

**DEVELOPMENT OF A STRATEGY FOR IMPROVING THE  
COMMUNICATIVE COMPETENCY IN ENGLISH LANGUAGE  
AMONG SECONDARY SCHOOL STUDENTS OF KERALA**

**(RELISH ENGLISH)**

*A Research study submitted to  
SCERT, Kerala*



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## PREFACE

It is a well-known fact that English is the most widely used language and the chief vehicle of international communication in the world today. English has been considered to be the first global Lingua Franca. In today's modern world the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. Earlier everyone is considered to be literate by their degrees and diplomas, but the knowledge of English language makes an individual literate in today's world. Though many countries do have English as their native language, those who have the command over the English Language are considered and respected as highly educated. Moreover the ocean of career opportunities are opened to those English speaking people anywhere and everywhere.

The education rejuvenation campaign by Government of Kerala aims to provide quality education within the reach of the common man and many mechanisms have been devised for the same. Due importance is given for improving the communicative competency of learners in English as a part of this mission. SCERT Kerala is coming forward with initiatives for evolving new strategies and pedagogies in English language learning.

This report summarizes the activities and findings of "Relish English"- a research project designed for the enhancement of English language acquisition at secondary level in Kerala. Such advances are the need of the hour. I hope that this report will be a catalytic force to initiate a new movement in the field of English language teaching in Kerala.

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## **CHAPTER 1**

### **INTRODUCTION**

- Introduction
- Need and Significance of the study
- Background of the problem
- Statement of the problem
- Objectives of the study
- Hypotheses of the study
- Methodology
- Scope and Limitations of the study
- Organization of the report

## **1.1. INTRODUCTION**

**“The best way to predict the future is to create it”**

**- Abraham Lincoln**

Modern English, defined as the first global lingua franca, is the dominant language or in some instances the required international language of communication, science, business, education and entertainment. Its spread beyond the British Isles began with the growth of the British Empire, and by the late nineteenth century its reach was truly global. The importance of English language has been recognized by the Asian countries as well and thus it has become the language of administration as well as the medium of instruction in several Asian countries including India. English has undoubtedly attained a unique global position and it works as a link language in India. Despite being a foreign language English is now firmly rooted in the soil of India and it has become a part of Indian life because it bridges the communication gap in the multilingual Indian context. Thus English has great importance for the integrity of India. As an English-using ESL community Indians also share some basic roles and functions for it in their public life:

- English has a prominent role in the (higher) education system.
- English is highly visible in the country’s print media and knowledge industry.
- English is perceived as the essential tool for global communicative participation, particularly electronically.
- English works as a sociolinguistic marker for status, power, and authority.

Kerala is ranked as one of the most literate states in India. In the state of Kerala where the number of higher education aspirants are more and have proved their real mettle in the highly competitive intellectual professional arena, the need for the mastery of English gains importance. The overwhelming presence and entrenchment of English in Kerala's public life is evident to everyone. Kerala government, as a part of the General Education Protection Mission, has taken elaborate steps to enhance the academic standards in the schools in Kerala state. A serious effort has been made to make the system more pragmatic and more sensitive to the requirements of modern day. The admission to the state stream is proliferated and there is an evident sign of exuberance in all spheres of school education.

The English curriculum, as well as the evaluation strategies, were revised periodically, and all teachers were given the necessary in-service training. The need for evolving "a dynamic model of English teaching" with "an indigenous approach based on our own needs" was also stressed throughout the years. But there still prevails a public notion that children studying in state schools need more competency in English language usage. However we cannot deny the fact that there has evolved winds of change. Though we have gone far ahead in language learning through performance based activities, we still have to go miles ahead to mould our learners as confident users of language. In this scenario, the need of an effective innovative transaction technique to reinforce the transaction of the text as well as help the learners to overcome the hurdles in the usage of the language became a need of the hour.

A programme was devised under the auspices of SCERT Kerala, titled 'RELISH ENGLISH' to enhance English proficiency among school children in state

curriculum. Ten schools in the state from north, central and south zones were selected considering urban/rural, govt/govt aided from different socio-cultural background for the implementation of the pilot programme. 'Relish English' was introduced as a carnival of multifaceted performance based activities and creative works to use English language in real life situations. It was designed as a thirty days' programme in which various activities were scheduled to enrich the basic skills of language usage. It adopts concepts, techniques and methods in the classroom for recognizing and managing the communicative needs of the language learners. Keeping in mind the norm that language acquisition can only take place with the proper linguistic environment, creating such an environment becomes the need of the hour. Considering school as a unit which is one of the aims of General Education Protection Mission, Relish English has taken an innovative step forward by embellishing the school with such a linguistic environment. As earlier adolescence is an ideal launching pad for mastering a skill, eighth standard students were selected specifically for the pilot study. The target group will be further aspired to be the ambassadors who creates an ambience in tune with the objective of the project.

## **1.2. NEED AND SIGNIFICANCE OF THE STUDY.**

English is the language of globalization, international communication, commerce and trade, media and pop culture, and this affects motivations for learning it. English is no longer viewed as the property of the English-speaking world, but is an international commodity sometimes referred to as World English or English as an International Language. The importance of English language competency increases as more and more people want to learn this language.

The State Governments has brought in English as the educational medium and as a Second Language all through the Indian Territory predominantly. The growth of business and increased occupational mobility is also one of the reasons for the need of using English as the common medium of communication. This language has the access to almost all scientific and technical literature to such an extent, that one is really paralysed if one lacks the mastery of English. This demand and requirement has led the researchers to either discover or formulate newer methodologies and strategies for teaching English as a Second Language, for Specific Purposes and for Academic Purposes (ESL, ESP and EAP).

In schools especially in India, English has been taught as a Second Language principally. The medium of instruction is English in the urban areas whereas in the rural areas it is in the regional or the vernacular medium of instruction. When in the school level, the learners of English are not aware of the real purpose laid behind learning this language for the future. But when they come to the University for Graduation they realise the purpose of the English language learning. The learners are required to function independently in English both in the university as well as in their career to scale heights.

To understand the suitable methods for teaching English is a major concern for the teacher educators and teachers. The approach and methods to be followed should be realistic and practicable in Indian context and also should be learner friendly. Very few attempts have been made on studying the effectiveness of different approaches and methods on teaching of English at secondary level.

The Government of Kerala introduced a new Pedagogy called Discourse Oriented Pedagogy for teaching English during the academic year 2006-07. The

implementation of the pedagogy, the effect of the pedagogy on the acquisition of English language skills among students, awareness of the teachers and their attitude towards Discourse Oriented Pedagogy were studied. In addition the study also explored the inherent strengths and weaknesses of it. The findings of the study revealed that the concerned authorities implemented Discourse Oriented Pedagogy systematically in the state of Kerala after adequate planning and preparation. It was found that Discourse Oriented Pedagogy is effective in students' acquisition of four language skills and on the self efficacy of the students in using the four basic skills (LSRW). The study also revealed that majority of the teachers had a positive attitude towards this pedagogy. The inherent strengths and weaknesses of the pedagogy are also reported. The findings of the study have several educational implications to the teaching of English language at Upper Primary stage in specific as well as teaching of English at all stages in general. It has implication for improvement of teacher education programmes, pedagogic improvement, effective use of the pedagogy, curriculum development, integration of basic language skills and assessment of students' proficiency and achievement in English.

However, the performance level of the children has deteriorated considerably due to excessive written tasks including examinations. The students are not able to express their talents through English in a multitudinous level. This vulnerable state or the plight of the student results from the lesser importance given to language in their schools. Right after middle school they are being trained only for the board examinations. The main subjects are given more magnitude and the language is treated without much care. Moreover, the language curriculum and the way it is tested and evaluated are also detrimental. English teaching has been driven from the usage based in text books to marks based and they have been taught that the sciences and

mathematics, commerce and accounts will particularly procure an admission in the college. Except for the degree in literature, the marks obtained in language, hardly gain consideration for the eligibility. Moreover, the marks awarded are not for the individual's subject efficacy but for the peripheral knowledge in English. Therefore, their language competency has no connection with the marks they secure in English.

It is difficult to master a language without living in its proper natural environment. But even after adopting different modern learning strategies in the classroom, there are limitations to set up proper social language environment where the focus is on academic language. So it is evolved that a context-embedded interactive language programme is needed for social language acquisition which will eventually help the learner to go deep into other cognitive academic skills such as literary comprehension, appreciation, inference, interpretation, evaluation and the like. The intention is to couple and nourish both stream of skills with scheduled activities.

*'Language is a system of sounds, words, patterns etc. used by human to communicate thoughts and feelings'- A.S. Hornby 1989 OALD*

Language is a skill subject. It is not a content subject like History, Geography etc. Therefore it is to be taught skillfully. Language is a complex skill involving four sub skills viz. Listening, Speaking, Reading and writing (LSRW). Speaking and writing are productive skills because they enable a student to speak something new and write his thoughts on paper. That way they are productive while reading and listening are receptive skills.

Relish English programme envisages the need for an 'Integrated Approach' to teach English as a Second Language, and attempts to look into how this can be implemented in a school frame. If the trainers aim at the 'mastery' of the

language, they must, not only employ various methods as and when necessary, but also insist on the ‘performance quotient’ of the language in the learner’s utterances and expressions. In order to perform, the learners must attempt to imitate the forms, the structures and the mode of utterance of the native speakers of the language. The learners' mistakes have to be identified in the most gentle and minimal way so as not to curtail the confidence level of the learners. Continuous and Systematic instruction can be imparted for this rectification procedure.

Relish English aims at improving the English linguistic skills needed in everyday, social face-to-face interactions and proficiency in cognitive academic language used in the classroom in the various content areas. A balance of receptive (reading, listening) and productive (speaking, writing) skills are developed through communicative classes and self-study.

### **1.3.BACKGROUND OF THE PROBLEM STATEMENT**

The classroom activities for learning English is primarily designed with academic perspective and hence the context-oriented language is somewhat neglected in school environment. The evaluation process gives importance to written products and structured discourses. These products and discourses are predominantly text book oriented. The spoken aspect of the language here loses importance. In State schools in Kerala, a normal English session would be 35-40 minutes. A teacher has to design the activity within this stipulated time. This limits the scope of expansive interactive sessions in school hours.

Even children who is showing linguistic flamboyancy in scripts lack confidence in public expression.



### **1.3. STATEMENT OF THE PROBLEM**

Development of a strategy for improving the communicative competency of English language among Secondary school children in Kerala.

### **1.4. OBJECTIVES OF THE STUDY**

The core of the program, being the overall enhancement of usage of English language at secondary level, various objectives were envisioned so that the set aims could be achieved easily. They are:-

- \* To develop the learners to use English as strong basic interpersonal communicative means.
- \* To enable the learners to enhance language skills through various creative activities.
- \* To enhance the comprehension level of the learners in English through performance based activities.
- \* To enable the learners to use English language in real life situations.
- \* To assist cognitive academic language proficiency

### **1.5. HYPOTHESES**

As per the envisaged objectives the team have certain hypotheses and they are as below:-

- \* The learners develop confidence in using English as a strong basic interpersonal communicative means..

- \* Creative language activities enhance the language skills of learners.
- \* Performance based activities enhance the comprehension level of the learners.
- \* Learners develop competency to use English language in real life situations.
- \* Enhance the enthusiasm of learners to explore English language and the vast data, information and literature available in English.

## **1.7. METHODOLOGY**

### **Method**

In the present study , Survey method is used as the method of research.

### **Sample**

In the present study , the sample comprised of 400 students of North, Central and South zones of Kerala .

### **Tools**

In the present study, the tools used for the study are

Questionnaire for the teachers

Relish English module (Module used for the study package)

Rating scale

Package appraisal for teachers.

Engala (Culmination of Relish English)

### **Statistical Techniques Used**

The collected data were analyzed by using percentiles.

### **1.6. LIMITATIONS OF THE STUDY**

Even though much precaution taken to make the study as accurate as possible, some limitations of the study are :

- The study is limited to 400 Secondary School Students only.
- The study is limited to 6 districts (North, Central and South zones of Kerala).
- The study is confined to selected ten schools of Kerala.

### **1.7. ORGANIZATION OF THE REPORT**

**Chapter 1:** Contains a brief introduction of the problem, need and significance of study, background of the problem, statement of the problem, objectives, hypotheses, methodology and scope and limitations of the study.

**Chapter 2:** Background of the problem with the present situations and challenges of teaching English as a second language in Kerala.

**Chapter 3:** In chapter 3, a theoretical and methodological overview of the study with related studies are included.

**Chapter 4:** The methodology of the study is discussed in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data and statistical technique used for analysis.

**Chapter 5:** Details of statistical analysis of the data and discussion of results are given in chapter 5.

**Chapter 6:** Chapter 6 contains a brief account of the study with major findings and conclusions with implication of the study. This chapter includes suggestions for further research also.

## **CHAPTER-2**

### **TOWARDS RELISH ENGLISH**

- Introducing Language
- Introducing English Language
- English Language Teaching In Kerala Context
- Overview Of The Current Status
- Steps Taken To Improve English Language Competency  
In Kerala By The Government
- Relish English
- Conclusion

## **2.1 INTRODUCING LANGUAGE**

The basic function of a language is communication. The use of language is primarily need based. Gradually it is extended to expression of emotions. When literature is introduced, language becomes reflection of the culture it belongs to. Further, effective use of language adorns the personality of the speaker. Acquisition of the language never ends as the user improves, innovates and invents the realms of it. Hence language study is being continued both in school and college levels and maybe even more.

Along with first language, second language acquisition is also suggested. Once the child begins to use its mother tongue fluently acquisition of an additional language becomes fairly easier. Knowing other language means being in touch with another culture. A person is civilized only when he goes in tune with a variety of culture. Cultural confluence should be made through learning or acquiring different languages.

## **2.2. INTRODUCING ENGLISH LANGUAGE**

English is the language of globalisation, international communication, commerce and trade, media and pop culture, and this affects motivations for learning it. English is no longer viewed as the property of the English-speaking world, but is an international commodity sometimes referred to as World English or English as an International Language. The importance of English language competency increases as more and more people want to learn this language. Government also has brought in English as the

educational medium and as a Second Language all through the Indian Territory predominantly. It is also used for inter-state and intra-state communication. Objectives of teaching English in Primary and Secondary levels have not been achieved satisfactorily so far. A number of innovations have been introduced from the process of learning to the process of acquisition. Effective language acquisition is possible only when it is made need based. We have to focus on the need of English in the areas of higher education, for getting job opportunities in the global scenario, being in touch with multi media and entertainment. Above all high proficiency in English seems to be essential for socio-economic status in India. Thus English is vital among the set of skills necessary for successful participation in 21<sup>st</sup> Century.

### **2.3. ENGLISH LANGUAGE TEACHING IN KERALA CONTEXT**

The people of Kerala are keen to learn the language and hence English has its strong grip in the entire social fabric of Kerala. The language has its legacy in all walks of social and cultural life. Its influence is evident in education, politics, religion, trade and commerce, literacy, health and so on. The influence of missionaries and their contributions in the realms of literacy education, art and science have left a lasting impact in the social life of Keralites. For them, English is not just an elitist language, it is the language of employment and opportunities as well. The demand of the public for English compelled the authorities to introduce English from Class 1 onwards in the schools of Kerala. The mushrooming of private English medium schools in every nook and corner of Kerala is a clear indication of the aspiration of the people of the state to make their children learn the language. The ubiquitous institutions offering crash courses for

developing spoken English is another phenomenon seen in Kerala. In spite of all these, English remains to be something intractable for most of the Keralites.

### **2.3.1. OVERVIEW OF THE CURRENT STATUS**

In Kerala English is considered as the second language. It is learned in the classrooms through a systematic process. A language which is acquired in natural process can be used at any situation without any inhibition. Whereas a second language, which is learned in a classroom atmosphere, cannot be used as spontaneously as the first language. But the present role of English demands that it must be used fluently in real life situations. Therefore English must be acquired like the first language and the process of learning must be replaced by the process of acquisition.

There have been positive changes in the profile of English classrooms in Kerala since the introduction of the revised curriculum and textbooks in 2007, based on the Kerala Curriculum Framework. The confidence level of learners in using English has gone up considerably. The children across the State have started producing their own writing in English in the form of stories, poems and other language discourses. By and large the general proficiency of teachers has also improved.

However, a large number of learners are found struggling to use English for real life purposes, even after a fairly long period of language learning. The continuous study of English for years hasn't enabled the learners to use the language in their speech and writing effectively. A satisfactory proficiency in English is still a distant dream to most learners. It has been noticed that the linguistic and conceptual growth which the learners should attain in constructing language discourses across different stages is not



discernible, as envisioned. The gap between the required and the existing levels of language proficiency of the learners needs to be bridged.

English requires intensive focus in the process of its teaching and learning. Learners should get optimum meaningful exposure to English. The existing approach treats language at the discourse level, which means that language is not viewed as a set of disconnected sentences but as a set of linguistic discourses such as stories, songs, conversations, diary entries, descriptions, narratives, slogans, etc. But most of the teachers, especially at the primary level, find it difficult to evaluate the quality of language produced by their learners. The editing process by which the learners need to be scaffolded to refine their language is proved to be another challenge for most of the teachers. This results in the learners not getting the expected quality of language and learning outcomes.

The textbooks also present language discourses as inputs and the learners are expected to produce different language discourses in meaningful contexts. Learners have to work in collaboration in small peer groups and present whatever they have understood after reading a text, and they are also expected to present the written products they develop. There is also a slot for self-assessment by the learner which is done with the help of a set of self-assessment questions based on the most important features of the task at hand. The mechanical repetition of constructing language discourses without taking care of the quality of languages, which should be reflected in them, has adversely affected the organic and vibrant nature of language learning experience. It is an undisputed fact that language should be treated as a meaningful whole. A learner who

undergoes a particular curriculum process or tasks in textbooks needs also to be aware of the conventions of speaking and writing a language. Knowledge about language elements will work as a conscious monitor once the acquisition stage is completed. Teachers have to ensure that learners acquire the concepts, skills and attitudes envisioned for a particular level. The learning outcomes may be stated clearly and care should be taken to ensure that learners achieve these outcomes before they proceed to the next level.

#### **2.4. STEPS TAKEN TO IMPROVE ENGLISH LANGUAGE COMPETENCY IN KERALA BY THE GOVERNMENT**

The Government of Kerala has taken revolutionary steps for the enhancement of English competency in Schools. The land mark decision by the Government to appoint qualified teachers having graduation in English for teaching the language is a testimony to the commitment of the Government in improving the quality of English learning in the Secondary level.

Kerala curriculum framework introduced English in first standard itself due to several reasons such as pressure from the part of private schools and other related issues. Government came up with timely policies like DPEP, SLAP etc., for making students proficient in English language as much as to keep pace with celebrated skills of private schools at higher studies.

##### **2.4.1. DISTRICT PRIMARY EDUCATIONAL PROGRAM (DPEP)**

The condition of Kerala in terms of English literacy was not different from other states in early 1990s. NIEPA survey in 1994 positioned Kerala in 18th rank amongst all

states in terms of English literacy. It is in this context District Primary Educational Program (DPEP) was launched in 1994. The main features of this program were child-centred activity-oriented teaching, teacher training and empowerment, new evaluation methods and revision of curriculum.

The new curriculum was completely a shift from customary methods giving more emphasis on activity and creating a natural- entertaining experience of learning. It could make good results as there was a real attainment of knowledge in classrooms. This qualitative change showed its impact on children's linguistic performance as well.

#### **2.4.2. THE SECOND LANGUAGE ACQUISITION PROGRAMME (SLAP)**

SLAP is the DPEP programme for the teaching of English as a second language. The programme bases itself on the convergence of Linguistics and the methodology of language teaching. It is heavily influenced by the following aspects:

- (i) Noam Chomsky's theory on Universal Grammar (UG), and
- (ii) The Whole Language Approach of Constance Weaver.
- (iii) Language acquisition is a non-conscious process, which is distinct from the conscious process of learning language facts such as vocabulary and grammar rules.
- (iv) Language is acquired not through imitation but through insightful theory construction.

- (v) Repetition might help the learning of language facts in isolation but what is relevant for acquisition is not repetition but recurrence.
- (vi) Languages are acquired not through learning language facts in isolation but by internalising clusters of language facts.

The salient features of SLAP are Concept Mapping, My own rhymes, Channelizing thoughts, Discourse-Theme Spiraling and Recurrence, Need based Expansion of vocabulary, The Evolving Textbook(ETB), Thematic linking of ETB pages, processing a poem, processing a narrative, Organic reading and writing and student assessment.

This programme was initially launched in sixty selected schools for a year and it was found that children brought under **SLAP** were able to perform all the language skills better than those students in the main stream. A study conducted by Anita Rampal for **UNICEF** observed that “the results have been very heartening, that the programme, even in a short period, has been able to reorient teachers sufficiently well and has visibly helped children acquire basic skills in English”.

#### **2.4.3. RAPID ACQUISITION OF COMPETENCE IN ENGLISH (RACE)**

This programme is an improvement on SLAP which has made use of discourse-oriented pedagogy. RACE is an interactive multimedia programme conducted by Dr.K.N.Anandan for the teenagers to help them produce a variety of discourses such as conversation, poem, diary, report, and narrative.

RACE is built upon a story which will have a tremendous effect on adolescent learners. It has two complementary parts:

- Visual-CD
- Certain parts of the story are given as a serial.
- The Screen Facilitator narrates a few other events.

#### 2. Printed Material (one for each participant)

Events which are not included in the CD, are given as narratives for reading. Some pages of this material are incomplete. The story evolves through the contribution of the participants. Amalgamation of the above components depends on the strategic intervention of the Classroom Facilitator.

For the effective implementation of RACE, the Facilitator's companion will have a pivotal role. Classroom Facilitator's role is unlike that of a teacher's role in the existing system of education. Unlike the teacher, the CF does not elicit certain pre-conceived set of answers and reinforce them by various means, mainly through repetition.

RACE assures the acquisition of language through:

- Interaction of the participants with the multimedia material and the printed material.
- Interaction of CF with the participants.
- Interaction of participants through their pair work, group work, etc.

RACE was successfully tried out in several schools in Kerala. It has been found that learners brought under the programme can construct various linguistic discourses (conversations, narratives, reports, essays, letters, poems, descriptions, speeches.....) effortlessly and spontaneously. Moreover, unlike in conventional English classrooms, even the weak performers are not excluded from the classroom processes by virtue of the discourse-theme spiraling strategy that has been evolved. Activities have been designed incorporating the notion of Multiple Intelligence in order to take care of individual needs and differences. Since the Acquisition Model aims at processes that will equip the learner to make use of “finite means infinitively”, every learner is able to perform language at his or her level with confidence.

#### **2.4.4. HELLO ENGLISH**

Hello English was initiated by the Government of Kerala in 2016. The program is launched under Sarva Shiksha Abhiyan (SSA). Hello English was officially inaugurated by C. Raveendranath, Minister for Education of the Government of Kerala. The program was launched with an aim of improving the English language skills of students of government and aided schools. The initiative aims at enabling the teachers and students to handle English language with improved proficiency. The initiative was launched in 2016.

#### **2.4.5 COMMUNICATE AT EASE IN ENGLISH**

Communicate at Ease in English was a 50 hrs extending program introduced in selected schools for Secondary level students to improve Language Competency. After the completion of the program a platform was provided for students to perform. They were encouraged by presenting certificates and prizes.

#### **2.4.6. EQ + ELT**

This programme was implemented to improve the Educational quotient and English Language teaching by District Centre for English, Thiruvananthapuram. Modules were prepared and work books were provided to students to work out the activities. Activities were aimed at ensuring language proficiency and skill enhancement.

#### **2.5 RELISH ENGLISH**

'Relish English' is a celebration of English language. It is a child centered teaching process introduced at the secondary level to keep the students involved in the English learning process. Creative activities that ensure active participation of students are designed through judicious use of audio-visual materials. It adopts concepts, techniques and methods in the classroom for recognising and managing the communicative needs of the language learners.

After analysing the hazards that the students undergo in acquiring English language, an innovative strategy which caters to the needs of the learners has been developed. The method aims at providing an English atmosphere in the class as a unit and the school as a whole to give them ample chance to use English. Children can benefit

from playtime when language games offer a fun-filled and relaxed environment where they can practice new words and are free to express themselves.

'Relish English' is designed at two levels:-

- The school is taken as a whole unit and proper linguistic atmosphere is created in the school giving each and every student opportunities to experience language.
- Classes of Std VIII are taken as single unit where the students' interests are triggered through various activities prompting them to use language.

The activities include those to reinforce the text and the role of the teacher is that of a facilitator. The school as a whole celebrates an event and the event management is done entirely by the students in four stages -

- Planning
- Campaigning
- Implementing
- **ENGALA** – The event

At each stage, the activities ensure the use of English language and thereby the students acquire the four basic language skills (listening, speaking, reading & writing) through a non conscious process.

The forth-coming chapter presents a review of the literature related to the present study.



## **CHAPTER 3**

### **REVIEW OF RELATED LITERATURE**

- Methodological and Theoretical Frame Work
- Review of related Studies
- Conclusion

A research literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing the existing body of completed and recorded work produced by researchers, scholars and practitioners. The phase “ review of literature “ consists of two words review and literature. The term “Review” means to organize the the knowledge of the specific area of research to evolve the edifice of knowledge to show that the proposed study would be an addition to the field. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, its practical implementations and the research studies.

### **3.1. METHODOLOGGICAL AND THEORETICAL FRAME WORK**

Class room teaching practice becomes more effective, when it is well informed by an understanding of how students’ learn and learning will be more successful if students are given the opportunity to explain or clarify their ideas. So in terms of pedagogy, the development of education now requires teaching strategies that emphasize student involvement in their learning, where focus is on knowledge construction rather knowledge transformation.

Researchers have shown that learning strategy in classroom can be very effective in encouraging student interaction and consequently enhanced students’ achievement. It is therefore essential that the major implication of learning theory should be reflected in classroom practices in a more child focused manner.

### **3.1.1. UNIVERSAL GRAMMAR THEORY**

According to Noam Chomsky, human born with an innate knowledge of grammar that serves as the basis for all language acquisition. In other words, for humans, language is a basic instinct. He proposed that human are born with a fundamental understanding of the underlying mechanisms of language. Research has shown human ability to distinguish words from non-words even without an understanding of the language, is a skill that even non-verbal babies possess.

### **3.1.2. ACTIVITY BASED TEACHING/LEARNING**

Activity-based learning or ABL includes a range of pedagogical approaches to teaching. Its main concern is that learning should be based on doing some hands-on experiments and activities. Children are active learners rather than passive recipients of information. If children get chance to explore by their own and given an optimum learning environment then the learning becomes joyful and long-lasting.

### **3.1.3. PROCESS ORIENTED TEACHING/LEARNING.**

Process-oriented instruction aimed at teaching thinking strategies and domain-specific knowledge in coherence. This instruction aimed the concept that students learn and on the interplay between self-regulation and external regulation of learning.

### **3.1.4. CONSTRUCTIVISM-SOCIAL CONSTRUCTIVISIM**

Constructivism is a learning theory in psychology explains how people might acquire knowledge and learn. It has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences.

Social constructivism is a sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others. A fundamental aspect of Vygotsky's theory is the Zone of Proximal Development. This is a range of tasks that are too difficult for an individual to master alone, but can be mastered with the assistance or guidance of adults or more-skilled peers.

The studies reviewed with respect to constructivist approach reveal the importance of constructivist approach in educational system. Piaget the proponent of cognitive constructivism rarely mentioned the social aspects, yet, it totally differs from that of the social constructivist approach of Vygotsky. It was first with Piaget that constructivism was uttered fundamentally as a psychological philosophy. Peer interaction was emphasized as essential in the learning process to solve a problem, which is known as socio-cognitive conflict in the literature of constructivism (Light & Littleton, 1999).

### **3.1.5. POST-METHOD PEDAGOGY**

Post-method pedagogy is a movement which has emerged from discontent with the language-teaching methods which heavily influenced second language education from the late 19th century to the late 20th century. Post method pedagogy is first put forward by Kumaravadivelu in 1994. It emerged to respond the demand for a most optimal way of teaching English free from the method-based restrictions. Post method pedagogy as a three dimensional system with three pedagogic parameters: particularity, practicality, and possibility; and proposes micro-strategies in EFL classrooms.

### **3.1.6. LANGUAGE ORIENTED TEACHING/LEARNING**

Cognitive Linguistic approaches to language teaching and learning language are based on the premises that language is not an autonomous module in the mind, that people's knowledge of language derives from language use, and that language derives from people's interaction with the physical world.

### **3.1.7. TEACHER CENTERED TEACHING/LEARNING**

A teacher-centered approach is one where activity in the class is centered on the teacher. It can be compared to a learner-centered approach. ... Teacher-centered lessons are generally associated with traditional approaches to language learning, but teacher-centered activity can be useful in a variety of ways in teaching.

### **3.1.8. LEARNER CENTERED TEACHING/LEARNING**

When a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

### **3.1.9. LEARNING CENTERED TEACHING LEARNING**

Learning centered teaching/learning refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. This ability encourages students to understand how they learn make best. It also helps to develop self-awareness skills that become important. People who have developed Meta cognition are able to assess their thought processes and reframe the way they think to adapt to new situations.

### **3.1.10. ALTERNATE METHODS OF TEACHING/LEARNING**

Alternate methods of teaching learning refers to the incorporation of various approaches in teaching learning activities.

**Collaborative learning:** Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. That educational experiences are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning includes development of higher-level thinking, oral communication, self-management, and leadership skills.

**Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning is an effective way for students to learn and process information quickly with the help of others. The goal of using this strategy is for students to work together to achieve a common goal. It is essential that each student understands their cooperative learning group role.

**Discovery Learning:** Discovery Learning is a method of inquiry-based instruction. Discovery learning is a constructivist based approach to education. Discovery learning takes place in problem solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which students interact with

their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing.

**Reflexive Teaching:** Reflexive pedagogy is a pedagogy that develops learners reflexivity. It does this by teaching learners about practice while being immersed in practice. Reflexive inquiry includes reflexive thought which is the process of remembering the past and thinking about events that have already occurred and it is also meta-cognitive in nature since it is the very thinking about the thinking process.

**Experimental teaching:** Experimental teaching is an important part of teaching work in institutions of higher learning. It is the main route to cultivate the ability of analyzing and solving problem, the spirit of innovation, the quality of comprehensiveness for students. This method relies on controlled methods, random assignment and the manipulation of variables to test a hypothesis.

**Critical pedagogy:** Critical pedagogy is a teaching approach inspired by critical theory and other radical philosophies, which attempts to help students question and challenge posited "domination," and to undermine the beliefs and practices that are alleged to dominate. Critical pedagogy is a progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have.

**Differentiated teaching:** Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

### **3.2 REVIEW OF RELATED LITERATURE**

The article by Amos Paron (2016) deals with the issues of language teachers beyond classroom level. It deals with the themes that are emerging from the recent theoretical shifts in the field of English language teaching. The article discusses different pedagogical frameworks in the context of Language teacher associations with an emphasis on continuing professional development of language teachers. It discusses teachers' interaction at different academic spaces as an important part of teacher training and sees such places as spaces where change is initiated. Also, the article discusses issues, tensions, challenges and dichotomies faced by a language teaching professional in the production as well as dissemination of knowledge.

The article in *The Hindu Education plus*(2012)presents how the needs of the learners are different and what is taught to them in the language classrooms is of no use as they don't learn any communication in their day to day life. The writer talks about how students gave their suggestions in group discussions and paper presentations and recommended their suggestions to be able to achieve excellence.

Sumanjari, S. (2012) had written an article in an e-journal *language India.com* entitled "Integration of Activities in Teaching English to Primary School Students" These were her personal experiences in her English classrooms. She has given different activities to enhance students English language basic skills. She also discussed about how teachers would design various activities. These were based on the principles of activity 43 based learning (ABL). The main aim is 'learning by doing'. She divided these activities into Functional Communicative Activities and Social Interaction activities. The



major results were such as (1) Students became active participants in the learning process. (2) They interacted, used English language in their daily life situations. (3) Classrooms become learner centric and they learn by themselves with the help of different activities.

Dr Sharda Kaushik , the Director of the Regional Institute of English (2011) studied an important problem in English pedagogy in one Outer Circle context, that of India. In it Dr Kaushik investigates the match between the stated goals of English teaching in the policy documents and their implementation in actual curriculum, teaching and testing practices. In order to achieve a better match, the study suggests more use of local sample texts in teaching materials. The study describes the results of testing the acceptability of a number of unique Indian English items.

Nilüfer discusses the place of post method pedagogy and conventional methods in teacher training. Post method approach is regarded as a good alternative to eliminate drawbacks of earlier methods.

Can synthesizes Stern's Three-dimensional framework and Kumaravadivelu's Macro-strategic framework and provides language professionals with guidelines to Improve their teaching practices. The article also sees post method pedagogy crucial for teacher growth because it involves teachers in developing classroom oriented theories. The article sees teachers, in postmethod era, in new roles like evaluators, critical thinkers, observers, theorizers and practitioners. The author observes that post method pedagogy values teachers while they were "underestimated in the implementation of existing methods" (Can, 2009).

Loyens, Rikers and Schmidt (2009) studied about constructivism and conceptions of learning. According to them the Constructivist views of learning have brought conceptions of learning to attention again. Conceptions are considered important determinants of effective learning. Students can differ in their conceptions depending on their educational experience. The study investigated students' conceptions of constructivist learning. The objective was: Do students with greater experience in their academic programme differ in their conceptions of constructivist learning compared to students with less experience? This study shows that the learning environment can make a difference with respect to students' conceptions of constructivist learning activities.

Gore Prashant( 2008), studied the problems while teaching and learning the topic 'Comparison of the Degree' in English. Researcher has used Survey method in research. Overall it was observed that students studying & teachers teaching in 8th Std English Medium School in Maharashtra city faces teaching – learning problem in the topic Degree.

Waseem Momin (2007), reviewed the effect of audio – visual aids in language teaching. The researcher has used Experiment Method. After t-test it is found that, the mean achievement of controlled group is less than that of experimental group. The secondary school students of Pune district was the sample of his study.

Buck, G. (2001) has written a book on listening skill assessment entitled "Assessing Listening." He is known as an expert in the listening skill development. He has given details about listening skill comprehension and what is unique to listening. He also gave different approaches to assess listening. He provided various tasks of listening skill assessment. It is a practical handbook to those who want to assess English listening skill.

Jan D Vermument(1995) in his research studied the learning effects of a process-oriented instructional program for university students were empirically studied. The instructional program consisted of a diagnostic learning style instrument, a learning guide and tutorials. The results showed that the majority of students reported significant general, knowledge, insight and application learning effects. The program effects were typified more by integrating and making usable metacognitive knowledge already present, than by increasing knowledge about new subjects. Evidence for transfer effects was obtained because participants in the program scored better than non-participants on two exams of another course. The learning effects were higher than the effects of an preliminary version of the program implemented with students from an open university. These results support the importance of the process-oriented instructional model. The linking of a thorough diagnosis of personal learning styles to individually tailored instructional measures, turned out to be a powerful way to activate students to reflect on their learning and to develop their mental models of learning.

Pratap P G(1990), in his experimental research, studied the similarity between Marathi grammar and English grammar, to find out the difference between the structure of Marathi and English grammar. He found word formation as the most important feature of English subject. He found similarity in sentence structure in English and Marathi language. He took the Pune University students as sample for his study.

In an experimental study Rao Ramachandra K Nijlingappa P and Pillai Swaminathan (1988) analysed a general level in different aspects of competency in English of students of Technical Teacher's Training Institute, Madras It priorities the aspects in terms of their difficulty and suggests suitable measures to improve learner's

language skills. To mastery over a Language there is a need to go through the skills in deeply. Researcher found the student's listening and comprehension to be the most difficult part in the test. The oral communicative ability of student's was found to be fairly good and student's proficiency was not up to the expected level.

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## **CONCLUSION**

The review of related literature has proved very helpful to the investigating team. Reviewed past researches reveal that efforts have been made to evaluate the effectiveness of teacher enhancement, various strategies and programmes demonstrated for developing communicative competence and linguistic competence and language skills. Review of books related to communicative approach, language function, learning activities for teaching English language help the team to develop insight in preparing English language competence development programme. Review of Training modules help the investigator to make familiar with methods and approaches and programmes that implemented in primary section. The next chapter provides details of the procedure followed for the development of the programme. It also gives details about the research methodology used for the study.

## **CHAPTER 4**

### **METHODOLOGY**

- Objectives of the Study
- Hypotheses of the Study
- Tools used for the study
- Data collection procedure
- Scoring procedure
- Statistical techniques used or the analysis of the data.

Methodology refers to the theory of getting knowledge, to the consideration of the best ways, methods or procedures, by which data that will provide the evidence basis for the construction of knowledge about whatever it is being researched is obtained. Methodology in the narrowest sense is the collection of methods and roles by which a particular piece of research is undertaken.

It is necessary for a researcher to know not only the research methods and techniques but also methodology. The methodology may vary from problem to problem. The researcher has to specify very clearly what decisions he/she selects so that they can be evaluated by others. Therefore, the methods sections structure should describe the materials used in the study, explain how the materials were prepared for the study, describe the research protocol, explain how measurements were made and what calculations were performed and state which statistical tests were done to analyze the data.

The appropriateness of an investigation depends on the tools of data collection, representatives of sample and the statistical devices which one employs to analyze the data to reliable and valid conclusions and generalizations that will help one to understand and protect the variable under study. To achieve this, an appropriate research paradigm is needed that minimize the objectivity of the evidence collected..

#### **4.1. OBJECTIVES OF THE STUDY**

The core of the program, being the overall enhancement of usage of English language at secondary level, various objectives were envisioned so that the set aims could be achieved easily. They are:-

- \* To develop the learners to use English as strong basic interpersonal communicative means.
- \* To enable the learners to enhance language skills through various creative activities.
- \* To enhance the comprehension level of the learners in English through performance based activities.
- \* To enable the learners to use English language in real life situations.
- \* To assist cognitive academic language proficiency

#### **4.2. HYPOTHESES OF THE STUDY**

As per the envisaged objectives the team have certain hypotheses and they are as below:-

- \* The learners develop confidence in using English as a strong basic interpersonal communicative means..
- \* Creative language activities enhance the language skills of learners.
- \* Performance based activities enhance the comprehension level of the learners.
- \* Learners develop competency to use English language in real life situations.
- \* Enhance the enthusiasm of learners to explore English language and the vast data, information and literature available in English.

#### **4.3. TOOLS USED FOR THE STUDY**

The tools of research are the instruments that are used for the collection of data relating to the study. Construction of suitable strategy and instrument is very important in a research study. The following tools were used in the study.

1. Questionnaire for teachers
2. Relish English Module
3. Rating Scale based on the response from the Direct Target Group
4. Package Appraisal Proforma intending to elicit response from teachers involved in the Project.
5. Engala

## **STRATEGY 1**

### **4.3.1. Questionnaire**

Questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires are often designed for statistical analysis of the responses. Here we adopted paper and pencil questionnaire which was distributed among the teachers to analyse the current scenario in English language teaching and learning.

A questionnaire consisted of 10 statements to analyse the current scenario in English language teaching and learning was the prime tool used for the study. The questionnaire focused on areas such as language learning, environment, effectiveness of child centered activities and involvement of learner in the same, opportunities to enhance the language skills, creative language expression and the development of communication competency. This tool attached as appendix-I for reference



## **STRATEGY 2**

### **4.3.2. ABOUT THE MODULE**

Relish English is a child centered teaching process that keeps the students active in the classroom. Creative activities that ensure active participation of students are designed through judicious use of audio-visual materials. It adopts concepts, techniques and methods in the classroom for recognising and managing the communicative needs of the language learners. After analysing the hazards that the students undergo in acquiring English language, an innovative strategy which caters to the needs of the learners has been developed. The method aims at providing an English atmosphere in the class as a unit and the school as a whole to give them ample chance to use English. Children can benefit from playtime when language games offer a fun-filled and relaxed environment where they can practice new words and are free to express themselves.

The activities include those to reinforce the text and the role of the teacher is that of a facilitator. The school as a whole celebrates an event and the event management is done entirely by the students in four stages -

- Planning
- Campaigning
- Implementing
- **ENGALA** – The event

At each stage, the activities ensure the use of English language and thereby the students acquire the four basic language skills (listening, speaking, reading & writing) through a non-conscious process.

### **4.3.3. HIGHLIGHTS OF THE MODULE**

#### **1. Film Fest**

- Five short films will be screened
- There will be worksheets for students to fill in and to prepare a film review

#### **2. JAM (Just A Minute Speech)**

- Students speak for just a minute with a view to improve their fluency
- They can record their own videos on speaking for a minute and post it in school whats app group or can send it to their English teacher separately

#### **3. Story re-telling**

- They tell the story of Nightingale and the Rose from the perspective of Lizard, Boy, Oak tree and Rose tree

#### **4. Listening task**

- Teachers are supplied with number of listening tasks downloaded from [bbclearningenglish.com](http://bbclearningenglish.com)
- It is played in the class.
- There is a quiz for each task and the students attempt it.

### **5. Character sketch**

- Videos of famous characters played by Dulquar Salman, Mohanlal and Nivin Pauly are screened
- Students are supplied with ample vocabulary to prepare character sketch
- They present it in the class
- Teacher enacts a character and students write the sketch (another method)

### **6. Listening to songs and singing**

- Songs are played in the class
- Students sing along with the audio
- They sing without audio support

### **7. Today's take off – It includes**

- Theme song of the program 'Relish English'
- Word of the day
- Vivid past (A news from the past, i.e., from 100 years back the same day)
- Thought for the day
- News headlines (Today's top stories)
- Pledge in English

### **8. Skit**

- On a socially relevant topic (Skit: A short, funny play that makes a joke of something)

## 9. Dubbing

- Students vocalise to a muted video

## 10. Flash mob

- Performed on the final day of Engala

## 11. Seminar

**12. Engala** (Closing ceremony in which the students showcase their talents acquired during the course of the one month of activity oriented Relish English Programmes.)

This module is attached as appendix-II and III in appendices.

### 4.3.4. RATING SCALE

**Rating scale** is a variant of the popular multiple-choice question which is widely used to gather information that provides relative information about a specific topic. A **rating scale** is used in a research when a qualitative measure is intended to be associated with the various aspects of a product or feature. In this project a Rating Scale was administered to the Target Group learners to evaluate the effectiveness of the Project. The Rating Scale consisted of ten questions and the target group included students of STD 8 and 9 from ten schools of various districts of Kerala ie Thiruvananthapuram, Kollam, Ernakulam, Thrissur, Vayanad and Kannur.

The students were asked to rate the questions by awarding scores of 5, 3 and 1 for Excellent, Good and Poor scale respectively. The Scale enquired the students how good Relish English was in their opinion. They were also asked to rate the impact of Relish English in boosting their confidence level. The students were also

asked to value the Effectiveness of Relish English activities to create interest in learning of English compared to the activities of the text book. The Rating scale valued the involvement of students in 'Engala' to become better performers. The learners were asked to rate the effectiveness of BBC learning English to enhance their oral communication and the influence of JAM to express your thoughts in English. Impact of Take Off in effectively making use of school assembly for performing in English and the effectiveness of Film Festival to watch and express their point of view were also asked to be rated. Students were also enquired how they rated the impact of songs to enjoy learning of English and the involvement of the student in dramatizing and enacting a story. The tool is enclosed in appendix-IV.

#### **4.4.5. PACKAGE APPRAISAL PROFORMA FOR TEACHERS**

**A Package appraisal proforma** is the process of carefully and systematically assessing the outcome of scientific **research** to judge its trustworthiness, value and relevance in a particular context.

A Package Appraisal Proforma was administered to the English Teachers who were involved in the project to evaluate its effectiveness.. The Appraisal Proforma consisted of ten questions and the respondents included ten teachers who teach English in Standard 8 and 9 from ten schools of various districts of Kerala ie Thiruvananthapuram, Kollam, Ernakulam, Thrissur, Vayanad and Kannur. Teachers were asked to evaluate the effectiveness of the project in enhancing English learning and in creating English learning environment. Effectiveness of performance based activities for enhancing the comprehension level of learners was also included in the evaluation criteria. The project's effectiveness in ensuring individual participation

and involving learners in dramatizing and enacting stories was also asked to be rated. Teachers were also asked to rate the students' level of enthusiasm in exploring English language. Effectiveness of the project in enhancing the learners' ability in using the language and in overcoming their inhibition was also meant to be assessed by the teacher. The appraisal form also required the teachers to observe and record how the project triggered creativity of the learners.

The copy of Appraisal form is attached in appendix-V

#### **4.4.6. ENGALA-PERFORMANCE BASED ACTIVITY.**

**Engala**, as an analysing tool, is the final event showcasing the artistic expression of the learners who underwent the one month 'Relish English' training programme. The learners engaged in a varied forms of artistic extravaganza which included Flash Mob, Skit, Dramatization, recitation, rendering of English songs, Choreography of poems and Language Exhibition comprising posters, wall magazines, portraits and work of students. The half day programme, which was entirely managed by the learners themselves, began with a formal function welcomed by the 'Kingpin'; the leader of the Project. The function was marked with cultural programmes including the Theme Song of Relish English and the releasing of Magazines prepared by students.

Engala- the English gala was a culmination of the month long celebration of Relish English. The event was conducted during the first week of February in the 10 schools selected for the implementation of the project. Performance of the learners based on the discourse oriented activities of the module was assessed during the practice as a part of continuous and comprehensive evaluation. The entire programme

was planned, campaigned and implemented by the learners themselves thereby attracting attention inside as well as outside the school campus. Eminent personalities from the political and educational arena ranging from M P's and M L A's, SCERT, DIET, SSK, Faculties from the various colleges throughout the state and a number of other well-wishers witnessed the celebration of Relish English Engala.

#### **4.4. DATA COLLECTION PROCEDURE**

##### **Administration of the tool**

As an initial step, the investigating team selected 10 Secondary Schools of North, Central and South zone of Kerala for the study. Forty students of eighth standard were selected for the purpose of sampling. After fixing the Sampling, the investigating team contacted the heads of the proposed schools and obtained permission for the study through the formal procedures. The schools selected and details of the school is enclosed in appendix-VI.

Before the preparation of the module a questionnaire was distributed to the teachers to analyse English classroom atmosphere strategies and attitude of learners and teachers towards English language learning in Secondary Schools in Kerala. Relish English module , a specially designed one was administrated at enhancing English language competency of the learners. It comprised with activities for 22 hours in classroom and outside for learners. A Rating scale was distributed to the Relish English candidates to collect the opinion of the learners after the implementation of the Relish English module. Teacher appraisal proforma to evaluate the implementation and the effect of the module, a teacher appraisal proforma was filled by Relish English faculties. As a following performance based activity , a festival of English Gala named “Engala” was conducted for assessment.

#### **4.5. SCORING PROCEDURE**

According to the scoring scheme all the responses of the tools were scored. The questionnaire consisted of 10 statements of three point scale was administered among teacher samples. Score of 3 points are given to the most appropriate answer- excellent, 2 points to the moderate answer-satisfactory and 1 point to the least appropriate answer- below expected level.

After that Relish English module was practised in the target schools for the experimental study.

Rating Scale consisted of 10 statements of three point scale was administered among student samples. Score of 3 points are given to the most appropriate answer- excellent, 2 points to the moderate answer-good and 1 point to the least appropriate answer-satisfactory.

Teacher appraisal proforma consisted of 10 statements of three point scale was administered among teacher samples. Score of 3 points are given to the most appropriate answer- excellent, 2 points to the moderate answer-satisfactory and 1 point to the least appropriate answer- below expected level.

Engala, was the performance outcome of the implemented Relish English module. The following discourse performance outcomes - Skit, Choreography, JAM (Just a minute), Film review and Character Sketch (Hot seat technique) – of the students was assessed with grading indicators.



## **STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

### **Preliminary analysis**

Preliminary analysis was done in order to arrive at conclusion of the study.

Preliminary analysis involves the following statistical techniques:

- Percentile
- Grading procedure
- Graphical representation
- Descriptive analysis.
- Inferential Analysis

The present chapter gives a detailed account of the methodology adopted for the study. The present study is experimental in nature. The next chapter gives a detailed description of the analysis of the data and their interpretation

## **CHAPTER 5**

### **ANALYSIS AND INTERPRETATION OF DATA**

- Preliminary analysis of the data
- Interpretation of data

Analysis and Interpretation are the two major steps in the process of research. Analysis and Interpretation means categorizing, ordering and summarizing of data to obtain answers to research questions. The purpose of analysis is to reduce data to intelligible and interpretable forms, so that relations of each research problem can be studied and tested. Interpretation calls for a critical examination of the results of one's analysis in the light of all limitation of data gathering. It is the most important step in the entire procedure of research. In the study, analysis was carried out in two stages: Descriptive Analysis and Inferential Analysis.

### **5.1. DESCRIPTIVE ANALYSIS AND INFERENCE ANALYSIS**

At this stage of analysis, using descriptive statistics, the large amount of data captured was summarized as it is read and understand in their raw form. Of the three most common ways of using descriptive statistics is percentile analysis. It summarizes collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends. The tools used for Data Analysis in this project are

1. Questionnaire
2. Rating Scale
3. Package Appraisal Proforma
4. Engala – The Event

**PART 1**

**5.1. Analysis of Questionnaire Data (Tool-)**

**PRESENT STATUS OF ENGLISH LANGUAGE ACQUISITION**

**Table.5.1. No. of responses and the corresponding percentage of the choices of the questionnaire.**

	Questionnaire	Excellent(No)	Percentage	Satisfactory(No)	Percentage	Below Expectations(No)	Percentage
1	Language learning environment in English classrooms	10	33.3	15	50	5	16.6
2	Effectiveness of child centered activities in text book transaction	8	26.6	15	50	7	23.3
3	Involvement of learners in performance based activities	12	40	12	40	6	20
4	Effectiveness of classroom activity in triggering the creativity of learners	10	33.3	11	36.6	9	29.1

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5	Opportunities in classroom for enhancing the listening skill of learners	5	16.6	10	33.3	15	50
6	Involvement of teacher in creating fun filled atmosphere prompting natural response from learners	5	16.6	8	26.6	17	56.6
7	Learners 'comprehension of the text without teacher intervention	6	20	8	26.6	16	53.3
8	Learners 'ability to pen down their creativity	8	26.6	9	30	13	43.3
9	Opportunities for the learners to enhance their reading skill.	8	26.6	10	33.3	12	40
10	The learners' communicative competency in English classroom.	6	20	10	33.3	14	46.6

All the questions in the table consists of the aim to measure the objective that language as a strong interpersonal communicative means. The questions are in micro level to assess the present English language teaching class room scenario. The responses of the teachers are categorized into three as excellent, satisfactory and below expectation. In table 5.1 the no. of responses with percentage is recorded.

Analysing the data collected through the administration of the questionnaire, the following findings were noticed.33% of the teachers opined that the language

learning environment in the English classrooms was excellent and 50% opined satisfactory against 17% of teachers who opined that it was below expectation. Only 26% of teachers experienced the effectiveness of child centered activities while transacting the textbooks whereas 50% expressed a satisfactory opinion and 23% of them founded otherwise. Performance based activities were supported by 40% of teachers because of the learner involvement. Around 70% of teachers found the classroom activities triggering the creativity of learners while 30% of them opined otherwise. The opportunities for enhancing the listening skill of the learners is limited as per the opinion of 50% of teachers. Only 43% of teachers opined that they were successful in creating a fulfilled atmosphere which prompts natural response from learners. As per 47% of teachers, the learners were able to comprehend the text without teacher intervention while 53% of them had to intervene. According to 57% of teachers the learners were able to pen down their creativity while 43% of them noticed difficulty. The opportunity for enhancing the reading skill of learners was found 60% against the 40% who opined otherwise. The communicative competency as found in the English classroom was excellent only by 20%, satisfactory by 34% of teachers and below expectations by 43%.

The above data are consolidated in macro level as below in table 5.2

**Table.5.2. Consolidated form of responses of teachers about English language classroom**

SL No.	Language Learning Attitude and Atmosphere	No. of responses	Percentage
1	Excellent	78	26
2	Satisfactory	108	36
3	Below expectation	114	38

On the whole, the response from the part of the teachers in terms of language learning and atmosphere in the English classroom, 26% of them found it excellent, 36% of them of them found it satisfactory while 38% opined as below expectation level.

## **PART 2**

### **RESPONSES ON RELISH ENGLISH**

**5.2. Analysis of Rating Scale Data ( Tool-2)****Table.5.3. No. of responses of learners to the statements of rating scale**

SL No	Learners Response to Relish English	Excellent	Good	Satisfactory
1	How good is Relish English in your opinion	320	80	
2	How far Relish English boosted your confidence level	350	50	
3	Effectiveness of Relish English activities to create interest in learning of English.	360	40	
4	Your involvement of in Engala	370	30	
5	Effectiveness of bb clearing english to enhance your listening skill	210	190	
6	Influence of JAM to express your thoughts in English	365	35	
7	Impact of Take Off in making school assembly effective	360	40	
8	Effectiveness of Film Festival in triggering your thoughts and expressions	340	60	
9	Impact of songs to enjoy learning of English	380	20	
10	How was your involvement in magazine preparation?	380	20	

The response of the learners to Relish English 2019 has been overwhelming. The learners rated the questions by awarding scores of 5, 3 and 1 for Excellent, Good and Satisfactory scale respectively. It is remarkable to note that not a single learner rated any of the questions as satisfactory. Out of the 400 learners who responded to



the rating scale 320 opined that Relish English Programme was excellent. 350 learners said that it boosted their confidence level. 360 of them found that Relish English activities created more interest in learning of English. 370 learners opined that the involvement in Engala helped them to become better performers. In the case of JAM (Just a Minute Speech) 365 learners are of the opinion that it was very interesting and inspiring. On the impact of the Take off Programme 360 of the learners rated it as excellent. When the learners were asked to express their point of view about the Film Festival 340 of them found it excellent. When asked to rate on the impact of songs and their involvement in magazine preparation 380 of the students commented that it was very apt for the learning process whereas 20 of them rated it as good.

The above data are consolidated in macro level as below in table 5.4

**Table.5.4. Consolidated form of responses of learners about Relish English**

SL No	Learners Response to Relish English	No. of Responses	Score	Percentage
1	Excellent	3434	17170	85
2	Good	566	1698	15
3	Satisfactory	NIL	0	NIL

The overall response from the part of the students was positive towards Relish English.

\From the table it is evident that out of the score 20000 (total score for 10 statements of 400 responses ), 3434 learners marked Relish English as excellent, that's excellent option got the highest score 17170. It represents the 85% of the total

score. Out of the score 20000 (total score for 10 statements of 400 responses ), 566 learners marked Relish English as good, that's good option got the score 1698 . It represents the 15% of the total score. No learner selected the satisfactory option. It means all the responses are good or above towards Relish English.

### **5.3 Analysis of Teacher Appraisal Proforma Data(Tool-3)**

The below shown statements are distributed to the practising teachers of Relish English programme and responses are collected.

**Table.5.5. No. of responses of teachers towards the Teacher Appraisal Proforma.**

Sl No.	Language Learning Attitude and Atmosphere	Excellent	Good	Satisfactory
1	Relish English enabled me to raise the learners to a better position	30		
2	Helped in creating an English Learning Environment	30		
3	Effectiveness of Child Centered activities	27	3	
4	Effectiveness of performance based activities in enhancing the comprehension level of learners	24	6	
5	Ensures individual participation	27	3	
6	Involvement of learners in dramatizing and enacting stories	27	3	
7	Enthusiasm to explore English language	24	6	
8	Enabled the learners to enhance their ability in using the language	27	3	
9	Enabled the learners to overcome their inhibitions in using the language	24	6	
10	Triggered the creativity of learners	30		

All the teachers agreed that the project was effective in enhancing English learning. 100% of the teachers assessed that it helped in creating an English Learning Environment. 90% of them evaluated that the child centred activities were excellent, whereas 10% evaluated them as good. As far as the effectiveness of the performance based activities in enhancing the comprehension level of learners is concerned 80% marked it as excellent and 20% as good. About 90% of teachers gave excellent remark on the Project's efficacy in ensuring individual participation in dramatizing stories and 10% remarked it as good. The Project's effectiveness in enhancing the learners' ability in using the language was adjudged excellent by 90% and good by 10%. 80% of the teachers' concluded that the programme was excellent in helping the learners overcome their inhibitions in using the language and 20% found it to be good. All the teachers unanimously agreed that the programme triggered creativity in learners.

The above data are consolidated in macro level as below in table 5.6

**Table.5.6. Consolidated form of responses of teachers about Teacher Appraisal Performa.**

<b>Sl No</b>	<b>Teachers Response to Relish English</b>	<b>No. of Responses</b>	<b>Score</b>	<b>%</b>
1	Excellent	270	1350	90
2	Good	30	90	10
3	Satisfactory	Nil	Nil	Nil

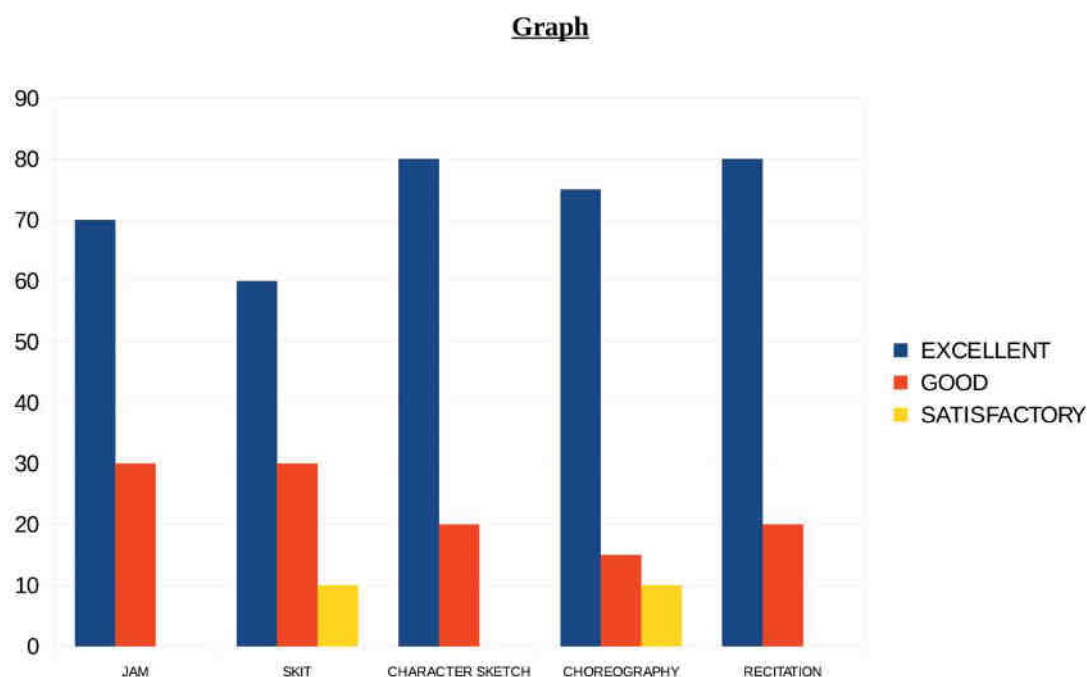
From the table it is evident that out of the maximum score 1500 (total score for 10 statements of 30 responses ), 270 teachers marked the programme as excellent, that's

excellent option got the highest score 1350. It represents the 90% of the total score. Out of the score 1500 (total score for 10 statements of 30 responses ), 30 teachers marked the programme as good, that's good option got the score 1698. It represents the 10% of the total score. No teacher selected the satisfactory option. It means all the responses are good or above towards the Relish English programme.

#### 5.1.4. ENGALA

Engala is a performance based activity for both learning and assessment. The following discourse performance outcomes - Skit, Choreography, JAM (Just a minute), Film review and Character Sketch(Hot seat technique) – of the students was assessed with grading indicators

Figure. 5.1. Students performance chart-ENGALA



Analyzing the students performance graph in Engala we found that 70% of the students performed JAM(Just a Minute) with great confidence while 30% of students conveyed their ideas fairly well almost touching the level of expectation. 70% of students involved enthusiastically in the preparation and enactment of skit, 25% of students showed interest in supporting the preparation rather than enactment while 5% of the students showed less interest in the skit. It is be noted that 75% of students showed excellence in portraying a character on stage by enacting the character after a thorough preparation of the character sketch while 25% of students came upto the level of expectation. Choreography was imbibed and performed by 70% of students with excellence, 20% of them worked behind the curtain supporting the performers while 10% of them was not confident in the preparation of the same. 80% of students recited poems with proper voice modulation and rhythm while 20% of them could recite upto the expectation level.

### **CONCLUSION**

Analysis of the data collected leads to the conclusion that the Project Relish English had a dynamic impact on the school environment. The Influx of enthusiasm among the learners is a testimonial to the fact that they could overcome their inhibitions in using the language. The innovative programmes in the project helped them realize their potential, utilize them in the right context and improve their performance in the most appropriate way. Confidence level of learners achieved new heights. Performance based activities helped learners to acquire the language skills in the most natural way. The Project enhanced their self esteem and competency to master the language in the near future.

## **CHAPTER 6**

### **Summary, Findings, conclusions and Suggestions**

- Findings of the study
- Tenability of hypotheses
- Conclusion
- Educational implications
- Suggestions for further research

Conclusion and suggestions of a research study is a set of informative observations on the basis of the present study and also the suggestion for improvement. It shows whether the research conducted by the team is credible, has integrity and make a contribution of knowledge and understanding. This chapter is about the entire development of the present study which includes the objectives, hypothesis and the methodology used. The conclusions based on major findings, the tenability of hypothesis and suggestions for further research are also presented in this chapter.

## **FINDINGS OF THE STUDY**

- The learning atmosphere of the present Kerala English language classroom was not excellent. It is only satisfactory and below the level of expectation.
- All the responses of learners towards Relish English are good or above
- All the responses of teachers towards Relish English are good or above
- All the teachers unanimously agreed that the Relish English triggered creativity in learners.
- Engala, the experimented performance based activity removed the inhibition of students in using English.

## **TENABILITY OF HYPOTHESES**

The tenability of hypothesis is examined in light of the above findings:

\* The first hypotheses states that “The learners develop confidence in using English as a strong basic interpersonal communicative means”. Based on the Engala performance it is accepted.

\* The second hypotheses states that “Creative language activities enhance the language skills of learners”. Based on the teacher’s appraisal performa findings, this hypothesis is accepted.

\* The third hypotheses states that “Performance based activities enhance the comprehension level of the learners”. Engala based findings agrees this hypothesis. Hence it is accepted.

\* The fourth hypothesis states that” Learners develop competency to use English language in real life situations”. Based on all the findings, this hypothesis is accepted.

\* The fifth hypotheses states that “Enhance the enthusiasm of learners to explore English language and the vast data, information and literature available in English”. Based on all the findings, this hypothesis also accepted.

## **CONCLUSION**

Based on the findings, all the hypotheses of the study are accepted. It means Relish English Programme is an acceptable programme package. The tremendous improvement of the communicative and social skills of learners adds to the success story of the Project. It is highly recommended that the Project be implemented in all the schools across the State.



## **EDUCATIONAL IMPLICATIONS OF THE STUDY**

The present study was intended to explore the enthusiasm in learning the English language. The findings of the study are very much relevant in the current context. The important implications are outlined below:

- The unfavourable attitudes and conditions should be monitored and curtailed professionally and early before and after the programme in learning or their performance in school.
- Teachers should wisely utilize available learning resources to enhance students' positive attitudes, neutralize any negative attitudes towards learning and performance.
- The study has great implications for school managements and head of the institutions regarding the English language learning skills.
- A monitoring committee consisting of educational experts, teachers, administrators, school heads can be constituted at the state level and district, for the monitoring of the programme.
- Though schools are often encouraged to give young people a sense of community and skills in teamwork, academic achievements are not contingent on team working or work towards communal goals.

## **SUGGESTIONS FOR FURTHER RESEARCH**

The findings of this study suggests certain areas of further research

- Further researches may be undertaken with large sample covering all the secondary schools of the state, so as to make generalization. An online survey could be utilized to achieve this goal.
- A similar study can be attempted among students at Higher secondary level.
- A detailed study for identifying the factors that hinders to the acquisition of English language learning in a natural situation would be a worthwhile research endeavour.
- Pure qualitative studies can more detail about the merits of the study.
- Experimental studies to enhance the reading and writing skills of secondary school students in English language acquisition are acceptable.

## **APPENDICES**

**APPENDIX - I**  
**Questionnaire for Teachers**

Name of teacher:

Name of school:

District:

Zone:

	Questionnaire	Excellent	Satisfactory	Below Expectations
1	Language learning environment in English classrooms			
2	Effectiveness of child centered activities in textbook transaction			
3	Involvement of learners in performance based activities			
4	Effectiveness of classroom activity in triggering the creativity of learners			
5	Opportunities in classroom for enhancing the listening skill of learners			
6	Involvement of teacher in creating fun filled atmosphere prompting natural response from learners			
7	Learners' comprehension of the text without teacher intervention			
8	Learners' ability to pen down their creativity			
9	Opportunities for the learners to enhance their reading skill.			
10	The learners' communicative competency in English classroom.			

**APPENDIX - II**

**RELISH ENGLISH**

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Module 4      Singing Songs

Module 5      JAM

Module 6      Skit

Module 7      Dramatisation

Module 8      Story Retelling

Module 9      Character Sketch

Module 10     Dubbing

Module 11     Flash Mob

Module 12     Lesson Plans

## **RELISH ENGLISH**

An innovative Teaching Strategy

*“The best way to predict the future is to create it.”*

English has been considered as the first Global Lingua Franca. In today's world of globalisation, there is an urgent requirement for the mastery of a common language in which all the data and information are available.

That is where the world of today needs English – Our students need English – ***Let's catch them young.***

'Relish English' is a celebration of English language. It is a child centred teaching process that keeps the students active in the classroom. Creative activities that ensure active participation of students are designed through judicious use of audio-visual materials . It adopts concepts, techniques and methods in the classroom for recognising and managing the communicative needs of the language learners.

### **Aim**

After analysing the hazards that the students undergo in acquiring English language, an innovative strategy which caters to the needs of the learners has been developed. The method aims at providing an English atmosphere in the class as a unit and the school as a whole to give them ample chance to use English. Children can benefit from playtime when language games offer a fun-filled and relaxed environment where they can practise new words and are free to express themselves.

### **Target group:**

- Class Eight
- School as a whole

**Activity :-** *Enliven an Event*

'Relish English' is designed at two levels: -

- The school is taken as a whole unit and proper linguistic atmosphere is created in the school giving each and every student opportunities to experience language.
- Classes of Std VIII are taken as single unit where the students' interests are triggered through various activities prompting them to use language.

The activities include those to reinforce the text and the role of the teacher is that of a facilitator. The school as a whole celebrates an event and the event management is done entirely by the students in four stages -

- Planning
- Campaigning
- Implementing
- ENGALA** – The event

At each stage, the activities ensure the use of English language and thereby the students acquire the four basic language skills (listening, speaking, reading & writing) through a non conscious process.

## **RELISH ENGLISH**

### **An overview**

#### **End product**

- Drama           The Merchant of Venice
- Skit             Based on any socially relevant incident
- Listening       bbclearningenglish.com
- Speaking       Radio programs, JAM, Story telling
- Reading        Various texts
- Writing         Character sketch, Script writing (Drama, Skit)
- Singing         English songs

#### **Items included**

##### 1. Film Fest

- Five short films will be screened
- There will be worksheets for students to fill in and to prepare a film review

##### 2. JAM

- Students speak for just a minute with a view to improve their fluency
- They can record their own videos on speaking for a minute and post it in school whatsapp group or can send it to their English teacher separately

##### 3. Story re-telling

- They tell the story of Nightingale and the Rose from the perspective of Lizard, Boy, Oak tree and Rose tree

##### 4. Listening task

- Teachers are supplied with number of listening tasks downloaded from bbclearningenglish.com
- It is played in the class.
- There is a quiz for each task and the students attempt it.

##### 5. Character sketch

- Videos of famous characters played by Dulquar Salman, Mohanlal and Nivin Pauly are screened
- Students are supplied with ample vocabulary to prepare character sketch
- They present it in the class
- Teacher enacts a character and students write the sketch (another method)

6. Listening to songs and singing

- Songs are played in the class
- Students sing along with the audio
- They sing without audio support

7. Today's take off – It includes

- Theme song of the program 'Relish English'
- Word of the day
- Vivid past (A news from the past, i.e., from 100 years back the same day)
- Thought for the day
- News headlines (Today's top stories)
- Pledge in English

8. Skit

- On a socially relevant topic (Skit: A short, funny play that makes a joke of something)

9. Dubbing

- Students vocalise to a muted video

10. Flash mob

- Performed on the final day of Engala

11. Skit

12. Seminar

13. Engala (Closing ceremony)



## STEERING CREW

A group of students will be entrusted with various duties in connection with 'Relish English'. Each task will be monitored by the leader selected from the students. Teachers can rely on the continuous evaluation result. Not only language proficiency but also other talents such as performance in arts, sports and overall leadership quality must be considered by the teachers while assigning duties.

### General layout

No	Name of the post	Duty description	Selection Strategy
1	<b>King Pin</b>	Chief executive officer Other leaders must report the progress to her/ him once in every 3 days	The best student organiser is nominated by the teaching faculty.
2	<b>Magazine Marshal</b>	Co-ordinates the activities in connection with manuscript magazine making	The best five students who participated in written genre in youth festival.
3	<b>Arts Ambassador</b>	Co-ordinates the performing artists and in charge of day's commemoration	The top 5 students in performing arts.
4sx	<b>Programme Premier</b>	Prepares the program chart and time schedule, Documents the whole program	The 5 top notchers in academics.
5	<b>Gala Gaffers</b>	Manages the event 'Engala'— an arts festival in which various performances have to be staged and conducted towards the end.	Top five students with the following qualities: - - Good communication skill - Leadership - Social commitment - Dedication

**TIME SCHEDULE**

Day	Date	Morning time activity	Class room activity	Extra time activity
1	01.01.'19		Selection of class crew	Selection of school crew Forming parliament
2	03.01.'19	Today's take off	School for Sympathy 1/6	Film Fest 1 Setting up students for Dramatization (The Merchant of Venice)
3	04.01.'19	Today's take off	School for Sympathy 2/6	JAM 1
4	07.01.'19	Today's take off	School for Sympathy 3/6	Listening task 1
5	08.01.'19	Today's take off	School for Sympathy 4/6	Film Fest 2
6	09.01.'19	Today's take off	School for Sympathy 5/6	Dubbing 1
7	10.01.'19	Today's take off	School for Sympathy 6/6	Film Fest 3
8	11.01.'19	Today's take off	My Grandmother's House 1/2	Listening task 2
9	14.01.'19	Today's take off	My Grandmother's House 2/2	JAM 2
10	15.01.'19	Today's take off	Solitude 1/2	Listening task3
11	16.01.'19	Today's take off	Solitude 2/2	Singing songs 1
12	17.01.'19	Today's take off	Merchant of Venice 1/5	Film Fest 4
13	18.01.'19	Today's take off	Merchant of Venice 2/5	Singing songs 2
14	21.01.'19	Today's take off	Merchant of Venice 3/5	Singing songs 3
15	22.01.'19	Today's take off	Merchant of Venice 4/5	JAM 3 (based on national girl's day)
16	23.01.'19	Today's take off	Merchant of Venice 5/5	Singing songs 4
17	24.01.'19	Today's take off	Character sketch 1	Film Fest 5 (Marry Me)
18	25.01.'19	Today's take off	Character sketch 2	Dubbing 2
19	28.01.'19	Today's take off	Character sketch 3 Assigning HW for story retelling for the next day – Nightingale and the Rose	Poster making & Preparation for Engala
20	29.01.'19	Today's take off	Story retelling – Nightingale and the Rose	Drama Presentation
21	30.01.'19	Today's take off	Skit preparation	Skit
22	31.01.'19	Today's take off	Preparation for Engala	Engala Skit / Drama / Flash Mob / Singing Songs / Exhibition of Students Poster and Wall / Magazine / JAM – Speech / Impressions of the programme

**PROGRAM GRID**

PROGRAM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	T	
Take off	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22
Film Fest		X			X	X					X			X		X								5
JAM			X						X						X									3
Story re-telling																				X				1
Listening Task				X				X		X														3
Singing songs											X		X	X		X								4
Skit																						X		1
Dubbing							X											X						2
Character Sketch																	X	X	X					3
Dramatisation																					X			1
Flash Mob	Students do it on their own – Extension of class room activity for Engala, Teachers support the students																							
Engala	The day of celebration towards the end of the programme																							

**ENGALA 2019  
Programme chart**

Half Day Programme - Anchored by students

Welcome song	School choir	(3 min)
Welcome speech	King pin	(> 5 min)
<i>Presidential address</i>	School HM	(> 5 min)
<i>Inauguration</i>	Guest	(> 5 min)
Magazine unveiling	Guest	(2 min)
Theme song	School choir	(3 min)
<i>Felicitation</i>	PTA president	(3 min)
Flash mob	(We are the world)	(7 min)
Skit	Students	(10 min)
Dramatisation (Merchant of Venice)	Students	(20 min)
Recitation	Students	(5 min)
English songs	Students	(5 min) x 2
Speech	Students	(5 min)
Choreography	Students	(5 min)
Language exhibition	Posters	
	Wall magazines	
	Portraits &	
	Works of students	
Vote of thanks	Gala Gaffer	(5 min)

## **APPENDIX – III**

### **Module**

#### **Module 1**

##### Today's take off

- Theme song of the program 'Relish English'
- Word of the day
- Vivid past (A news from the past, i.e., from 100 years back the same day)
- Thought for the day
- News headlines (Today's top stories)
- Pledge in English

#### **Module 2**

##### Film Fest

- Gift
- Ripple
- The Other Pair
- My Shoes
- Marry Me

(Footages and worksheets included in the DVD)

#### **Ripple**

##### Prior play

Have you ever been blessed with a helping hand at any crucial moment.

##### Post play

- What is your opinion about this film?
- Whom do you feel is the important character in this film? Why?
- What is the theme of the story?
- What made the man help the children?
- What is the significance of the note ?
- Comment on the background score (the overall effects and technical aspects)

#### **My shoes**

##### Prior play

1. Are you happy with what you are?
2. Have you ever wished to be any other person?

Post play

1. Do you like this film? Why?
2. What are the things that you find catchy in this film?
3. What message does the film convey?
4. Watch the film once again, listen to the dialogue in this film carefully and try to write the dialogue
5. Attach subtitle to this video

### **Gift**

Prior Play

Who is deemed to be rich?

Activity while screening.

Pause the video at 4. 58 sec .

Who might have donated the money?

Who do you think is rich?

Post play

Who do you think has tasted success in life?

What is the most striking scene in this film?

### **Marry me**

Prior Play

1. What is special about today.( January 24).
2. What is the message conveyed through?

Post Play

1. Why does the boy try to avoid the girl?
2. What difference do you find in the mode of working of the two characters?
3. What message does this film convey?
4. What is the social significance of this film?

### **Another Pair**

Prior Play

1. What is sacrifice?
2. Have you ever sacrificed anything for anyone?

Post play

1. What similar characteristics can you identify in the two characters?
2. Imagine yourself as the poor boy of this film ? Would you follow his path?
3. Who among the two is most generous?

**Module 3**  
Listening Task

- Audio, transcript and quiz included in the DVD (35 audio clips included. Teachers can select any three or more)

**Module 4**  
Singing Songs

- Songs included in the DVD .....Songs have to be added Roshan.....

Duration : 135 mts (3 x 45 mts)

Songs to practice : 1. I Have a Dream – ABBA  
: 2. You Raise Me Up – Josh Groban  
: 3. Circle of Life – Elton John

Resources : 1. Video clips of songs with play along lyrics  
: 2. Videoke clips of songs with play along lyrics

Steps

- Children listen to the song with video playing on the screen.
- Teacher discusses the theme with the children.
- Children listen the song again and familiarise the song.
- They practise the song by playing and pausing line by line.
- They sing the song from beginning to end.
- The videoke is played and they sing the song with the background track.

Song 1. (45 mts) I Have a Dream - ABBA

Session I: Listening and Discussing

Discussion point : What all ways does the dream help the singer?

*Lyrics*

I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder of a fairy tale  
You can take the future even if you fail  
I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me  
I'll cross the stream, I have a dream

I have a dream, a fantasy  
To help me through reality

And my destination makes it worth the while  
Pushing through the darkness still another mile  
I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me  
I'll cross the stream, I have a dream  
I'll cross the stream, I have a dream

I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder of a fairy tale  
You can take the future even if you fail  
I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me  
I'll cross the stream, I have a dream  
I'll cross the stream, I have a dream

Session 2 : Listening and practice

Practises the song after listening 2 times.

Song 2. (45 mts) You Raise Me Up – Josh Groban

Session I: Listening and Discussion

Discussion point : The influence of aspiration

: The role of a mentor

*Lyrics*

When I am down, and, oh, my soul, so weary  
When troubles come, and my heart burdened be  
Then, I am still and wait here in the silence  
Until you come and sit awhile with me

You raise me up, so I can stand on mountains  
You raise me up to walk on stormy seas  
I am strong when I am on your shoulders  
You raise me up to more than I can be

You raise me up, so I can stand on mountains  
You raise me up to walk on stormy seas  
I am strong when I am on your shoulders  
You raise me up to more than I can be

You raise me up, so I can stand on mountains  
You raise me up to walk on stormy seas  
I am ..

Session 2 : Listening and practice



Practises the song after listening 2 times.

Song 3. (45 mts) Circle of Life – Elton John

Session I: Listening and Discussion

Discussion point : What all things are the circle of life compared to?  
: The delicate balance of nature.

From the day we arrive on the planet  
And, blinking, step into the sun  
There's more to be seen  
Than can ever be seen  
More to do than can ever be done

Some say, "Eat or be eaten."  
Some say, "Live and let live."  
But all are agreed  
As they join the stampede  
You should never take more than you give

In the circle of life  
It's the wheel of fortune  
It's the leap of faith  
It's the band of hope  
'Til we find our place  
On the path unwinding  
In the circle, the circle of life

Some of us fall by the wayside  
And some of us soar to the stars  
And some of us sail through our troubles  
And some have to live with the scars

There's far too much to take in here  
More to find than can ever be found  
But the sun rolling high through the sapphire sky  
Keeps great and small on the endless round

In the circle of life  
It's the wheel of fortune  
It's the leap of faith  
It's the band of hope  
'Til we find our place  
On the path unwinding  
In the circle, the circle of life

It's the wheel of fortune

It's the leap of faith  
It's the band of hope  
'Til we find our place  
On the path unwinding  
In the circle, the circle of life

On the path unwinding  
In the circle, the circle of life

Session 2 : Listening and practice

Practises the song after listening 2 times.

### **Module 5** JAM (Just a Minute)

- Video instruction included in the DVD

Just A Minute: How to use English in the class

#### **Setting Up**

Divide the class into five teams.

#### **Subject Preparation**

Ask each team to prepare a list of subjects on which their opponents will have to speak for one minute. These should suit the level of the students. The best topics are those which challenge the students' vocabulary without being too difficult. Good examples include:

- My village
- My favourite sports team
- My family and friends
- Why (s)he is my best friend
- An unforgettable event in my life
- What you might see at the zoo / in the park / on a beach....
- I love my English/ Physics/ Malayalam class because...
- Why this actor is my favourite
- My mother's dream about me

#### **Rules**

Explain the rules and be ready to model the game for students who may not have seen it before.

- They must speak continuously for one minute.

- No long pauses are allowed, only those a presenter would normally take.
- They may not change the subject or repeat information or opinion
- Listeners can raise an objection if they feel this has happened, best done by raising a hand.

### **Key Element**

Every student should take part. The teams can organize themselves, or the teacher could choose the next contestant in whatever way it works best. A large wall clock is useful to keep track of time. There's no need to wait for the second hand to reach the top of the minute; you could announce that the contestant will begin speaking at the 30' or 45' mark, f n their mobile phones.

Once students have done the first presentation, they are allowed to make notes on the said topic and prepare it once again. They must present it once again, this time with the help of the notes prepared. Teacher can give suggestions and corrections if needed

The students are allowed to further improvise it, preferably as a home assignment. They can present it in the class or send a voice clip in the Whatsapp group formed class wise or send the recording to the teacher's personal Whatsapp id or they can present it in the class once again.

The best presentation will be found out by voting and the best groups will be awarded.

### **Winding Up**

Once the contestant has completed the minute, give him a score which will be tallied on the board. The teacher can give 10/10 to anyone who doesn't break the rules. If there's some pausing, or the student repeats a thought, consider giving them an 8/10 or 9/10. You might give bonus points for especially good choices of vocabulary or particularly effective use of a tricky grammar point. While the students are speaking, their classmates should listen respectfully. During this time, the teacher can silently encourage the speaker, especially if they are of a lower level. Nodding, smiling and using a range of 'keep going!' gestures have had good results. If they really hit trouble, the teacher could drop in a hint – an aspect of the topic the student has yet to cover, or a piece of vocabulary which might unlock a few more seconds of speaking.

### Why This Game Works

*Just A Minute* has been an instant favorite with virtually every group to whom I've introduced it. Everyone faces the same challenge, and it's a good chance for students to support and encourage while working to achieve the objective of winning the game. Though simple, this format has many positive aspects:

- It helps students to develop **confidence** by challenging them to speak in a light-hearted setting, but in front of an 'audience' of their classmates and their teacher. Successfully completing the one minute is a sure sign that the student's ability to speak spontaneously – without notes or preparation – is improving.
- The game is also a good fluency practice, requiring the quick recall of appropriate vocabulary; this is especially true if the teacher gives bonus points for especially impressive word choices and syntax.
- Depending on the topic, the game can also become good practice for specific target language (sports, buildings in a city, hobbies, family, etc).
- There will also be quite a lot of 'filler' language required, while the student is thinking about what to say next. This isn't cheating; in fact, the BBC version includes plenty of this introductory or transition language, e.g.:
  - Another thing I absolutely love about the new movie is...
  - When thinking about Mysore, the first image which comes to mind is the...
  - If I had to live my life again... I mean, it's not something any of us can ever do, of course, but it's an interesting intellectual exercise... If I had that chance, I'd most certainly...
- A quick feedback session after each contestant has finished (or at the end of the game itself) can help him/her correct problems without interfering with the main objective of enhancing fluency. The teacher can make notes on vocabulary, pronunciation and grammar issues; students tend to welcome these comments, and the teacher can judge whether to deliver this help in front of the whole class, or to the individual student.

To know more please follow the link

<https://www.youtube.com/watch?v=O0qT4cK-wtk> (JAM technique)

### Module 6

#### Skit

- Skit is a short, funny play that makes a joke of something

- Teacher selects any socially relevant topic and students enact it.

### **Module 7** Dramatisation

- Any part of the story 'The Merchant of Venice' is selected, script is prepared and is enacted by the students.

### **Module 8** Story Retelling (**narrative**)

Students are divided into five groups.

Each group is asked to recall the story of 'The Nightingale and the Rose'.

Each group is assigned the task of retelling the story from the perspective of the

1. Nightingale
2. Student
3. Rose tree
4. Professor's daughter
5. Oak tree

They discuss the details in groups, teacher intervenes judiciously. Ideas are elicited from the students to present the story from the view point of the character assigned to them.

They find out a leader from each group who represents and tells the story on behalf of whole group.

#### **Extended activity** (Retelling the story depicted in a song)

Students are asked to sit in the home groups they formed for story retelling. Then teacher screens a song by Lionel Richie.

<https://www.youtube.com/watch?v=80MInnRLMz0> (song by Lionel Richie).

They are asked to watch the song carefully and find out the incidents in the song. Once the song is finished teacher checks the comprehension of the students by asking a few questions related to the song. Teacher asks the students to write down the incidents in the song. Once the task is set teacher once again screens the song. Thoughts are triggered in the students by asking the following questions

1. Who are the main characters in the song?
2. What is the theme of the song?

3. What is the setting of the song?
4. How is it possible for the girl to create an image about the man in her mind?
5. What idea of love do you get from the song?

The rubrics are given to the students.

1. Narration must be sequential
2. It should have a clear beginning and effective ending
3. Characters and setting must be described vividly
4. There must be catchy words and adjectives
5. Narration mustn't be too long or too short
6. The mood of the story must be conveyed

Teacher asks the groups to come forward with their narration and present it before the class. The best narration is selected and is rewarded.

### **Module 9**

#### **Character Sketch**

#### **CHARACTER SKETCH**

**Time slot:** 45 minutes.

Break up

5 minutes for screening the video of characters

5 minutes for introducing appropriate vocabulary for describing a person.

10 minutes for writing

30 minutes for preparation.

#### **Procedure**

Teacher divides the students into five groups.

Teacher projects the caricature of the famous film star Dulquer Salman/ Nivin Pauly/ Mohanlal. Teacher asks the students to randomly elicit the physical features ( height, colour etc...) of the actor.

Teacher then screens a footage from the movie 'Bangalore Days'/ 'Kayamkulam Kochunni' and asks them to think about the character played by Dulquer in the movie using the link below.

<https://www.youtube.com/watch?v=dz3ik3XzR54> (Bangalore Days)

<https://www.youtube.com/watch?v=P0NfWMSsS8> (Kayamkulam Kochunni)

A short discussion is generated about the character.

Teacher displays a few handy words (listed below) to describe the physical features and disposition of the character.

Teacher asks the students to pick out the appropriate describing words to sketch the character in the movie.

Students are asked to present their work in front of the class. The best character sketch is selected and rewarded.

## **CHARACTER SKETCH**

### **Another method**

#### **PROCESS**

Teacher enacts (A sample footage included in the DVD) the role of the character from the play *The Merchant of Venice*. The teacher performance through appropriate gestures, face expressions, monologues, emotions and passions of the character to be portrayed.

Performance – 90 sec

After the performance the Teacher elicits responses.

1. Can you identify the character.
2. Do you like him. Why?
3. Is he the hero of the play? If not, what is his role in the play?
4. Whom does he love the most? Portia or Antonio?
5. Why did Portia love him?

After eliciting responses the Teacher distributes the script of the mono act performance and asks them to go through it. (5 min)

Then the teacher distributes handouts dealing with more probing questions.

1. Was he faithful to Antonio?, Why
2. How did he prove that he is a true friend of Antonio?
3. How did he become poor?
4. Why did Portia scold him?

Teacher asks the students if they could prepare a note on Bassanio's character combining our findings above.

Students prepare a character sketch using the brainstormed ideas. Teacher intervenes judiciously.





**APPENDIX - V**

Rating Scale for Students

Name Of Student

Std :

Name of school

Zone :

District :

Read each statement below and rate your opinion

Excellent : 5

Good : 3

Poor : 1

SL No.		5	3	1
1	How good is Relish English in your opinion			
2	How far Relish English boosted your confidence level			
3	Effectiveness of Relish English activities to create interest in learning of English.			
4	Your involvement of in Engala			
5	Effectiveness of BBC learning English to enhance your listening skill			
6	Influence of JAM to express your thoughts in English			
7	Impact of Take Off in making school assembly effective			
8	Effectiveness of Film Festival in triggering your thoughts and expressions			
9	Impact of songs to enjoy learning of English			
10	How was your involvement in magazine preparation.			

TEACHER'S APP

**APPENDIX - V**

**TEACHER'S APPRAISAL PROFORMA**

Name Of Teacher :

Std :

Name of school:

Zone :

District :

Read each statement below and rate your opinion

Excellent : 5

Good : 3

Poor : 1

Serial No.	Language Learning Attitude and Atmosphere	5	3	1
1	Relish English enabled me to raise the learners to a better position			
2	Helped in creating an English Learning Environment			
3	Effectiveness of Child Centred activities			
4	Effectiveness of performance based activities in enhancing the comprehension level of learners			
5	Ensures individual participation			
6	Involvement of learners in dramatizing and enacting stories			
7	Enthusiasm to explore English language			
8	Enabled the learners to enhance their ability in using the language			
9	Enabled the learners to overcome their inhibitions in using the language			
10	Triggered the creativity of learners			

**APPENDIX-VI**

List

SL NO	NAME OF THE SCHOOL	TOTAL
1	GHSS CHALA, KANNUR	40
2	GHSS AMBALAVAYAL, WAYANAD	40
3	GHSS PENGAMUKKU, THRISSUR	40
4	GHSS MUPPLIYAM, THRISSUR	40
5	ST.AUGUSTINE'S GHS KOTHAMANGALAM, ERNAKULAM.	40
6	ST.THOMAS HSS KEEZHILLAM, ERNAKULAM	40
7	TDHSS MATTANCHERY, ERNAKULAM	40
8	GHS PUTHUR , KOLLAM	
9	GGHSS ATTINGAL, TRIVANDRUM	40
10	GHSS KULATHUMMEL, TRIVANDRUM	40

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