technique of journal writing to teach *Nectar In A Sieve*, the details of which are given in 4.2.2. C. A copy of a sample lesson has been attached at the end of the chapter. Three major tests were given based on chapters 1 through 5, chapters 6 through 12, and chapters 13 to 20 and a final test on the entire book. The final test had the repeat questions from the three previous tests which gave students an extra incentive to find correct answers to the questions on the previous tests that they may have answered incorrectly. A copy of the final test is attached at the end of the chapter. Any test that was given in class was reviewed the day before to keep students' anxiety level low. Over and beyond these
techniques, I used other strategies which will be discussed later on in the chapter.

4.1.7 *McDougal, Little Literature Blue Level Anthology*

Another literary work we studied was *McDougal, Little Blue Level* anthology book. The class studied it from January 2, 1997 to January 24, 1997. The book offers high-quality selections - both traditional and contemporary. The book is organized into five units namely short story, nonfiction, poetry, drama, and the novel. Each unit deals with a literary type. Each unit opens with an art work reflecting the unifying idea of the unit. Introduction to the unit prepares students for the thematic ideas to be covered by the unit. This is followed by the selections, study questions, and unit review. Except for the units that cover the novel and the drama, a few selections from each unit were made a part of the study. A sample lesson from the Blue Anthology Book is attached at the end of this chapter.

In Unit I, the Short Story, the teacher selected stories which emphasize different elements of a short story.

<table>
<thead>
<tr>
<th>Title of the short story</th>
<th>Elements emphasized</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Visit to Grandmother</td>
<td>Character</td>
<td>William Melvin</td>
</tr>
<tr>
<td>A Heyday of the Blood</td>
<td>Character</td>
<td>Dorothy Canfield</td>
</tr>
<tr>
<td>Test Plot</td>
<td>Theodore L. Thomas</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Gaston Theme</td>
<td>William Saroyan</td>
<td></td>
</tr>
<tr>
<td>The Cub Theme</td>
<td>Lois Dykeman Kleihauer</td>
<td></td>
</tr>
<tr>
<td>The Snob Point of view</td>
<td>Morley Callaghan</td>
<td></td>
</tr>
<tr>
<td>Winter Night Point of view</td>
<td>Kay Boyle</td>
<td></td>
</tr>
</tbody>
</table>

In Unit II, Nonfiction, we went over the following:

<table>
<thead>
<tr>
<th>Title</th>
<th>Genre</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Know Why The Caged Bird Sings</td>
<td>autobiography</td>
<td>Maya Angelou</td>
</tr>
<tr>
<td>Woman Without Fear</td>
<td>Biography</td>
<td>Daniel Mannix</td>
</tr>
</tbody>
</table>

In Unit III, Poetry, we studied the following poems:

<table>
<thead>
<tr>
<th>Title</th>
<th>Poet</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Grandmother Would Rock Quietly And Hum</td>
<td>Leonard Adam</td>
</tr>
<tr>
<td>Grandpa</td>
<td>W. M. Ransom</td>
</tr>
</tbody>
</table>
The following themes were explored through short stories and poems.

<table>
<thead>
<tr>
<th>Title of the literary work</th>
<th>Themes explored</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Visit to Grandmother</td>
<td>Human relations</td>
</tr>
<tr>
<td>Test</td>
<td>Science fiction</td>
</tr>
<tr>
<td>The Cub</td>
<td>Adolescent's sense of loss and realization of human mortality</td>
</tr>
<tr>
<td>Gaston</td>
<td>Sketch of a child caught in conflict between separated parents with marked different philosophies of life</td>
</tr>
<tr>
<td>The Snob</td>
<td>A Young man embarrassed and ashamed of his parents</td>
</tr>
<tr>
<td>I Know Why the Caged Bird Sings</td>
<td>Maya Angelou's courageous attempts to get a job</td>
</tr>
<tr>
<td>Woman Without Fear</td>
<td>Dangerous job of a herpetologist</td>
</tr>
<tr>
<td>Grandpa</td>
<td>Forced retirement</td>
</tr>
<tr>
<td>My Mother Would Rock</td>
<td>Heritage passed down by a grandmother</td>
</tr>
<tr>
<td>Quietly and Hum</td>
<td></td>
</tr>
</tbody>
</table>
Some of the instructional objectives were as follows. The students will be able to reflect upon:

1. Prejudice and racial discrimination
2. New technology in travel
3. Favoritism and need to communicate among the members of family
4. Mortality of human race and especially of parents
5. Avoiding a problem situation
6. Separated parents and how their life styles affect their children
7. Life is for the living
8. What is important in the life of a seven year old child?

Some of the teaching points we discussed as they are related to various short stories and poems are as follows:

1. How does Maya Angelou learn about various ways of reacting to prejudice?
2. How would we evaluate Robert's ability as a driver?
3. How do father and son react to seeing a family after many years?
4. Why do people want to avoid a problem situation?
5. How is father's reaction to gaston different from what the girl expects?
6. Why does Professor Mallory still remember his great gran'ther after all these years?
7. What does Felicia need the most in life?
8. Why do you think might people want to tame and train snakes?

In order to teach a short story or a narrative poem, I used the following format as a part of my discussions namely setting, characters, plot, conflict, resolution, and figures of speech. From time to time quizzes were given and final test on the literary selections studied was administered on January 24, 1997, a copy of which is includedat the end of this chapter. Students were required to write an original short story after mixing and matching the characters and situations from various short stories and poems that they have studied in this class. A detailed description of the project is given later on in this chapter under the heading, 4.2.2 C.

It is quite gratifying to note that on the English Regents test of June 1997, students could have used two literature books they had studied in this class. Literature essay is worth 25% of the test grade. A copy of the literature essay question is attachedat the end of this chapter.
4.1.8 Overview of Other Strategies

I used a few general strategies to facilitate students' comprehension of the text in question and retention of the basic facts pertaining to the literary work in question. I drew upon the students' prior knowledge which is basically the use of the Schema theory in which we organize and store our experiences into "mental file folder" and open it to relate new information to an old information. I used brainstorming which is an activity that requires students to tell all that they know about a particular topic or an idea. I used this strategy as a "do now" or a motivational activity. I used "quick writing" or "free writing" as a do now journal activity during the first five minutes of the period. As a teacher, I read aloud to students and good readers from class took over after that. This activity helped LEP students to develop oral language. Students were assigned three major projects, one from each literature book to achieve a particular goal to de-emphasize the importance of test grades to alleviate students' stress level.

Graphic organizers were frequently used during the term to teach students to construct graphic representations for thinking, connecting, and remembering. A graphic organizer is a cognitive map in which important aspects of a concept, topic, or unit of study are identified and arranged in a visual pattern with appropriate labels. They could be for cause/effect, comparison/contrast, and sequence/problem solving.
To identify main characters, setting of the story, problem, main events and resolution of problems, a story pyramid strategy was used. The strategy asks for a specific information. It encourages students because they have to come up with the right number of words on each line. This strategy was very useful in analyzing short stories.

Plot relationship chart is another strategy which could be very effectively used in a study of the novel. Schmidt, an advocate of the strategy, states that it is a chart that uses four words to guide students on perceiving relationships. The four words are "Somebody," "wants," "but," "so." In yet another approach, students were encouraged to make predictions about what will happen next in the story and then the class would read together and find out as to what actually happened.

"Character Weave" was yet another strategy used to examine main characters in a story and identify their characteristics. It may be adjusted to meet the abilities of the reader. An example of a character weave is given.

Another strategy "Conflict Web" allows students to increase comprehension of a story by focusing on the events of the story which show conflicts between the characters and various elements of a story. This web is very specific.
Another strategy used to enhance reading comprehension was "Word Splash." It contained a collection of key terms or concepts selected from a reading, a chapter in a book, an article etc. which students were about to read. Most terms selected for word splash were vocabulary items familiar to students. The newness or novelty in this context was the way in which the terms were associated with new topic about to be studied. The selected terms were displayed randomly and at angles on a visual chart. Students were asked to brainstorm and generate complete statements which predict the relationship between each term and the broader topic. Once statements were generated, students turned to the printed material, read to check the accuracy of their predictive statements, and revised where needed.

Word splash strategy was used to motivate students before they started reading *Nectar In A Sieve.*

holy cow  reincarnation  sari  dowry
theory of Karma  temple  bride  burning
Sati  overpopulation  starvation  Gandhi
child labor  Nectar  starvation  poverty
mud houses  monsoon  Bhagwat Geeta
arranged marriages  heat  belief in destiny
4.1.9 *Vocabulary Workshop Book #C*

To enhance students' vocabulary skills, *Vocabulary Workshop Book C* was used which has been a highly successful tool for guiding and stimulating systematic vocabulary growth for students. It is valuable in preparing students to take standardized vocabulary tests used to assess grade placement, competence for graduation and/or college readiness. It also tries to introduce features that will help students who have to take TOFEL, SAT, or Regents in English.

The book contains 300 words, organized around 15 short stimulating units. Each unit includes pronunciation, definition, synonym, antonym, and usage. Five reviews, one after each of the three units, and four cumulative reviews each following the regular review provide assessment of word mastery involving SAT type critical thinking skills with exercises revolving around different shades of meaning, analogies, and two-word completions.

A major feature of the programme is that the students are directed to write answers directly in the book, thus ensuring active participation and building a permanent record of their work. This format allows for flexibility as the teacher can easily adjust the activity assignment to conform to the special needs of an entire class, or groups within the class, or individual students.
Vocabulary was taught once a week, preferably on a Friday to allow time over the weekend to do homework assignments which included writing an original sentence for each word in the unit which would then facilitate review of students' original sentences during the week.

First Friday, when the class meets for the first time for a vocabulary lesson, a diagnostic test is administered. The diagnostic test is based on a representative group of 50 of the 300 key words included in the units. In the first 30 items, the student is asked to select a synonym from a multiple group; in the last 20, he/she must choose an antonym. This test allows for flexible use. It can be applied to give an initial assessment of the challenge that lies ahead. It also gives a before-and-after comparison when combined with the Final Mastery Test. After all the 15 units are studied in class, at the end of the year (in the Spring term or the following Fall term), the teacher may administer the Final Mastery Test of 100 items that should give students and teachers a reasonably good insight into how much progress has been made and what kind of additional work is in order. It should be emphasized that the test is just another limited step in what can be a constructive and rewarding life long program.

In the course of the term, Units 1 through 6, Reviews for Units 1 to 3 and Units 4 to 6, and cumulative review for Units 1 through 6 were covered. No Final Mastery Test was administered because all the fifteen units cannot be covered in one term. As mentioned earlier, this test will be administered in the Spring term or the following Fall term.
30 Days To A More Powerful Vocabulary provided a conceptual link that helped students master the definitions. Each list was based on a topic, or a theme, or a word root. Hence the study of words was theme-centered, or root-centered. Units in this book were chosen randomly. e.g. If it was Friday the 13th, we would discuss phobia words starting with the word "triskidekaphobia" and other phobia words. If we find Anne talking too much, we may discuss words about human nature and talk about the word "gregarious." We may talk about the "vicarious" journey of Anne outside the confines of the Secret Annexe or Anne "rationalizing" about her extraordinary circumstances. While talking to students about the study of the history and origin of the words "etymology", we may conveniently slide into the discussion of the words that end with the suffix "logy". While we talked about mental peculiarity of Peter Van Daan which is being a "hypochondriac", we went over other words describing people with mental or emotional problems. Thus the words chosen were the words the students need to know for their classwork, and I used that as a hook to hang other vocabulary words from this book to enhance their vocabulary skills.

The students were allowed to take home a vocabulary book called English For The College Boards as a supplementary book. As the title suggests, it was used with a purpose in mind which was to enhance vocabulary of college bound students, and most of the students were interested in further studies of some kind. This book introduced students to
Greek and Roman prefixes, suffixes, and root words and used them strategically when they were faced with the task of taking TOEFL, SAT, or any other standardized test for admission to various colleges and universities. The book prepared them for the verbal section of the test. Strategies and explanations for correct answers followed each and every exercise in the book. Hence the investigator thought this was a good choice for an independent study as the student could work at his/her own pace and proficiency level.

It was and is a Cardozo High School policy to give SAT word of the day each school day on the teachers' calendar. English and ESL teachers would put it on board for their students. Teachers in other subject areas might also opt to give it to their students. Hence every student in one or more of his classes will get the word for the day. As an ESL teacher I put the SAT word for the day on the board every day and every Friday I had the monitor put all the SAT words for the week on the board and at the end of the month, I put all the SAT words for the month on a sheet of paper and distributed it to students who did not copy those words because they were either sick or absent. From time to time, students were tested on one-a-day SAT vocabulary list when they did take a vocabulary test. On any given test, the investigator used the same material but switched the order of questions on an objective test to discourage students from cheating on the test. On various occasions, I passed out two different sets of tests in
alternative rows. As indicated on the test, students were also tested in using the appropriate form of the word in a sentence.

Students were also required and encouraged to buy and carry a pocket dictionary to class. They either used Webster's soft cover pocket dictionary or Webster's Notebook Dictionary. During the reading in class, if students did not know the meaning of the word that the teacher presumed the students did know, the students were encouraged to look it up in the dictionary and a volunteer would write the meaning on the board. This would further enhance their vocabulary because they could not ignore glancing at other synonyms, and antonyms for the word.

Students were asked to make up their own personal vocabulary notebook or a personal word file like their own recipe book for vocabulary building. Students were encouraged to and rewarded for using the vocabulary words they had learned into their day today dealings with people and also to use them in their assignments. The motto for learning the vocabulary was "use it or lose it." A copy of a sample vocabulary lesson is attached at the end of this chapter.

4.2 Introducing Teaching Techniques

The controlled group was taught in a conventional way without many modifications. However, the modifications outlined below were
added during the teaching in the experimental group. Even though the teaching material remained the same, the teaching techniques differed which brings us to the question as to the success or failure of the new teaching techniques and how effective or ineffective they were.

4.2.1 Teaching Techniques - A Procedural Outlook

In this particular section, we will discuss the various techniques used by the investigator so that the student performance could be improved. Procedural outlook of each technique was explored, evaluated, and resulting problems mentioned and practical solution integrated in the project. An extended overview of the teaching techniques as they were presented in the classroom situation was explored. The following techniques were used; Self Inventory, Student Data Bank, Making Up An Original Newspaper, Journal Writing, and Making Up An Original Short Story.

4.2.2 Teaching Material

The following supplementary materials were used.

1. All the three newspapers published in New York City namely
   
   The New York Times, New York Newsday, and
   
   The Daily News

2. Anne Frank In The World 1929-1945
Anne Frank Foundation was instrumental in publishing the book in 1985 on the occasion of the Anne Frank Exhibition. The book was published by Uitgeverij Bert Bakker in Amsterdam in 1985. It was printed by Veenman, Wageningen

3. 30 Days To A More Powerful Vocabulary
By Wilfred Funk and Norman Lewis
Pocket Books, New York 1970

4. English For The College Boards by
Henry I. Christ
AMSCO School Publications, New York City 1987

4.2.3 Teaching Techniques

A. Self Inventory and Student Data Bank

During the first two weeks, students filled out a self-inventory form for the investigator to provide detailed socio-economical and educational information about the participants in the research project. The next step was for them to introduce each other while the class took notes. This activity was called Student Data Bank. Students could withdraw information from this bank about a particular student they want to work with later on in the term.

The purpose was to encourage students to communicate effectively with each other and learn to take notes. This would also break the ice and
students will be more in tune when they have to work in groups later on in the term.

B. Original Newspaper

Next the students worked in groups of four or five each and made up an original newspaper which would be from the times of World War II and Anne's life therein. Or, it could be more of an imaginative type wherein Anne is a survivor and her present life style in the year 1996. Students were allowed to choose either of the two options.

The students were first required to do research about the time in which Anne lived and died. Then they organized the research data in such a way that it could be used in an original newspaper. Each day one aspect of the newspaper was discussed in class. The investigator reviewed individual sections of the newspaper and how they could be applied to the newspaper that the students were trying to create. Out of the variety of items, they might choose the news items they were most interested in. Some of the ideas suggested by the investigator were as follows: report on typhus in the science section, write a profile of any one of the characters, create obituaries and eulogies for any of the annex occupants, write to Dear Abby about a personal problem of any one of the characters, tell the weather during the transportation of the prisoners, give recipes of the times, horoscopes, map of Amsterdam and the secret annexe and Frank family's
various residences. As a part of an imaginative newspaper, students might print Anne's passport for immigration, Anne's lecture at the University, Anne's future husband and family life, Anne being interviewed by a reporter, reviews of the movies or plays about Anne Frank, an advertisement to sell the book authored by Anne, visit to a holocaust museum and a review of it. Students were encouraged to clip words from the real newspapers and make up their headlines.

Students also had an option to make a textbook for the elementary school students which would be based on *Anne Frank*. They were required to write the textbook, questions and exercises after each chapter, and a final test. They might make an original book jacket, and a title. They could even write an advertisement to promote the sale of the book. The book might also include a map of the locations and the timeline. Students also audio taped the process of writing the project.

Students visited a school library with the investigator to guide them in their research work; and she also encouraged them to visit the Central Library in Queens and the Reference Library in Midtown Manhattan. Research was a part of their project.

Students found it very difficult to read approximately ten to fifteen pages a day, do the research work, and organize the research material into a newspaper. I allocated five class periods or at least four hours for group
work in class which presented special problems of high noise level, socializing, and moving around in the classroom. Eventually, I had to drop the idea of giving class time for group work. Certain groups were constantly behind and needed extra time to do detailed work on their projects. I had to extend the deadline for submission of the projects a few times.

Students also made an audio tape of how they proceeded with their research on Anne Frank and the ultimate outcome of the finished project. The students really enjoyed working in groups and did get a lot out of the group assignment. An accompanying audio tape will testify to the fact that as daunting as the task was, students did benefit from it. It was an enjoyable experience for them as well as for the investigator.

C. Journal Writing

Another strategy used by the investigator was the use of a journal. This teaching technique, which is fairly common in science education, was employed by the investigator in language teaching with suitable modification. The investigator used another fiction book to utilize this technique. Out of the available choices of a book to be taught to her E5B class, she chose *Nectar In A Sieve* because the setting of the book is India in the 1950's. We started reading *Nectar In A Sieve* on November 8, 1996. While reading the book, the students were asked to write a journal on a
daily basis. The journal was to cover the summary of each chapter and was
to be written from the point of view of a different character. The journal
may be in the form of a personal letter, business letter, a report, an essay,
or a dialogue which would prepare the students for RCT Writing test which
they were required to take at the end of the term. The teacher gave students
step by step suggestions for the type of format a student may use. They
were required to do a research project on India wherein they were to
research socio-economic, political, historical, and geographical
backgrounds of India and relate it to what they have read in their textbook.
This gave them a better understanding and insight into the thought
processes and actions of the various characters in the novel.

The overall goal of this activity was to give students writing
confidence and to develop their reflective and thinking skills. Students
could use the "Free Writing" technique suggested by Elbow (1973) to get
started. It is also known by various other terms such as "Wet Ink" writing
or "Quick Writing." Students write without taking pen from the page.
"Don't stop for anything... Never stop to look back, to cross something
out, ... to wonder what word or thought to use. ... If you get stuck it's fine
to write 'I can't think what to say' as many times as you like." (Elbow,
1973). Freed from the necessity to worry about grammar and format, the
student can often generate a great deal of prose for a written assignment.
The assignment can also be used as the basis for one or more subsequent 5- 
to 10-minute free writing "loops" (Cowan & Cowan, 1980)

The investigator utilized twenty minutes each day to cover the teaching and instructions while she taught *Anne Frank* and *Nectar In A Sieve*. While teaching *Nectar In A Sieve*, the investigator reviewed the book chapter by chapter, giving students historical, political, social, and cultural backgrounds of India. She also required them to do research work on India and utilize especially RCT Writing test format, and asked them to write personal and 'point of view' journals based on the story line of the book for homework assignments. Students were required to make a personal dictionary of vocabulary items with each written homework assignment.

Given the limited time and enormous amount of material to be covered within one term, the investigator always felt that she was running out of time. There was a frustration as to the amount of work to be planned for a period and amount of work covered during each period. Even though students complained about the amount of reading required each night (ten pages a day), they invariably finished the reading assignments for the night anyway because they were eager to find out what happened next. My answer to them was "Finish your reading assignment tonight and you will find out." I would stop the class session and ask "What do you think will happen to Ira or Kunthi? What will Ira do now that her husband has brought her back?" The typical answer was "She will divorce her husband
and remarry." I raised their level of anticipation and tried to emphasize that their view was in contrast with the realities of life in an Indian village in the 1950's. When the bell rang at the end of the period, students would sigh and say, "Oh, no! What happened next?" It was my frustration at not having enough time to cover the material at hand and students' curiosity to find out what happened next, which made teaching and learning a rewarding experience for both the parties concerned. Cultural feedback from Indian student's journal was a welcome bonus for the reminder of the class.

D. Original Short Story

Students were required to read a literature anthology book entitled *Literature Blue Level* published by Mcdougal Littell in which they read a few short stories and poems about exploring the relationships between children and their parents and the influence parents may have upon their offspring. A few stories were chosen because they feature grandparents as pivotal characters. The stories and poems were chosen with great caution so that they would simulate in some way the lives of her students. As a follow up activity students were required to write an original short story using the relationship theme. Students were encouraged to mix and match the characters and situations from the stories they have read. To boost the student morale, the investigator published their short stories as a class magazine, a copy of which was given to every student in class which gave
them a sense of authoring a short story. This, in fact, did boost their self image, self esteem, and self worth.

The project for the literature anthology book was simpler than the previous projects as students had to prepare and study for their finals not only in my class but also in other subject areas. Assignment for this book was geared toward helping students to do better in class. They were required to write a detailed plot, character identification, and setting of each story and poem. Students worked on this project in class.

I did not face major problems as we were reading the anthology book in class. Reading assignments were short, written assignments required no research work and the ultimate outcome of an original short story was geared toward boosting their self image.

All in all, I must report that as challenging as the task was, the cooperation and commitment of my students, caring and concern for students on my part, and reasonable and understanding administrative staff all added to the smooth flowing of the experiment. Even though it did seem as challenging as making a horse gallop in a narrow alleyway as it is aptly expressed in Gujarati, it was a very rewarding experience for all the parties concerned.
The ultimate goal of all the projects given during the term was to eventually enhance the writing skills of the students and ensure development of the critical thinking process. Writing an original short story may eventually help them when they are faced with taking standardized tests like RCT Writing, LAB Test, TOEFL, or SAT Test some of which are used as guidelines for admission to various colleges and universities. The idea was to enhance their reading, writing, listening, and speaking skills.

To enhance their vocabulary skills, various approaches were utilized. Students were given five SAT words each week, encouraged to use vocabulary words in their writing for the week. Crossword puzzles, word search, word file box, flashcards, all these techniques were utilized. A supplementary vocabulary book was given to enhance the vocabulary. They were initially encouraged and later on required to use at least three vocabulary words in their journals and were given extra credit for using those words in their classwork and homework assignments.

Now English teachers talk less, and their students talk more. The rows of seats have been broken down for many class activities, and young people talk as much to each other as to the teacher. Reading and writing programs are frequently individualized, so that literary eras no longer follow one another in strict chronology, and original writing flows from students' experiences rather than from the dictates of the composition book. Teachers used to be preachers; now they are good listeners, too, hearing
students' concerns, their ideas, and their insights. The kind of teaching and learning is unquestionably exciting. It allows a teacher constantly to take a fresh approach with his/her courses - teaching new literature and new media, looking for alternate directions in composition, finding out fascinating things about students.

Faced with an enormous teaching load, conflicting demands, yet still wanting to do new and interesting things in one's classes, one needs ideas and resources to supplement his/her own. Teachers not only survive but thrive despite the difficult settings and complex times in which they find themselves. Growth in teaching evolves from within, from teachers who are willing to explore and experiment with new ideas, techniques, and possibilities.

Fred Allen predicted the importance of multimedia and especially of TV in an English/ESL classroom when he said, "Thanks to television, the next generation will be born with four eyes and no tongue." Although Fred Allen's prediction has not taken place yet, what he says is metaphorically true. Students spend countless hours watching television shows, and because viewing is a spectator, rather than a participatory activity, there is little time for any verbal interaction during prime time. Because there has been some massaging of eyes and ears as a result of television, the ancient arts of speaking and writing may have assumed a less important place in the lives of students, and they may appear to have "no tongues." As the major
form of American communication and entertainment, television can be held accountable for both good and evil; either way, it is as important a facet of current American culture.

As a major source of continuous communication through visual and auditory stimuli, TV is a part of the curriculum whether the teacher recognizes it or not. Because so much time in English is devoted to the study of other forms of communication - speech and print - it seems appropriate for the English teacher to assume responsibility for this form of communication too. Teachers eventually took the attitude "if you can't beat them, join them" approach. The investigator assigned students to watch an adaptation of a literary work under study either before or after reading the text in class. Especially for an ESL student, in watching the adaptation of the classic in the form of a TV movie, he can learn the content of the classic without having to go through the painful process of reading it. It may provide a springboard to begin discussion of what TV is and how it is used. The investigator assigned a TV adaptation of *Anne Frank*, namely "Secret Annexe" after reading the book in class. She used it to analyze how the TV version and written version were alike but different from the printed version. Students were also encouraged to watch another two movies on the subject of the Holocaust namely "Schindler's List" and "Holocaust."

As Herman Melville said, "We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these
sympathetic fibers, our actions run as causes and return to us as results." Herman Melville did not have internet on his mind when he said these words, but it clearly represents the use of cyberspace, World Wide Web (WWW). One interesting metaphor is of the web as a sort of universal mind. Today internet is putting the tools of mass communication into the hands of the commoner who henceforth no longer needs the Mass Media to interpret the events of the world. Compared to other forms of media, using the internet is a much more engaging experience. One is thinking, and searching. There is always the possibility of responding and receiving a response. People do respond to all there is to think about, all there is that is out there. Students and teachers alike must be trained to use the internet for learning and teaching purposes. Internet is like a book with all the pages torn out, and scattered all over. It requires an expert to put the pages together and make some sense out of it. It could be a great source of research for students and a storehouse of ideas for effective teaching for teachers.

As one thinks more and more about the new graduation standards, one cries out with dismay, rationalizing and saying, "We cannot change the direction of the wind, but we can adjust our sails." As one reflects on the new standards, one is overwhelmed by the unified clear set of expectations for all high school students who are the future world citizens in pursuit of enjoyment and happiness and lifelong learning which in turn will reinvent and restructure the New York State public school system.
4.3 The Tests

This section presents details of the Language Assessment Battery (LAB) test which was the investigator's first choice for pretest and posttest and why it was technically impossible to use the LAB test as a part of the experiment. The test which was finally used as an instrument of measurement was Test Of English As A Foreign Language (TOEFL). All the different components of the TOEFL test are explained with the accompanying scoring procedure. The section also details the way the test was administered and contains specific problems faced by the investigator and how were they resolved.

4.3.1 An Overview Of The Tests

Initially the investigator decided to use LAB test as a pre test and as a posttest to evaluate the hypothesis. LAB test is given to all entering ESL students to determine if they will take ESL classes or main streamed English classes. When a potential ESL student candidate enters a school, he/she is given a LAB test. If the student's test score falls below the 41st percentile, he or she must enter the ESL program. Once a student enters high school, he/she must score at the 41 percentile and then he/she no longer needs ESL instruction. Students are motivated and anxious to do well on their LAB test. They want to move on and succeed. As a result LAB test was the investigator's first choice. Unfortunately, I could not use
LAB test because I was informed by the school authorities that it is a closed test and can NEVER be given anytime besides when the student actually takes it to be placed in an ESL program or a main stream English program.

The investigator's next obvious choice was the TOEFL.(See Appendix). An ESL student takes this test as a prerequisite to get an admission to any college or university. It is a standardized test which measures a student's reading, writing, and listening capabilities. TOEFL is internationally accepted as a reliable and a valid test which measures various aspects of language proficiency and thus an overall proficiency test. TOEFL is given to an international student whose mother tongue is not English and who plans to enter colleges and universities in the USA. The test measures a foreign student's English proficiency objectively.

4.3.2 TOEFL - An Overview of All The Three Sections

A. Section I - 50 Questions 40 Minutes

In this section, the student will have an opportunity to demonstrate his/her ability to understand spoken English. There are three parts to this section.
Part 1 - 20 Questions
The examiner reads a short sentence only once and the student is supposed to mark out of the four possible answers - A, B, C, or D - whichever is closest in meaning to the sentence he heard.

Part B - 15 Questions
The student will hear short conversations between two people only once. After each conversation, a third person will ask a question about what was said. Student is supposed to choose from four possible answers.

Part C - 15 Questions
The student will hear longer conversations and talks only once. After each talk, he will be asked some questions only once. Students will answer all questions on the basis of what is stated or implied by speakers in the talk. The student has four possible answers to choose from.

B Section 2 - 40 Questions 25 Minutes
This section is designed to measure student’s ability to recognize language that is appropriate for standard written English.

Part A - 15 Questions
Students will choose a word or a phrase that best completes an incomplete sentence. There are four possible answers to choose from.

Part B - 25 Questions
Each sentence has four underlined words or phrases marked A, B, C, or D.
The students will identify one underlined word or phrase that must be changed for a sentence to be grammatically correct.

C. Section 3 - 60 Questions 45 Minutes

This section is designed to measure student's comprehension of standard written English.

Part A - 30 Questions

Each sentence has an underlined word or a phrase. Below each sentence are four other words or phrases marked A, B, C, or D. Students are supposed to choose the word that best keeps the meaning of the original sentence, if it is substituted for the underlined word.

Part B - 30 Questions

Students will read several passages. Each one is followed by several questions about it. Students are supposed to choose one of the four possible answers based on what is stated or implied in the passage.

4.3.3 Scoring Procedure

Each correct answer counts equally towards the score for that section and there is no penalty for an incorrect answer. The total number of correct answers is called the "raw score". A statistical procedure is used to convert the "raw score" into a "scaled score". After each section score is placed
on the scale, the sum of the three section scores is multiplied by ten thirds to obtain the total score.

<table>
<thead>
<tr>
<th>SECTION 1</th>
<th>SECTION 2</th>
<th>SECTION 3</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>40</td>
<td>60</td>
<td>150</td>
</tr>
</tbody>
</table>

\[(150 \times 10) \div 3 = 500\]

The TOEFL bulletin (1986) notes that 'an individual's score can marginally vary just by chance from one administration of the test to another, even when there is no change in examinee's 'true' ability. In the case of TOEFL the standard error of measurement of the total score is approximately 14 scaled score points (p.11).'

4.3.4 Test Administration

The test was administered by the investigator to rule out the teacher variable. The classroom where the test was given was noise-free, well ventilated, and bright. The investigator was loud, audible, and clear especially for the listening comprehension part of the test. The time limits for each section were adhered to exactly.
4.3.5 Context Specific Problems

If a student was absent on a day when section one or listening comprehension test was given, it was very difficult to reschedule the test because of the limited scheduled time when teacher and student are free at the same time. The investigator used her prep periods and lunch periods to reschedule the tests. Students had to give up their lunch period for the day.

Pretest and posttest were scheduled for three consecutive days and hence it caused a stressful situation for some students as the word "test" meant a stressful situation for students in general and ESL students in particular. The investigator tried to impress upon the students that the ultimate goal of the test was to measure how much each student had improved over a course of one term. They were told that they were competing against their own scores.

Program changes in the beginning of the first three weeks into the term made it practically impossible to test everyone who was supposed to be tested. Hence a lot of time, energy, and efforts went into giving the sections of the test that the students might have missed.

After the experimental and the controlled group were identified, switching from one group to another was practically impossible even though students from the controlled group wanted to switch to the
experimental group. Period 6 was identified as the experimental group and some students from periods 3 and 9 were identified as the controlled group. It was also a challenge to mark 150 objective questions for each student.

However, in the end these practical problems were not insurmountable. They are mentioned here to testify that a research experiment is not a smooth sailing and that the investigator has to be on her toes all the time.

In this chapter, we have examined the detailed outline of the experiment, the way it was carried out, the teaching techniques used during the experiment, and the test used at the appropriate stage during the experiment. The last section of this chapter carries actual samples of the experimental work.
4.4.1 SAMPLE LESSON FOR DIARY OF ANNE FRANK

AIM: What is a diary and why do people keep diaries?

INSTRUCTIONAL OBJECTIVES: Students will be able to:
  distinguish between fiction and non fiction and list the reason for
  keeping a diary?

MOTIVATION OR DO NOW: "Truth is stranger than fiction, but it is
because fiction is obligated to stick to possibilities; truth isn't."
(Mark Twain)
What is a true story and what is a made up story or a make believe
story?
The teacher will make a list on board.

Non fiction or a true story          Fiction or a made-up story
Biographies, autobiographies       Short stories, poems, plays, novels
Books on specific subjects

TRANSITION: Do you mainly write fiction or non fiction? What type of
things do you write?
Answer: Essays, letters, diaries, homework, etc.
Is it not strange that most assigned reading is fiction, yet most of our
own interests and writing are nonfiction?
In this class, we will try to approve such a request. We will be reading a work of non fiction, a true story. During part of the term, we will read a diary of a young girl.

DEVELOPMENT: 1. What is a diary?
2. What might one record in a diary?
3. If you could look at a diary of any person living or dead, whose would you select? Why?
   At first thought, we would probably all select the diary of someone famous or someone we know personally; but the diary of someone who faces problems similar to our own would probably be interesting as well.
4. Without revealing the source, read the following selections from the *Diary Of Anne Frank*.

   A.. "Misfortunes never come singly." Page 68
   B.   "Love cannot be forced." Page 69
   C.   "This diary is of great value to me, because it has become a book of memoirs in many places, but on a good many pages I could certainly put "past and done with." Page 114
   D.   "I don't care much whether I live or die. The world will still keep on turning without me; what is going to happen, will happen, and anyway it is no good to resist." Page 135
D. "These mothers here just don't understand us at all." Page 147

F. "I don't want followers, but friends." Page 152

G. "And whoever is happy will make others happy too." Page 154

H. "Although I am fourteen, I know quite well what I want." Page 161

I. "I want to go on living after my death." Page 177

J. "Not my diary; if my diary goes, I go with it!" Page 183

K. "Why can't people live peacefully together?" Page 201

L. "Laziness may appear attractive, but work gives satisfaction." Page 231

M. "All children must look after their own upbringing." Page 234

N. "For in its innermost depths youth is lonelier than old age." Page 236

N. "In spite of everything, I still believe that people are really good at heart." Page 237

5. Did you ever have similar problems or ideas?

Anne's diary starts off with the normal teenager's account of birthdays, school, boyfriends, etc. Soon it all changes and Anne and her family find themselves in a stressful situation.
6. What is the stressful situation?
7. How did W.W.II in general aggravated the plight of the Nazi persecuted Jews in particular?
   The teacher will show the maps and pictures of W.W.II and the plight of the Jews.

SUMMARY: How does Anne react to the new situation?
         What does it tell us about her personality?

HOMEWORK ASSIGNMENT: Assignment #1
4.4.2 List of Questions

NAME: ____________________ DATE: ______ PERIOD: ______

Diary Of Anne Frank: Each correct answer is worth two points.
Write your answers on the back of the paper. Neatness does count.

1. How did Anne get her diary?
2. Whose call up forced the Franks to go into hiding?
3. Who was the last person to join the secret annexe?
4. What did Anne want to be when she grew up?
5. Who is a "little bundle of contradictions"?
6. Who wrote letters to Anne regarding Peter?
7. If Anne had survived, how old would she be today?
8. Who had a passion for foreign words?
9. What is the communal task that Anne is talking about?
10. What is the exact address of the secret annexe?
11. Name two people who love to dress up?
12. Name Anne's four boyfriends including their last names.
13. List Anne's four hobbies or interests.
14. Name two subjects that Anne hated the most.
15. Why is April 15, 1944 such an important day in Anne's life?
16. What is the title of the short story that Anne wrote?
17. What did Margot want to be when she grew up?
18. What is the meaning of the word "HOLOCAUST"?
19. Who claims that holocaust never occurred?
20. Name the disease that Anne suffered from in the concentration camp?
21. Name one member of the secret annexe family who survived?
22. Name one of the Dutch helpers who is still alive?
23. Name the friend who meets Anne at Belsen.
24. What was the reward for betraying the Franks?
25. Name the police inspector who arrested the Franks.
26. Who was responsible for deporting 100,000 Jews including Anne?
27. Who treats Peter as a younger brother?
28. Name the author who wrote a diary about the war in Bosnia.
MAKE A WISH LIST FOR THE FOLLOWING:
WRITE YOUR ANSWER NEXT TO THE NAME. BE NEAT.

<table>
<thead>
<tr>
<th>NAME</th>
<th>WISH AFTER LIBERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Mr. Van Daan</td>
<td></td>
</tr>
<tr>
<td>30. Mrs. Van Daan</td>
<td></td>
</tr>
<tr>
<td>31. Dr. Dussel</td>
<td></td>
</tr>
<tr>
<td>32. Mummy</td>
<td></td>
</tr>
<tr>
<td>33. Daddy</td>
<td></td>
</tr>
<tr>
<td>34. Peter</td>
<td></td>
</tr>
<tr>
<td>35. Anne</td>
<td></td>
</tr>
</tbody>
</table>

MATCH THE WORDS WITH THE MEANINGS:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. capsize</td>
<td>D. turn upside down</td>
</tr>
<tr>
<td>37. outstrip</td>
<td>C. large scale disaster</td>
</tr>
<tr>
<td>38. legible</td>
<td>A. easily read</td>
</tr>
<tr>
<td>39. prudent</td>
<td>B. careful</td>
</tr>
<tr>
<td>40. catastrophe</td>
<td>E. exceed</td>
</tr>
</tbody>
</table>
4.4.3 LESSON FOR NECTAR IN A SIEVE

AIM: Are Ruku's expectations met on her wedding day? Why or why not?

INSTRUCTIONAL OBJECTIVE: Students will be able to get an insight into Ruku's character through her wedding day.

MOTIVATION OR DO NOW: Print the word splash from the general strategies section in this chapter.

TRANSITION: Review the vocabulary words in the word splash. Ask students to predict what the book will be about based upon the words presented. Review the vocabulary words in context of the book.

At this stage in lesson, go over the explanation and analysis of the quotation from Coleridge's "Work Without Hope." Reader to class an explanation given by one of the students in class.

DEVELOPMENT:
1. Ruku is talking about two rime zones. What are the two time zones?
2. Which technique has the author used? What is a flashback technique?
3. Why do Ruku's three sisters get rich husbands while Ruku had to settle for a "poor match"?
4. What are her recollections of her wedding night?
5. What are her recollections of her journey to her husband's house?
6. Who are Ruku's three sisters and her three friends?
7. Nathan is a loving husband. Do you agree? Why or why not?

SUMMARY: How do you think is Ruku's wedding night different from a wedding night of a modern day couple?

HOMEWORK ASSIGNMENT: Complete the following character weave,
story pyramid, and plot relationship chart.

MATCH THE WORDS WITH THEIR MEANINGS:

1. tody A. ankle bracelet
2. maidan B. sixteen annas
3. golsu C. stick
4. beddi D. open field
5. jaggery E. Indian beer
6. rupee F. Indian cigarette
7. lathi G. brown sugar
8. pice H. three pies

MATCH THE CHARACTERS WITH THEIR DESCRIPTION:

9. AMMU A. Ruku's sister
10. THAMBI B. Das's boss
11. HANUMAN C. Murugan's wife
12. BISWAS D. Janaki's husband
13. SACRABANI E. money lender
14. THANGAM F. Ruku's son
15. SELVAM G. general merchant
16. BIRLA H. Ruku's adopted son
17. PERUMAL I. Ira's son
18. PULI J. Kenny's helper in the hospital

FILL IN THE BLANKS IN THE FOLLOWING:

19. Kuti means __________
20. Deepavali is a festival of the __________
21. Old Granny died of __________
22. Thambi and Arjun travel to the island of __________ in search of work.
23. __________-s husband is impotent.
24. Sacrabani suffers from the condition which is called __________
25. From time to time Kali suffers from the sickness called __________
26. Ruku's mother is afflicted with __________
27. Ruku's three sisters are __________, __________, __________
28. Ruku's three female friends are __________, __________, __________
29. Ruku's six sons are
30. At the end of the story, how many living children does Ruku have?
31. How many grandchildren did Ruku have?
32. Name the two women who become prostitutes.
33. Name three things Ruku lost in the city.
34. The title of the book comes from a poem written by ________
35. Puli is named after ________
36. Ira is named after ________

ANSWER THE FOLLOWING QUESTIONS IN COMPLETE SENTENCES ON THE BACK OF THE PAPER:
37. Murugan walked out on his wife because of ________
38. Ruku could not find Koli street because ________
39. Raja died because of ________
40. Nathan could not go back to the village because ________
41. Kunthi's husband left because of ________
42. Ira's husband brought her back because ________
43. Ruku did not want Ira to marry Kali's son because ________

IDENTIFY THE FOLLOWING QUOTATIONS BY THE SPEAKER:
44. ________I mean he is not your grandchild.
45. ________White men have power.
46. ________Money is not everything.
47. ________I am never alone.
48. ________The cuts will heal. Men do not seek my face.
49. ________People will never learn.
50. ________There is no one to worry about me and none to worry me either.
AIM: How does relationship evolve over a period time between father and son?

INSTRUCTIONAL OBJECTIVES: Students will be able to understand that within the framework of chronological order, the writer reveals changes in the boy and in the boy's relationship with his father.

MOTIVATION OR DO NOW: How did relationship between you and your parents change in the last few years? What does it mean to parents when kids tell their parents, "I am taller than you are."

TRANSITION: Let us read the story and find out how do things change with time. This story focuses on an adolescent's sense of loss as he begins to see his father in human rather than superhuman terms and it also forces him to come to terms with human mortality.

DEVELOPMENT: How does the author create the picture of his father as a very strong man? First few paragraphs

2. What is the indication that the son is growing? Page 209, Column II, Paragraph #2

3. How does the author use the chronological order to show physical changes in the boy and eventual relationship at each stage?

4. How does the author use understatement to foreshadow the events in the final wrestling match?

Vocabulary words:
UNDERSTATEMENT - It is the technique of saying less than is actually meant.
FORESHADOWING - To foreshadow is to show beforehand or foretell.

5. Why does the son cry in the end? He won the match, but what did he lose?
6. What is the theme of the story? What is the significance of the title of the story?

7. What is the added significance of the words "cub" and "give"?

SUMMARY: It seems like yesterday that you were a baby. Look at you now. What do parents mean when they say these words? How does it change parent-child relationship? What are the changes brought about by time?

HOMEWORK ASSIGNMENT: Make up a step by step visual chart of the son growing up.
Write a composition about the following based on the short stories you have read in class.

Discuss the relationship of the siblings in the stories you have studied in class. Use at least two stories for your essay. Divide your composition in the following paragraphs:

Paragraph #1 Introduction
Paragraph #2 Relationship in the first story
Paragraph #3 Relationship in the second story
Paragraph #4 Conclusion

You may use your textbook. DO NOT COPY FROM THE BOOK.

REREAD YOUR COMPOSITION, PROOFREAD IT, AND MAKE CORRECTIONS BEFORE YOU HAND IT IN.

GOOD LUCK
4.4.6 BLUE BOOK TEST

Mrs. Sata ESB Blue Anthology Book Date:
NAME: Period:

MATCH THE CHARACTERS WITH THEIR DESCRIPTIONS:

1. ROSE A. Chig's sister
2. CONNIE B. lives with snakes
3. ESSIE C. Hiram's wife
4. GL D. Charles' wife
5. MAE E. Charles' younger brother
6. ELEANOR F. Charles' brother favored by Mama
7. HIRAM G. Mallory's great grandpa
8. GRACE WILEY H. Seven year old whose mother works
9. FELICIA I. Eva Dunsford's oldest daughter
10. GRAN'THER J. GL's wife

NAME THE CHARACTERS WHO SAID THE FOLLOWING QUOTATIONS:

11. "You be honest like your daddy."
12. "Say now! I heard my brother was in town."
13. "Okay. I give."
14. "Gosh Dad, I didn't hurt you, did I?"
15. "I hate every stupid person that bangs into me."
16. "I want a peach with people."
17. "Live while you live, and die and be done with it."
18. "People don't remember their great grandfather."
19. "We are doing nobody harm."
20. "A Man's life is his work and his work is his life."

TRUE OR FALSE: IF THE STATEMENT IS FALSE, CORRECT IT.
NO CREDIT IF THE STATEMENT IS NOT CORRECTED.

21. Grace Wiley was a very huge woman.
22. All snakes turn in the direction of the music because they can hear very well.
23. Grace Wiley died of a heart attack.
24. "My Snake" was the snake with the marking of a "G" on the back of his hood.
25. "My Snake" was purchased by a roadside zoo in Arizona.
26. How old is Gran' Ther?
27. Where did Chig's father go for a class reunion?
28. Name the month when Mallory goes to a fair with his gran'ther.
29. At what age was grandpa supposed to retire?
In the poem about Grandma, where did she live?

Write three facts you learned about cobra from *Woman Without Fear*.

Find Antonyms and Synonyms for the following words:

<table>
<thead>
<tr>
<th>WORD</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plaudits</td>
<td>boos interests</td>
<td>prejudice</td>
</tr>
<tr>
<td>wrangle</td>
<td>argue</td>
<td>think</td>
</tr>
<tr>
<td>laggard</td>
<td>slow</td>
<td>rude</td>
</tr>
<tr>
<td>discordant</td>
<td>polite</td>
<td>prompt</td>
</tr>
<tr>
<td></td>
<td>new</td>
<td>harmonious</td>
</tr>
<tr>
<td></td>
<td>interesting</td>
<td>jarring</td>
</tr>
</tbody>
</table>

Cloze sentences: Use the following words in the sentences provided below.

1. When the Jews went back, their homes were in a pile of ____________

2. Anne and Dussel ____________ over trivial matters.

3. There was an all night ____________ for the Jews.

4. Could the Jews ____________ to their old jobs after the war was over?

5. Jews were supposed to have a (an) ____________ attitude.

6. The annex members saw the planes ____________ around their homes.

7. Jews were carried in such large numbers that they were ____________ by fellow riders on the train.

HOMEWORK: Write five sentences using any of the five new vocabulary words. If you can, write a paragraph about any one of the following:

1. Fire In The Building
2. Street Fight
3. Train Ride
4. Subway Accident
5. My Visit To Great Adventure
AIM: How can we use our new vocabulary words in sentences?
DO NOW: Warm up exercise on antonyms and synonyms
TRANSITION: Why is it important for us to have an ever expanding vocabulary? How does it help at school and at work?

PROCEDURE: ACTIVITY #1
Match up the antonyms

ACTIVITY #2
Put vocabulary words in groups of nouns, verbs, and adjectives.

ACTIVITY #3
Use vocabulary words in close sentences

ACTIVITY #4
Students will make their own sentences with new vocabulary words. Sentences will be put on board, commented upon and corrected.

ACTIVITY #5
Teacher will break up the class into four groups and each group will write a paragraph using at least five words. Paragraph will be read and the group with the highest number of words used wins. Points will be displayed as follows:

Group A  Group B  Group C  Group D

# of words used:

SUMMARY: What have we learned about using our new vocabulary words in the context?

HOMEWORK: Write five sentences using any of the five vocabulary words.