

CHAPTER– 1

INTRODUCTION

1 Introduction

Of all the languages in the world today English deserves to be regarded as a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese, and South Americans as a second language. It is widely known in India, Pakistan, Burma, and Ceylon, Almost every country of the world and is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through English. Randolph Quirk points out, “There is now something like 250 million people for whom English is the mother tongue or first language”. If we add to this the number of people who have a working knowledge of English as a second language, the figure becomes 350 million.

If we look at the media we find that over 50% of world’s newspapers, over 50% of world’s scientific and technical periodicals and more than 60% of world’s radio stations use English as their medium of communication.

From the above facts it can be easily concluded that English is an international language. English is an international language in the sense that it helps in interlinking people of different countries of the world.

“Because of rapid spread of industrial development, science and technology, international trade and commerce and the close interdependence of nations, English has become a world language.”
-- F.G. French

1.1 What are authentic materials?

The expression ‘authentic materials’ has been extensively used by language experts for the last few years. Books and journals consist of various definitions of the term despite its unlimited creative potential. Using authentic materials simply means using examples of language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom the

important thing to start with is to narrow down the meaning of ‘authentic materials’ in a very simple sense, these are the materials that have not been written specifically for teaching. Going by this definition, authentic materials include many other things apart from the prescribed text books. Anybody who takes into the classroom a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket, is using authentic materials. Teachers such always introduced such regalia into their classrooms, and always will. The question really is how it is helpful to their students. This is determined by their credibility for use in the classroom in a way similar to the one it was originally designed for some other purposes. It further highlights how such material can be tried out as instructional materials for providing extensive exposure for language acquisition by heightening the sensory perceptions of the students in the absence of a natural environment.

Teachers all over the world have started recognizing the significance of authentic materials, thinking how important these are to real life problems and tasks. Nowadays, more and more teachers are using newspapers and magazine articles in their classrooms assuming that these are the only two types of authentic materials. However, the term also encompasses such things as pictures, greeting cards, labels, pamphlets, brochures... and the list is endless. In fact, any item that offers real language that is contextually rich and has practical application in a classroom can be safely called an authentic material.

Attempts have been made by numerous scholars to use these materials to enhance interaction in language classrooms. The present study also is one such research.

1.2 Statement of the Problem

Effectiveness of a Package of Authentic Materials to Enhance Language Competence in English at ESL class VII

1.3 Operationalization of the Terms

Effectiveness – Improved discourse of students after the programme is over.

In this study, ‘Effectiveness’ refers to enhancing the level of language competence in English among students of class VII.

Authentic materials – Jordan (1997) refers to authentic texts as “texts that are not written for language teaching purposes”.

Peacock (1997) describes authentic materials as materials that have been produced to fulfil some social purpose in the language community. What we understand that is common in these definitions is “exposure to real language and its use in its own community”

In this research study, ‘authentic materials’ imply the following list: Menus, Newspapers, Advertisements, Shopping lists, Time-table, schedules, etc.

Competence - It refers to the ability to accomplish communicative purpose in a language.

In the present research ‘competence’ implies the ability to understand and use English.

Package –implies a set of teaching – learning materials.

In this research ‘package’ implies a set of authentic materials to teach English based on certain language functions such as describing objects, people, giving instructions, asking for help, making inquiries etc. with the help of authentic materials.

1.4 Rationale for the Study

The researcher has selected this problem to help students overcome some of the problems of learning English. She herself had faced them as a student. At the secondary level generally, the teacher came to the class and read one sentence and translated it into Gujarati and asked the students to memorise the grammar rules. At the time the researcher felt bored. She found English to be a very difficult subject. She found difficulty in speaking English. The teacher used only the textbook to teach English.

At the graduate level also the researcher had faced the same problem. The lecturers came to the class, gave lectures and left the class without knowing whether the

students had understood or not. She felt shy that she was not a fluent speaker of English.

But during her post-graduation she was exposed to a kind of material which offered the real language use and with the help of this material she became an independent user of the language. Therefore the researcher decided to prepare tasks on authentic materials to develop language competence for standard VII students of English (Gujarati medium). This was the reason for selection the topic.

The study can be useful not only to the learners of English but also to teachers and material producers. The learners come across new kinds of material rather than only printed materials and they develop their functional competence through these materials. The language produced through these materials is natural and contextual. Thus it is authentic. Long term use of such materials can also help learners become more aware customers. These materials provide the confidence, which is required to learn a new language. The teacher with the help of preparation of materials like these gains confidence. Material producers can change the present scenario of teaching and learning with the implementation of authentic materials based on functional competence.

1.5 Need of the Study

Now the textbooks used in standards are based on language functions. The language approach deals with the real language as discourse. It not only deals with the functions of language but also grammatical knowledge, which come later along with the real use of language. It places major emphasis on the communicative purpose of a speech act.

So, for this kind of syllabus it is necessary to find materials, which offer real language to the learners. Authentic materials may give the learner a taste and feel for the real language. Through authentic materials the learners become independent users of the language. They help the learner gain an insight in the way of how English is actually used by people in various walks of life.

1.6 Objectives of the Study

1. To prepare a package of authentic materials to enhance English language competence.
2. To validate the package of authentic materials and activities through a questionnaire given to ELT experts.
3. To study effectiveness of a package of authentic materials to enhance English language competence.

1.7 Research Questions

1. What different kind of authentic materials can teachers of English use?
2. Which are the sources of authentic materials?
3. How far are the authentic materials useful for developing functional competence?
4. What are the ways of preparing exercise on authentic materials for developing functional competence?
5. What are the problems in using authentic materials to teach?

1.8 Hypothesis

A research hypothesis is a tentative statement of the expected relationship between two or more variables. In other words, the statement describes the predicted results. The research is NULL hypothesis.

H₀: There will be no significant difference between the mean scores of achievement of students on pre-test and post-test at 0.01 levels.

1.9 Scheme of Chapterization

This dissertation is divided into five chapters.

1 Introduction

2 Conceptual Framework and Review of related literature

- 3 Research Design
- 4 Analysis and Interpretation of data
- 5 Findings, Implication and Conclusion

Chapter One – Introduction

This chapter provides a frame of content for the study. It comprises introduction to the theme of the research topic, a brief description of authentic materials, statement of the study, rationale of the study, need for the study, objectives of the study, research questions and the hypothesis to be verified through the study. .

Chapter Two – Conceptual Framework and Review of Related Literature

The researcher named this chapter Conceptual framework and Review of related Literature. In framework, it provides the background information about teaching English, importance of English, English as a second language etc.

This chapter reviews the available related literature. It comprises different reviews of the past.

Chapter Three - Research Methodology

This chapter provides details of the experiment conducted. The use and try out of the authentic materials, which were prepared for the learners. This chapter also discusses the sample, teaching methodology, lesson plans and the main focus of the lesson plan, classroom interaction and description of the test items.

Chapter Four- Analysis and Interpretation of Data

This chapter gives an account of the data collected through the pre – test and post – test. This chapter also contains statistical analysis and interpretation of the data collected.

Chapter Five – Findings, Implication and Conclusion

This chapter lists the findings of the study and offers some suggestions to the teachers, for the further research material procedure and conclusion.

1.10 Conclusion

Using authentic materials is a relatively easy and convenient way of improving not only students' general skills, but also their confidence in real situations in terms of English language. When students walk into a lively and fun-filled classroom where there is a whiff of the outside real life, they will be intrinsically motivated both in the subject they are studying and in the activities they are presented with. The present study is an attempt to indicate how effectively authentic materials can be used for enhancing competence in English language.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2. Introduction

Role of Conceptual Framework in Research

Literature review is a critical look at the existing research that is significant to the work that the researcher is carrying out. It is necessary for the researcher to review the literature for the purpose of finding a link between one's study and the accumulated knowledge in one's field of interest. A thorough review of related theory and research enables the researcher to place their questions in perspective. The researcher should determine whether one's endeavors are likely to add to knowledge in a meaningful way. Knowledge in any given area consists of the accumulated outcomes of numerous studies conducted by generations of researchers and the theories designed to integrate this knowledge and to explain the observed phenomena. Studies with no link to the existing knowledge seldom make significant contribution to the field. Such studies tend to produce isolated bits of information that are of limited useful values.

Review of literature can help researchers to revise their initial question so that it can be investigated: reviewing related literature helps researchers to limit their question and to clarify and define the concepts of the study. A research question may be too broad to be carried out or too vague to be put into concrete operation. It also helps in clarifying the concepts involved in the study and in translating these concepts into operational definitions, many educational and behavioral constructs as stress, creativity, frustration, aggression, achievement, motivation, and adjustment need to be clarified and operationally defined. These constructs, as well as many other educational and behavioral concepts, do not lend themselves to scientific research until they can be quantified. In reviewing literature one becomes familiar with previous efforts to clarify these concepts and to define them operationally. Successful

reviews often result in the formation of hypothesis regarding the relationships between variables in one's study. Studies in which hypothesis are tested are usually more useful than those without hypothesis.

A critical review of related literature often leads to insight into the reasons for contradictory results in an area: contradictory results are not uncommon. The reasons for inconsistencies may be found in the kinds of approaches adopted for solving the problem, or the kinds of instruments employed, methodologies used, or analyses made. A comparison of the procedures of these studies may explain the inconsistent findings. To resolve such contradiction is not only a challenge, but it can also provide a significant contribution to one's knowledge.

Through studying related research, investigators learn which methodologies have proved useful and which seem less promising as one proceeds through the related literature and develops increasing sophistication, one may soon find one self-seeing better ways in which some of the studies could have been done. Of course, hindsight is always better than foresight, so perhaps it is inevitable that early studies in a field often seem crude and ineffective. Many research projects fail because of the use of inappropriate procedures, instruments, research designs, or statistical analysis. A thorough examination of the methodologies of previous studies often results in finding the reason for the failure of past studies as well as insight into the selection of an appropriate methodology for one's own research both the success and failures of past work provide insight for designing one's own study. By building on past investigations, one can develop increasing sophistication in the knowledge about educational research.

A thorough search through related research avoids unintentional replication of previous studies: frequently a researcher develops a worthwhile idea only to discover that a similar study has already been made. In such a case the researcher must decide whether deliberately to replicate the previous work or to change the proposed plans and investigate a different aspect in the problem.

The study of related literature place researchers in a better position to interpret the significance of their own result: becoming familiar with theory in the field and with previous research prepares the researchers to fit the findings of their research into the body of knowledge in the field.

Review related literature is the summary of the previous research which provides evidence of the familiarity of the researcher with that what is already known. Research attempts at building knowledge base, which when known to the researcher helps in eliminating duplication of has already been one. Review of related studies help locate the agreement and conflicting ideas on the problem area and there by gives information about the status of the problem chosen for the study. Valuable information obtained in the process helps in planning of the study, selecting and developing tools for the data collection, developing proper techniques for analysis and interpretation of the data etc. the investigation given by various investigators in those studies enables the researcher to probe into the possibility of new areas of research. Such a review would not only provide the investigator with a sound rational for the current study but also helps in defining the frontiers of his/her field producing more definite statement of the problem.

The present study is based on English language teaching, specifically on the consolidation and comprehension aspect of it. Many studies have been consulted in various areas of teaching English. The present chapter consists of two sectors.

- (1) Conceptual Framework and
- (2) Reviews of related Literature

2.1 Conceptual Framework

2.1.1 English as an International Language

It is already been pointed out that English is one of the major languages of the world. The U.N.O. has given English the status of being an official language.

In the words of F.G. French, “no language ancient or modern can be compared with English in number of geographical distribution of the homes, factories and offices in which the language is spoken, written or read”.

These days every country needs other countries’ help in political, social, economic and cultural matters. There comes English as a rescue. In this connection Gatak says, “It would be rash to cut ourselves from the English language which keeps us in continuous contact with the latest thought in Europe, in every field of life and culture”.

To quote pt. j. l. Nehru, “English is our major window on modern world”.

English is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages. Today the compulsion of learning English is no longer merely political but scientific and technological. And no longer is English the language of Great Britain only, it is the language required by the world for greater understanding; it is the most of international languages.

2.1.2 English for Communication

Language is a means of communicating thoughts and feelings. We can also communicate through cries, signs, gestures etc. but these modes of communications are totally different from human language. The human language is a signaling system which uses vocal sounds. It is based on man's ability to speak. The written language is derivative and secondary it is derived from the spoken language. The basis of language is speech which turn means the production of meaningful sounds according to a system.

Man alone uses language for communication. In the words of Dwight Bolinger, “language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another.....”

Language has always had a place in human affairs. One of the greatest achievements of the man is his ability to use language. Language, in fact, is a great tool which has made human civilization possible. Language is also the most important tool for thinking.

Edward Sapir in an introduction to the study of speech says, “Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance auditory and they are produced by the so called "Organs of Speech". There is no discernible instinctive basis for human speech as such, however, much instinctive tendencies, motor and other, may give a predetermined range of mould to linguistic expression. Such animal or human communication, if communication it may be called, as is brought about by involuntary, instinctive cries is not, in our sense, language at all”.

Capacity for speech is a characteristic of the human race and of the human race alone. The seven characteristics of human speech are duality, productivity, arbitrariness, interchangeability, specialization, displacement, and cultural transmission.

The structure of language is dual as it has a system of significant units of sound and significant units of form.

By productivity is meant the structural elements of language that enable a speaker to produce new utterances.

Since there is no inherent or necessary relation between any given feature of a language and its meaning so it is considered as arbitrariness of language.

By interchangeability of language we mean that it can both send and receive message.

Specialization signifies that each human language is a special system and has its own framework of structure and meaning and that the system is suitable for conveying messages within the framework.

Displacement means that the human language can be used both denotatively and connotatively and not only in the direct context to which reference is made but also when the context referred to is absent.

Cultural transmission refers to the fact that, “human language is transmitted from one individual to another not by physical inheritance, but by learning”.

The purpose of language is communication, it involves encoding and decoding and both these processes take place simultaneously. It is possible because both sender and receiver of the code are familiar with the vocal sounds the words and phrases which these sound constitute, the structural arrangement of the words and phrases, their semantic imparts etc.

Neutral English is Standard English which is acceptable for international communication. Lawrence’s Hilda considers that kind of English which draws least attention to itself over the widest area and through the widest range of usage. The standards of Standard English are determined and preserved to no small extent, by great printing houses. Standard English is basically an ideal, a mode of expression that we seek, when we wish to communicate beyond our immediate community.

Intelligibility and acceptability both in spoken and written English are the basic requirements.

Sometimes what is intelligible may not be acceptable and actually acceptability is much harder to determine than intelligibility. It is rather impossible to draw exact border line between acceptability and intelligibility.

It is while speaking and writing that the problem of intelligibility and acceptability arise. Here too the question of pronunciation, grammar, usage and vocabulary comes in. If English has to be used for communication by Indian student, he should achieve the competence to suit the language to the occasion and also to listen with understanding to other speakers and interpret them to the full.

2.1.3 Role of English Language in India

In India English continues to be the medium of instruction in colleges and universities and is also the language of the administration. Emphasizing the role of English one of the education commissions has emphatically asserted, “For a successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it and avail himself of its literature. Therefore adequate emphasis will have to be laid on its study as a language right from the school stage. English should be most useful ‘library language’ in higher education and our most significant window on the world”.

For over a century and a half Indian intellectuals have been studying English and now it has entered the fabric of India's culture. It plays an important role in various fields.

- i) English is an official language of administration; the status of associate official language of the union for an indefinite period has been granted by an act of parliament in 1963.
- ii) English is the court language.
- iii) English is the language of international trade and industry.
- iv) Important role in social life; the highly educated and sophisticated sections of our society find it more convenient to talk in English.
- v) English is considered to be a window on the modern world.

- vi) English is a link language: it is the only language which is understood in all Indian states. In addition to being a unifying force in our country it also links us with other countries of the world.
- vii) It is a library language.

From the above it may be easily concluded that English plays an important role in our national life. English was of great importance in the British India. It is more important today than it used to be in British period in India.

2.1.4 Characteristics of English Language

Some of the important characteristics of English are as follows:

- i) It is a progressive language. Any language that has a past, present and future is called a progressive language.
- ii) It is an ideal language.
- iii) It has its own system of words, phrases and sentences.
- iv) The phonemes, morphemes and syntax which are parts of a language structure are its own.
- v) It has its own grammar.
- vi) It has its own script.
- vii) It has a vast treasure of literature which touches every part of life.
- viii) It is a living language. The characteristics of a living language as suggested by Otto Jespersen are as under.
 - (a) It is subjected to change as, “it is in the process of achieving the ideal.”
 - (b) The more advanced the level of its development, the greater the power of expressing abstract ideas or general ideas.
 - (c) Any number of delicate shades of meanings can be expressed with equal ease.
 - (d) In a living language sound and sense are in perfect harmony.

- (e) We find all the above characteristics in English language so English is a living language.
- ix) English helps man to live in society, is the medium of literature, helps to restore relationship between man and his environment and it is an index of personality of man.
- x) It is a language of immense international importance.
- xi) It has its own phonology. Phonology is the science of sounds.

The two characteristics related to English phonology are:

- a) 26 letters and 45 sounds.
- b) Vowel sounds are divided into two pure vowel sounds and diphthongs.

Consonant sound is also divided into two—consonant sounds and consonant clusters.

- xii) The characteristics of English grammar are as under:
 - a) A sentence can be either of a single word or a group of words.
 - b) A sentence has two parts, i.e. :
 - i) A subject which is a theme.
 - ii) A predicate which is a statement related to theme.
 - c) Subject usually precedes the verb and is always in the nominative case from the grammatical point of view.
 - d) Sentences are of two types, i.e. :
 - i) Full sentences,
 - ii) Minor sentences.
 - e) Sentences have the following grammatical structures :

--subject-verb (S.V.)

--subject-verb-object (S.V.O.)

--verb-subject-object (V.S.O.)

- f) The grammatical structure follows the principle—the most important concept should be placed first.
- g) Some suffixes have no meaning e.g. “the”
- h) Verb in English has no gender
 - 1) Interrogative sentences are framed by putting either an auxiliary verb before the subject or interrogative word in the beginning followed by an auxiliary verb
 - 2) The helping verb of English is divisible whereas they are not in Hindi.

2.1.5 Future of English in India

For us, Indians, English has a special place. For us English is not a foreign language, it is a second language. Albert h. Marckwardt has made a distinction between "English as a foreign language" and "English as a second language". According to him, when English is “taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways” then it is taught as a foreign language. But English becomes a second language when it is a language of instructions in schools and colleges and is used as “a lingua franca between speakers of widely diverse languages as in India”.

Similar distinctions have been made by many other writers.

Pre-independence English enjoyed a very prominent position in Indian education and life. After independence there was rethinking to replace English. For a time it seemed to be on its last legs. This decreasing role of English make a shift of emphasis from a second language situation to something nearer to foreign language situation. But the increasing awareness of importance of English in the world should compel us to learn it for special or specific purpose and for widening our intellectual horizon.

From the above discussion we are in a safe position to conclude a bright future for English in India. Following points may be cited in its support.

- i) English has become the language of many Indians due to its very long association with Indian life.
- ii) English provides us opportunities for the study of English literature which is so vast and so rich.
- iii) It has helped to develop and refine many an Indian languages.
- iv) It serves as a common language of Indians.
- v) It is a language of trade and industry in India.
- vi) It is possible for us to translate English terms, in medical, scientific and technical knowledge into Hindi terms.
- vii) Large number of our great leaders, scientists, philosophers, authors is the product of English education.
- viii) English is the most developed language of the world.
- ix) English is an international language.

2.1.6 Problems of Teaching English in India

In free India the same status is not given to English as it enjoyed in India before independence. Now we have included English in our curriculum as second language or as a language of practical utility. But there are certain problems which needs special efforts and change. Before taking up such problems let us discuss the conditions under which English is taught in our country.

“Pupils are taught English for about six pounds a week for six years, but it has been estimated that they hardly know 1500 words by the time they join a university. It means that that has been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English.”

-- V.K. Gokak

However, this long period of exposure to English enables our students to have a certain degree of familiarity with sentence patterns, words and phrases in the language which, with some more continuous contact with the language strengthens his ability to write it though not to speak it.

The conditions under which English is taught and learnt and the reasons for low standards of English in our schools are as under:

(1) Class-room conditions

These conditions include the number of students in class, the physical arrangements for the class, teaching materials such as chalk, black-board, audio-visual aids, library etc. for teaching a second language a class of about forty students becomes unwieldy and no individual attention can be paid to students.

(2) Lack of audio-visual aids

There is a dearth of even simple visual aids like flash cards, charts, black-board, pictures etc. in our schools leave alone tape recorder, lingua-phone, film strips etc. which are the bare minimum if one has to learn English worth the name. The availability of right type of teaching materials and audio-visual aids can certainly make the teaching of English in India quite effective.

(3) Problem of good English teacher

The two vital factors in a second language learning situation are the students and the teacher. In India even at the college level a large number of students have to be given elementary lessons in language. Those students who have a better standard resent it. The teacher does not bother to classify the aims and objectives of teaching English. He teaches this subject since it is included in the syllabus. Pupils learn it just to pass time. The aim of teaching English remains purposeless. Clear cut objectives are not conveyed. Many teachers in schools who are teaching English neither have enough knowledge of English nor are familiar with the latest and far reaching developments in English. As such they lack the technique of foreign language teaching. Their knowledge of English is inadequate and their pronunciation is faulty.

The teacher's skill and personality are instrumental in creating the necessary condition for learning. He should be proficient in the language; his knowledge of and

expertise in methods and techniques of language teaching should be of a reasonably high standard. As Robert Lado says, “The language teacher must be educated, at least to the levels of his peers. He must have a general preparation of a teacher must know the great language well enough to be imitated by his students.”

Wilkins is right when he observes, “It should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language he teaches is not going to succeed in giving his pupils a command of spoken English.”

(4) Faulty methods of teaching English

In Indian schools, teachers are still using the old faulty “translation-cum-grammar” method of teaching. The new approaches – structural and situational are not popular with our teachers. Still now grammar and composition has occupied an important place in the school curriculum. But they do not know the real principles of language teaching. Teachers waste their time by teaching grammar. Undue emphasis on grammar does not develop the four basic skills of the language learning. So such type of teaching should be abolished and teachers must try to enable the child to speak, read and write English perfectly.

F.G. French permits the use of mother tongue for explaining the meaning of words, provided we get back into English as quickly as possible. But in our schools, this object is never followed. Oral work is totally ignored and the students for not get any opportunity to hear or speak the language. Compositions are dictated by the teacher, the textbook is translated and the entire emphasis is on passing the examination through that magic ward cramming. It is, however, only the wholesale and discriminate use of the mother tongue that needs to be condemned. But there is nothing to say against the judicious use of mother tongue in the English class.

(5) Variation in English syllabus

In India there is no single syllabus for the whole country, because our educational system neither is nor nationalized. At present there are three different stages at which the teaching of English is introduced.

(a) Early stage: in parts of west Karnataka, west Bengal, Rajasthan and in public schools, it starts from class I to III.

(b) Middle stage: in parts of west Bengal, Kashmir, Orissa, Delhi, M.P. and U.P. English is introduced at the beginning of secondary education.

(c) Later stage: in some states e.g. Gujarat, English is taught during the last years of secondary education.

This variation in syllabus brings variation in achievement. Right way to face this problem is to design syllabus with clearly stated objectives right the level at which English begins to the level where English ceases to be a compulsory subject in curriculum.

(6) Unsuitable text-books

The text books which are prescribed for our students are not suitable and attractive; students read it only to pass in the examination. The topics which are in the syllabus do not give any practical knowledge to the students.

The textbooks of English are needed to be of very high standard pointing to this problem prof. v. k. Gokak has said, “either because of the distribution of patronage or because of fear of charges of favoritism, a reader which is an organic part of one series is prescribed for a certain standard and it is followed by a reader from the needs of pupils at that stage.”

The English textbooks need improvement in the following spheres:

- a) Selection and gradation of vocabulary,
- b) Good printing,
- c) Genuine illustration,
- d) Suitable subject-matter,
- e) Language and style,
- f) Exercise and glossary,
- g) Relevance, and

h) Abridgement of English stories to suit Indian conditions.

In fact the standard of text books can be improved if they are written by teachers teaching English in schools. In the words of gay boas, “the only person equipped to choose these text books are school teachers who really know the fodder, suited to their flock. “The text books are not accompanied with student’s work books teacher’s hand book, supplementary readers and the necessary audio visual materials like charts, records and tapes.

(7) Defective examination system

The examination in English puts a lot of premium on rote learning rather than on language mastery. There is no examination in spoken English. At the time of examination much importance has been given to written English. Therefore our students are not good to speak fluently in English. Though they know to read and write English but they do not achieve the skill in spoken English. The new method of examination with oral and written tests is not used by teachers. They still cling to the old method of examination. Besides, no attempt is made to realize the real aims of teaching English through examination.

(8) Defective evaluation procedure

Evaluation in English is another great problem in our country. Our evaluation procedure is purely based on essay type questions. Hence it could not measure the entire development of the child in English. The marks awarded to the students do not entirely indicate the level of achievement of the students. The traditional evaluation process only measures the knowledge aspect of the child and do not measure his skill.

(9) Lack of suggestive correction

The exercise books of students lack in suggestive correction. All the exercises of students should be corrected thoroughly and the correct forms for mistakes must be written.

2.2 Authentic Materials

2.2.1 The Definitions of Authentic Materials

The definitions of authentic materials are slightly different in literature written by different researchers of language.

Rogers (1988) defines authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication.

Harmer (1991) defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”.

(Widdowson, 1990), in other words it is the benefit students get from being exposed to the language in authentic materials.

In short, “authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for students. A classic example would be a newspaper article that’s written for a native-English-speaking audience” (Sanderson, 1999).

2.2.2 Advantages of Authentic Materials

The role of authentic materials is often difficult to assess. The difficulty to assess the exact significance of authentic materials is not due to the sheer diversity of these materials, but it may be because of their grading in terms of difficulty. For example, certain materials like picture cards may be more interest arousing for primary classes whereas newspapers may be more relevant to the needs of higher classes. Whatever be the level of our students, using authentic material in the classroom. Even when not done in an authentic situation and when it is appropriately exploited, is significant for the following reasons.

- **For motivating the students :**

One of the powerful reasons for learning a new language is to get closer to its speakers, to understand them better and take part in their lives, in other words the

integrative motivation. The student's motivation and interest is a great encouragement to the teacher. Authentic materials utilize this motivation very strongly by their ordinariness and flavor of everyday life and seem exotic and exciting. For students who have this motivation, authentic materials are a highly effective way of bringing the target culture closer; this is as near to participation as they will get without actually living in the country. The content of the materials may not matter very much; it may not even worry them whether they understand it or not, provided it keeps their interest in the chosen culture alive.

- **Bringing creativity into an ESL/EFL classroom**

Authentic materials bring creativity in to any classroom by generating greater interest, motivation and confidence among the students. For example the use of an ordinary greeting card with a picture of natural flora and fauna can motivate the students by arousing their interest in nature.

- **Bringing reality into the classroom**

We may agree that it is impossible to separate linguistic needs from the real life needs of the learners; therefore, it makes sense to try to approach both simultaneously through authentic materials. These materials expose students to multiple uses of natural language for e.g., video or audios of interviews with famous personalities or even the use of language in advertisements etc. help in bringing touches of real life in the classrooms.

- **Teaching Global values**

Authentic texts inform students about what is happening in the world e.g., the use of headlines from different newspapers keep students abreast of global changes.

- **Teaching practical Aspects of Language**

As adults, we all have to face a daily onslaught of language that we can't always ignore. For example- we all have to read brochures, pamphlets, guidelines, schedules and so on. Exposure to authentic texts in the classroom, prepares learners for the practical application and understanding of real life language.

- **Giving Exposure to Different Styles of Language**

Greetings cards, labels, brochures, newspapers and so on contain a wide variety of text types and language styles which are not easily found in conventional teaching materials like text-books.

- **Inexpensive and readily available**

The most important advantage of using authentic materials or authentic text is that these are inexpensive resources for teachers due to their availability everywhere and at all times. No creative teacher would find any problem in picking up such materials from his immediate environment and using it in the classroom without any modifications.

2.2.3 Some more Details Regarding Authentic Materials

Officially English has a status of assistant language but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and the most read and written language. English symbolizes in India minds better education better culture and higher intellect. English is the global language today. It is the world's most widely studied language either as a second or a foreign language. English in India is learnt and used as a second and not a foreign language because it has become a part of our national and socio culture reality.

The situation of English in Gujarat has remained in a state of flux for many years. There has been many experiments with different educational policies since 1947. Gujarat was a part of Bombay on 1st May, 1960, after Gujarat had become a separate state a number of decisions were taken about the teaching of English. At that time English was not taught in primary schools. It was taught only in selected schools. The structural approach which was advocated by L.R. Desai committee did not help the learner to communicate in real life situation. In structural syllabus the language content is defined in formal terms as lexical items and grammatical patterns manifesting the system of English. This approach does not help the learner to take part in meaning full communicative interaction in or outside the classroom. But from 2004 the new text book of English came into existence which was designed on the

basis of ESL emphasizing the communicative purpose of speech act. The learners make real use of the language.

So we need material which offers real language to the learners. Authentic materials can give the learner feel for the real language. Some examples of the many types of authentic print materials include the following items.

- Utility bills
- ATM receipts
- Traffic tickets
- TV guides
- Packing slips
- Web sites
- Greeting cards
- Food labels
- Order forms
- Street signs
- Calendars
- Magazines, New Papers
- ATM screens
- Coupons
- Report cards
- Railway Time Table
- Class Time Table
- Receipts

- Wrappers
- Hoardings
- Railway Ticket

Examples of authentic auditory materials include numerous items as listed below.

- Phone messages
- Movies
- Radio broadcasts
- Videos and DVD
- Podcasts
- Television programs
- E-books

We can say that the situation of English in the state of Gujarat has remained in a state of flux. Till today students have lots of problems in the use of English.

➤ **Authentic Materials in the Classroom**

Use of Authentic Materials for ELT

As perhaps all of would agree, the main difference between authentic and graded materials is that in the latter, the materials almost always resolve around a particular structure that is presented to the student. For example, if the tense being presented is, say, ‘The Past Tense’, every single speaker in the dialogs or even the texts given to the students are in that tense. It seems as if there were no other tense in the whole world. In reality, when talking about the past, for example, native speakers may use a wider variety of tenses, sometimes even the present tense.

"Last night something very funny happened to me. I was walking down the street and suddenly a man comes and looks at me in the face and says: boy, you ARE ugly".

This is not uncommon in real life, but when it comes to graded materials, one never finds these types of situations that resemble real-life conversations. In spite of this, graded materials are very useful if you want to raise the student's awareness of certain structures or patterns that may be important for them to learn. Every single context they see will contain many instances of the same structure which will enable them to make inferences on how they are used.

Authentic Materials, on the other hand, are real in the sense that they are not created for students as the target audience but for the native speakers. The obvious advantage, of course, is that by using authentic materials you present students with actual everyday language, just as it appears in the real life. The main disadvantage of these materials of course, is that sometimes they are not teacher-friendly, and you may need to spend several hours reading or watching videos until you finally find what you need in order to use in your class. In addition, on many occasions in a whole context or situation you may find just one instance of what you need to present your students with. This could be overcome if you provide students with several situations in which the pattern appears, but again, you need to have the time research and gather the appropriate materials.

If time is no object to you, you may well spend some time doing this research and you will soon find out that there's myriads of information out there that is terrific for your classroom! However, if you have time constraints, as most teachers unfortunately do, a balanced approach may be the solution for you. You can use your graded materials to present the topic and later on you may find samples of that structure in authentic materials. Mind you, this will not be difficult due to the fact that whenever native speakers talk about something or write about something, they make use of nearly all tenses and structures of the language. You can even tell your class to go over some authentic texts, videos, etc. and find similar constructions. Sometimes a combination of both approaches yields the best of both worlds. It is up to you to decide what could be the best for your classroom.

2.2.4 Sources of Authentic Materials

In today's globalized world, examples abound, but the most commonly used perhaps are: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), and so forth.

Literature

The reason for using literature in the class has been stated by Pound "Great literature is simply language charged with meaning to the utmost possible degree." (Ezra Pound, How to Read, Part II). Of course, the focus should be on teaching language, not literature. In other words, the idea should be using literary texts as one kind among other texts. With that in mind, the tasks should aim at meaning and not form especially literary form or stylistics.

The Internet

With the advent of the World Wide Web, teachers have at their disposal large amounts of texts, visual stimuli, newspapers, and magazines, live radio and TV, video clips and much more. There are endless lists of useful materials for the language classroom. I should like to focus mainly on newspapers and radio stations.

As with other media, there is no point in asking students to just go to the web and read some text or other. There needs to be a task, preferably one in which meaning is central and has some connection to the real world. Treasure hunts and other information searching activities are probably the most useful. More and more sites have interactive sections.

Tasks

The task, or what students are supposed to do with the given material, is what often makes all the difference. There is material that can be used for beginners, intermediate or advanced students, provided the task that comes with it is suitable. This task should relate to the student's own life as much as possible, as proposed by Clarke (1989).

Sample Tasks

Want Ads

A series of 4-5 want ads can be used with adults in the following ways beginners are asked to say which of the jobs they could qualify for, intermediate students can write an application letter or write a CV, and advanced students may discuss who in the class could qualify for the job and why, re-write the ads or role-play job interview.

Treasure Hunt

Students get a news or magazine article and a sheet of paper with a series of questions so that they look for certain items: dates, events, people involved, etc.

Menus

Numerous teachers have found menus to be of great potential as teaching learning materials. Students willingly get involved in a role-play where one is a waiter/tress and 2-3 students are the customers, provided they have been supplied with the necessary functions and structures to carry out such task, i.e. sentences such as.

"What would you like?", "I'll have Cheese Pakodas", "Anything else?" "No, thanks." and so on.

Ads and Magazines

Guessing the product. In this task, the teacher cuts out advertisements from magazines, hides the products being advertised and shows them to learners one by one to see if they can guess what product is being advertised. To practice specific vocabulary, the teacher gives learners three or four options per ad.

A second example involving magazine advertisements is the following: Students are set in groups of 3-4 and get some 4 adverts. They are to imagine they are working for an advertising agency and compare the ads taking into account the texts and the photographs. Students are to decide which the best is and which the worst is. Then they re-design the worst ad, including the text. Ads with short texts are used with

basic students, whereas those containing more complex texts are for intermediate or advanced students.

Greeting Cards

Greetings cards are an easily available and low cost source of authentic materials which are also particularly adaptable for a wide variety of teaching purposes. They can be used to develop literacy skills and to provide knowledge about monuments and tourist places. They can also be used to teach students the art of wishing and sending greetings. Draw attention of the students to the techniques authors use when creating greeting card. For example, some authors use rhyme to convey a message, some use jokes, some use inspirational messages and illustrations while some use thematic messages. For example: a card with flowers and a caption ‘sending colors to you’ says – “May your life is happy, bright and full of joys” can be used to teach students how to write personalized and inspiring messages. Above all, this experience allows students to study the crafting techniques the authors use when they create greeting cards.

Travel Brochures

An example of how to use travel brochures is the following: students sit in groups of 4-5. They are given travel brochures of interesting places. They are to design a “phone” brochure of an invented place. In it they include a mixture of characteristics of that place. E.g. spaghetti is a typical food; you can visit a theme park, drink juice, etc.

News papers

These are the most accessible resources which can be used in the ELT classroom for delivering, extending and enriching the knowledge of the students. The students can be asked to bring a newspaper of teacher’s choice. They are given fixed time to read an article and afterwards draw a picture about what happened. For vocabulary development, the teacher can read one page of a newspaper at home and underline new and unfamiliar words. He can get photocopies of this page and distribute amongst the students. The students can be asked to guess the contextual meanings of the underlined words. The teacher can give them the exact meanings later on.

Films

Films are of interest to every generation and offer a lot in terms of language development in the classroom. The teacher topic or theme that is being covered in the class. The discussion can be done later with the entire class or in small groups. The teacher may make some handouts based on the theme of the film and ask the students to do the given exercise.

2.3 Objectives of Review of Related Literature

The following are the objectives of the review of related literature.

- To understand various aspects and scope of the research thoroughly.
- To study the researches which have been done before the current research.
- To decide proper hypothesis, objectives, methodology of the research.
- To have a proof on the part of the investigator to show that the investigator knows what type of study is done in the same field.
- To have proper guideline to implement the practical work.
- To have appropriate guidance to complete the present research.
- To provide a vast outlook regarding the subject.
- To avoid repetition of the researches done.
- To broaden the researcher's horizon of knowledge.
- To find out the novelty of the present research.

2.4 Research Reviews

They are presented as under

- **Reviews of books**
- **Reviews from the past study**
- **Reviews of article**

2.4.1 Reviews of Books

‘The functional and National Approaches to Language Teaching’

New Oxford modern English book 5 is extracted from modern English. This book includes material from the original course of an English language as well as new materials. That means this book is the transformation of modern English into new modern English through the use of modern English. New Oxford modern English is formed of books (readers), workbooks and teacher’s notes. Other supplementary materials are also planned.

The new Oxford modern English has the series of eight books. Book one to five constitutes the primary reading course, and book six to eight includes additional Practices. Each book is having a workbook which provides additional practices to the students for language forming. The book also provides teacher’s books as guidance so that the teacher of English language can know how to go about using the books through suggestions and tips. The index is also provided in the book so that teachers and students can find out specific point for teaching and learning purpose.

The book includes reading materials for the students from kindergarten to 8th standard. The book has relevance of the actual course reading passage which enables the students to have broad exposures of the vocabulary. The book contains poems, new stories including folk, traditional and they seem appropriate. In the prime books simple language and grammatical structures are used and through reading this book the child becomes aware about complex structures through new material and themes. The book also constitutes the different exercises through new materials which helps the child to develop their oral-aural skills.

The key features of this book are comprehension, vocabulary, language, composition and tests. After each lessons, the first sections include questions in context to lesson followed by exercises so that students can read the lesson thoroughly and develop reading and comprehending it. Graded exercises deal with the meaning of contextual words, spelling and sentence building and incorporate extension work instead of ‘look and say’ words. Exercises include work on language study, grammar, syntax, structures, punctuation and idiomatic usage. Varied exercises help to develop functional as well as creative writing skills.

The book has also revision tests which helps the students to have quick revision. The book also has new layout and color illustration as in each lesson is given with the live picture to help the learners to develop skill of reading. The methods which the author has used are very systematic. The reading passage contains themes like animals, nature, fantasy, adventure and travel. The stories are told in a humorous way; drama and poetry have also been given a place. As we know that the children's abilities vary and this book is formed keeping in mind the large classrooms. So the exercises in the book help the brighter and average learners to develop their creative and imaginative skills. The book contains twenty seven chapters including revision tests and index.

The entire above different lesson with different themes help the learners to come out with creative abilities through silent reading and loud reading. The children can also comprehend and become aware about different vocabularies, sentence structures and punctuation marks through reading. The most appreciative point for the reading Passage, dramas and poetry is that the students can learn different things and at the same time they can increase curiosity towards other content and that is how they develop their reading habits in their level. Besides this, learners can also cultivate their imagination and creative skills through reading with live picture of the passage or poetry or drama. For example: lesson-“collecting things-I” and “collective things-II” is about collecting flowers, stamps and sea-shells. It also talks about how one can collect the things etc. and all these exercises help the learners to come out with different habits and creativity. Second one “a flash of light” is the story about how the blind beggar can find out the difference between a franc and a sou, in a way with a touch a piece of money. Another lesson “Braille” talks about the special alphabet used by the blind with live picture so that learners can aware about the Braille.

Natraj, S. (2005) in her book, Developing Communication Skills said “Today everyone is impressed by a fluent speaker but they are frustrated because that does not seem to happen easily.” They should try to understand to the importance of fluency in pronunciation but how they can become fluent speaker and what role the teacher has to play in helping learners so that they can. There are some myths related to fluency that a fluent speaker always speaks fast and able to talk on any subject as an excellent orator and who does not make grammatical mistakes. She has also mentioned that the skill of speaking is ‘active’ in nature and thus ‘productive’ speaking in second language involves the development of a particular type of communication skill

according to her a successful act of speech communicates something to someone speech is successful when it produced the desired response. These reviews reflect that those have been considerable studies in teaching and learning English languages but still there is a dearth of studies about teaching English languages through games so that study by the researcher can guide and motivate others to use them in classroom.

Finnochiaro, M, and Brumfit, C, J (Oxford University Press.)(1983) in his studied on book “The functional and National Approaches to Language Teaching” This book presents a brief overview of language learning and teaching during the last century since the beginning of language teaching methods materials, etc. This book presents a brief overview of language learning and teaching during the last century since the beginning of language teaching methods materials, etc. have plagued educator. The answers to these queries, however This book presents a brief overview of language learning and teaching during the last century since the beginning of language teaching methods materials, etc. have plagued educator. The answers to these queries, however have not been found the new approach evolve from earlier ones and reflect ideas of the present language teaching develops for as teacher seek to improve, they react against the excesses of immediately preceding methodologies by designing new ones which correct the weakness of the old. But these too, if interpreted simply. Will have their own weaknesses and the process continues.

Different methods of second language teaching along with different theories of learning are discussed. The main focus however is on the origin, development and theoretical basis of the functional National Approach to language learning. It is described as a body of ideas which reflect and synthesis much contemporary thought about language teaching. The relevance of this approach, explain the authors, is more to syllabus specifications rather than teaching methodology. According, language can be broken in to appropriate units for acquisition.

This approach begins with attempt to classify exactly what aspects of a language are mastered by particular students. The proponents of this approach classify language in terms of functions and notions. The traditional classification in terms of grammatical categories is ridiculed. The argument forwarded is that language is not used for exemplifying grammatical categories invented by linguists language, on the contrary

is used for various purpose- requesting, recommending, greeting praising, abusing. It is used to express certain meanings, temporal and spatial relations. A passing remark is made on the issue of group instruction, group instruction, here, is limited to dividing the class into groups and giving them different tasks to work on.

Byren, D. (1979) in his book ‘Teaching Writing Skills,’ gives a clear idea of writing as a skill. Different activities and tasks based on writing everything has been considered as a productive skill Writing is encoding of a message of some kind that is we translate our thoughts and ideas in to represented language so we can say that writing is represents into a cohesive texts? We are able to communicate successfully with our reader though the medium of writing. Actually this book has been very useful to the investigator for understanding the nature of writing which made things essay for the planning the required study.

Lawrence, M.S. (1975) in his book “The Book Reading, Thinking and Writing” A text for students of English as a second language is designed to teach the fundamentals of two basic communication skills: reading analytically and writing logically. The focus on the process of reading and writing

- 1) Reading
- 2) Conversation practice
- 3) Writing
- 4) Extra vocabulary.

The text is semantic and cognitive because there is always the revisit of the earlier items in terms of the topic and the concept so, in a way, it provides the opportunities to the students so freshen up their knowledge again and again. The exercises or tasks include all the four skills I.Q. L.S.R.W. it also includes content, vocabulary and grammar. The most import and aspect of the book is an inquiry method, which the students ask questions, manipulate.

Bhasker, T, M.in his book “Teaching Speaking Skill in English Classroom.” wrote about oral communication is as a fundamental to our social living as eating is to our biological existence. Speech communicates something to someone. It normally involves a speaker. One or most they use ore listener and, importantly a purpose for speaking. the act becomes real when what it says makes sense The listener and produce the desired response language is basically speech a very large number of

languages in the world are only spoken and they do not have to communicate through writing.

Even among those who use language that has a script. Like Hindi a majority of them use only the spoken form (more than the written form) for communication. We are aware of that we learnt our mother tongue by speaking it first. In any language the ultimate goal of the speaking skill is to enable the learners to communicate their feelings and thoughts orally to meet their needs, English are spoken all over the world by millions of people of various backgrounds.

That is why speaking as a skill is considered as important aim in India it is a difficult skill to acquire and calls for intensive practice in favorable classrooms conditions. Speaking skill required correct pronunciation, stress and intonation as well as spontaneous use of words and sentence formation in meaningful contexts. Fluency and accuracy are the watch words in spoken English listening and speaking are the two sides the same coin learning as a second language is an effective one in learning the four skills viz. listening, speaking, reading and writing. The first two skills are intimately related to each other.

Though one is a reorganization skill the other is a production skill also both the skills depend almost, entirely on the learner knowledge of the pronunciation of the words and the articulations of the sounds in the language speaking will probably develop more slowly than listening. The feasibility of providing opportunities for learner to speak naturally in a class will depend to a large extent on the type of learner and the course we teach. In such circumstances we may have to satisfy incident classroom speaking and some carefully planned and organized fluency practice activities, teaching speaking involve more than simply developing another language skill. It involves the development of articulatory.

2.4.2 Reviews from the Past Study

George (1966) studied the availability of audio-visual aids and the attitude of teachers towards the use of these aids. The title of the study was “An enquiry in to the scope and effectiveness of audio-visual instruction in improving English teaching in kerela state in the first three year of school course”.Ph.D. Thesis.

The study was done to find out: the availability of audio-visual aids in schools; the attitude of teachers towards the use of audio-visual aids; whether the teaching of English with audio-visual aids is more effective than the usual way of teaching. Data was collected by observing thirty lessons and by administering a questionnaire to two hundred teachers from two hundred different schools selected at random and by conducting an experiment in actual classroom situation. The experiment was conducted on children selected from two government schools and two private schools. The students were grouped on the basis of their.

Passi, B.K., Katiyar. P.C., Sansanwal. D. N. and Syags. R.N., (1980), had conducted a research on “Survey for starting radio broadcasts for primary and middle school teachers of M.P. State” Dept. of Edu., Indore University.

The objectives of the investigation were: (i) To study the facilities available for listening to radio broadcasts, (ii) To know the time and programmes listened to by teachers. (iii) To know the opinion and reasons for broadcasting educational programmes for teachers, (iv) To know, with reasons, duration and time of educational broadcasting for teachers, (v) To study with reasons the difficulties faced by teachers for teaching various subjects, (vi) To prepare subject-wise list of topics where teachers faced difficulty in teaching, (vii) To know the opinion and reasons of teachers regarding difficulties related to various teaching methods, (viii) To prepare a list of topics related to education in general and training in particular on which teachers would like to listen to the radio broadcasts.

The findings of the investigation were: (i) A majority of the teachers (95 percent) had facilities for listening to radio broadcasts. (ii) A majority of the teachers (63 percent) listened to different radio programmes during evening hours. (iii) A majority of the teachers (88 percent) liked to have separate broadcasts for teachers. (iv) The teachers liked to have broadcasts of thirty minutes' duration in the evening. (v) A majority of the teachers (80 percent) were of the opinion that they had difficulties in teaching languages, science, mathematics and geography. (vi) A majority of the teachers (90 percent) expressed the opinion that they had difficulties related to the methods of teaching. (vii) A majority of the teachers (78 percent) expressed their willingness to take examination on the topics which were broadcast, and get certificate, promotion and increment. (viii) Sixty-five percent of the teachers liked to

write scripts for broadcasts if orientation in writing scripts and guidance from time to time were provided to them. (ix) Subject wise to grammar, stories, poems, pronunciation, and Kabir Ka Rahasya Vad, English grammar, pronunciation and poems Sanskrit grammar and pronunciation.

Phutela, R.L. (1980), conducted a research on “A study into utilization and comprehensibility of school television programmes in Delhi”centre for educational technology NCERT, New Delhi.

The objectives of the investigation were as used (i) To determine the extent of utilization of school television (STV) programmes by the school, (ii) To study the factors responsible for underutilization of the programmes, (iii) To study the process and liaison between the various agencies involved in the production and utilization of the program's, (iv) To study teachers' attitudes towards the school telecasts, (v) To find out the preferences of teachers regarding the subjects for teaching through television, and (vi) To study the level of comprehension of the STV programmes on the part of the students of different classes.

Some of the major findings of the investigation were: (i) Many teachers did not find STV programmes useful as they were not different from classroom teaching or were not presented in such a manner as to sustain student's motivation. The quality of the programmed was not high. The number of programmes per class was not adequate. (ii) About 38 percent schools in the sample processing TV sets were utilizing STV programmes. The reasons for not viewing were: TV sets being out of order, function in the schools, examinations, etc. (iii) Most of the teachers from these schools accepted TV as a welcome help and agreed to the positive statements like teachers to learn about better methods of teaching. (iv) The results of four out of the five comprehension tests showed real difference in the learning of the subject matter, indication that these lessons were well understood.

Kaur, R., (1981), conducted a research on “An inquiry into the effectiveness of self-instructional audio cassettes in developing teaching skills among student teachers in a three phased study”, Ph.D. Edu., Punjab. University.

The objectives of the study were ; (i) To develop instructional materials for the skills of probing, questioning, explaining and illustrating with examples, (ii) To prepare

audio cassettes of the instructional materials prepared by the investigator for the above mentioned teaching skills, (iii) To develop the skills of probing, questioning, explaining and illustrating with examples' through self-instructional audio cassettes, and (iv) To examine the effect of self-instructional audio cassettes on the general teaching competence of student teachers. The sample consisted of thirty two student teachers taken from Dev Samaj college of Education for women, Ferozepur city. The tools used were raven's standard progressive matrices, socio-economic status scale (Kuppuswamy), junior index of motivation (Frymier), questionnaire for student teachers, self-instructional audio cassettes, Baroda general teaching competence scale prepared at the CASE, and observation schedules for the skills of probing, questioning, explaining and illustrating with examples.

The important finding of the study was: (i) Teachers of both the experimental groups made continuous progress component wise and as a whole in the skills of probing questioning, explaining and illustrating with examples. (ii) The traditional techniques of teaching also helped continuous progress in the performance of student teachers. (iii) Both the techniques of training traditional and micro teaching – were effective in improving general teaching competence of student teachers. (iv) The experimental groups exposed to both the treatments showed better performance than the control group exposed to the traditional technique only (v) The student teachers could effectively integrate the teaching skills acquired in simulated conditions into their actual classroom teaching. (vi) The self-instructional teaching skills. (vii) Immediate, pinpointed and self-feedback through audio cassettes was an effective way of improving the performance of student teachers in the use of different teaching skills.

Goel, D.R., (1982), conducted a research on “A study of school broadcasts in India”, Ph.D. Edu., MSU.

The objectives of the investigation were : (i) To study the functioning of school broadcast units with respect to different aspects of the programmed such as transmission, script preparation, etc., (ii) To find out the extent of utilization of school broadcasts in schools, and (iii) To explore the possible role of colleges of education in the scheme of school broadcast programmed.

The major findings of the investigation were: (i) Coordination between school broadcast units and state departments of education in different states in organizing

school broadcast was not adequate. (ii) The objectives of particular programmes were not enunciated at most of the school broadcast units. (iii) A very limited portion of the syllabus was covered through these programmes. (iv) The majority of the scrip-writers (78 percent) received no training in preparing scripts. (v) In none of the schools was there provision for school broadcast period in the time table. (vi) The majority of the principles of colleges of education thought it advisable for the pupil teachers to listen to the school broadcast programmes and offer suggestions to the AIR for improving these programmes.

Golani, T.P (1982), conducted a research on “THE Use of audio-visual Aids in the secondary schools of Districts Thane”.Ph.D.Edu, Poona University.

The objectives of the study were to create awareness among teachers and headmasters of secondary schools about the importance of audio visual aids to know the exiting situation regarding audio-visual materials in the secondary schools of thane districts, to elicit the opinion of the head providing better and improvised materials on audio visual education, to present the above measures in the form of concrete proposals and their implication for secondary schools. The tools of investigation were questionnaire, interviews, visits and observations to schools, headmasters and teachers.

Major findings of the study were the schools situated in urban areas and conducted by rich society's possessed audio-visual aids in teaching. Only few teachers used audio-visual aids in teaching. Audio-visual aids were not used due to lack of properly trained personnel. There were no incentives to teachers who used audio-visual aids. However, it was not used as proper software was not available. The state institute for audio-visual education could not provide training to personnel and could not supply proper learning materials.

Ramachandra, K.T. (1982), conducted a research on “A study on use of visual aids by teachers of university of agricultural sciences, Bangalore”.Ph.D. Edu. Agricultural Science University. Bangalore.

The major objectives of the study were (i) Evaluating the current use of visual aids by the teachers of agricultural university, (ii) Identifying the factors governing the use of visual aids, (iii) Finding out the association between the visual aids use level and the factors governing their use, (iv) Finding out the association between the visual aids,

use level and the visual aids use determinant level, (v) Identifying the relative influence of the factors associated with the visual aids use level, and (vi) Identifying the over-all influence of the factors in determining visual aids use level of teachers.

The major findings of the study were (i) The visual aids use level index values were low in basic science and humanities and were high in other agricultural colleges, veterinary colleges, and fisheries colleges. (ii) Though slight variation were seen in the mean and median values of visual aids use index among teachers of different age groups, the association between the age and the visual aids use level was not significant. (iii) The association between the visual aids uses indices and teachers' qualifications, experience, training status was significant. (iv) Other factors like the number of time the course was offered, the number of students per class, undergraduate or postgraduate level of teaching, training on visual aids, attitude towards visual aids, budget allotment on visual aids, though they affected the mean values slightly, did not have significant association with the visual aids use level. (v) However, knowledge of visual aids, availability of material resources to develop and them inside the classroom, administrative encouragement and follow-up evaluation were highly significant in their association with visual aid use. (vi) The association between the visual aids use level and the visual aid use determinant analysis indicated the relative magnitude of contribution in the descending order of the factors as (a) knowledge of visual aids, (b) availability of material resources, (c) administrator's encouragement, (d) facilities to use visual aids inside the classroom, and (e) follow-up evaluation on the use of aids.

Ahuja. G.C. and Ahuja, Pramila. (1988), conducted a research on “Reading comprehension tests (with cloze and multiple choice items for classes VIII, IX and X)”. Independent study. Mysore: central institute of Indian languages.

The objectives of the study were: To make available a scientifically devised, objective tool for assessing the reading comprehension ability (with cloze and multiple choice items) of pupils studying in classes VIII, IX and X in some English medium schools of Mysore. Methodology of the study was: the sample comprised 716 pupils who were selected randomly from seven English medium schools of Mysore-class-wise norms in the form of percentile ranks had been provide for interpretation of the test results. Reading comprehension tests were used. In the analysis of items. Item

discrimination and item difficulty were studied. Reliability and validity of the test were established by various methods. The time limit of each test was 20-30 minutes.

Major findings of the study were: (1) The test can be easily administered in a usual classroom setting. (2) The reliability, validity and homogeneity of both the tests – cloze as well as multiple choice items – were found to be fairly high. (3) Norms in the form of percentile ranks were provided separately for boys and girls for classes VIII, IX and X. (4) Comparative norms for reading comprehension of cloze as well as multiple choice items were provided.

Odud, Md. Abdul. (1989), conducted a research on “Effects of strategies of instruction on mastery learning”. Ph.D., Edu. Univ. of Kalyani.

The Objective of the study was to study comparative effectiveness of different strategies of instruction on the criterion of immediate attainment of mastery. The sample comprised 300 learners of standard VIII of five urban boys’ high schools, distributed over three districts. Three treatment groups were formed. Transmission of heat was the subject for mastery learning. Linear programmed text, branching programmed text. Workbook and audio-visual (tape-slide, film-strip, transparency, experimental kit) aids were developed. The tools used included Tests of formative evaluation and summative evaluation which were developed.

Major findings of the study were: (1) There was no significant difference among different strategies of instruction on the criterion of immediate attainment of mastery. (2) As regards the retention of mastery all the three groups differed significantly in favor of the third strategy followed by the second and the first. Hence Formative evaluation is the best suited for mastery learning.

Antonysamy, L. (1989), conducted a research on “Teaching environmental concepts to school drop outs through video and charts”. M.Phil. Edu. Mandurai Kamaraj University.

The main objective of the study was to prepare a video programmed on environmental concept and to find out experimentally whether the video method is more effective than using charts in teaching the environmental concept. The sample of the study constitutes 60 working children’s at the school for working children in Dindigul. The

research was one group post-test experimental design. For statistical analysis t-test was applied.

The major findings were the school drop outs taught by the video method learned more concepts on environmental than those who were taught by using charts and the working children improved their achievement on 'Environmental concept' after viewing the video programmed (MKU 1058)

Ravia, D.L. (1990) conducted a research on “Construction and standardization of reading comprehension test in the subject of Sanskrit for class VIII students of Saurashtra region”. An unpublished Ph.d (Edu) thesis. In S. P. Sharma (e.d) fifth survey of research in education New Delhi: NCERT. P.P.673.

The objective of the study was attempted construction and standardization of reading comprehension test in the subject of Sanskrit for class VIII students of Saurashtra region. He selected 3725 sample for standardization and norm construction by stratified random sampling. The norm was prepared separately for boys and girls in terms of percent rank, 2 scores and T-scores.

The major finding was that the test may be used for survey of reading comprehension in Sanskrit for class VIII student although its validity is not clearly established.

Narayanasamy, M. (1991), conducted a research on “Enrichment vocabulary of standard VI students through video”. M.Phil. Edu. Madurai kamaraj Uni.

The objectives of the study were: (i) To prepare video lessons in standard VI students on certain common topics such as “Weekly market”, “village and town”, and “animals”. (ii) To find out the effectiveness of video lessons in language teaching and learning. And (iii) To find out whether standard VI student improve their vocabulary in Tamil after viewer the video programmed.

Methodology of the study was the sample of the student constituted 120 students (60 boys and 60 girls) of standard VI from the K.R. Government highest secondary school, Oddanchatram and the S.M. Girls' higher secondary school. Chatrapati in Anna district. The researcher used the pure test post-test equivalent groups design. Videos lessons of 60 minutes' duration were preparation the experimental group was taught the topics by the video method. The same topics were taught to the control

group by the traditional classroom method. The 't'-test and ANOVA were employed for statistical analysis.

Major findings of the study were: (1) The students learned more words in Tamil language when they were taught by video lessons. (2) The students improved their vocabulary in Tamil language after viewing the video programmed on language development.

Misra, L. (1992) conducted a research on "A comparative study of the Sanskrit reading ability among class IX student's f different types of schools of Lucknow city". An unpublished Ph.D (Edu) thesis. Lucknow Uni. In J. P. Sharma (ed).fifth survey of research in education New Delhi: NCERT.P.P.758.

The major objective was to study the effect of sex, socio-economic status, intelligence, emotional stability, Hindi reading ability, duration of Sanskrit study, parental education and other variables on Sanskrit reading ability of students. A random sampling technique was used to select 600 class IX students from eight urban and one rural school in Lucknow.

The major tools used were test of Sanskrit and Hindi reading test and oral test for pronunciation in Hindi and Sanskrit prepared by the investigator. The major findings were 1 better Hindi and Sanskrit prepared by the investigator.

The major findings were 1 better Hindi reading ability efficiency in Hindi and Sanskrit pronunciations were found to be influencing factors in determining he Sanskrit reading ability of the students 2 performances of children whose parents were educated and took more interest in Sanskrit were found to be better than that of children whose parents were illiterate and took little interest in the subject.

Thatte C. H., (1998), conducted a research on "An experimental study of the relative effectiveness of programmed learning and learning through audio visual with reference to certain selected topics from the syllabus of science for std. V to VII in greater Bombay university" (Thatte c.h.,1998,University of Mumbai,)

Objectives: To compare the mean achievement scores of the students of std. V, VI, and VII studying through AV aids method, programmed learning method and

traditional method, To study the effect of treatment, sex, and their interaction on achievement.

Sample: Eight schools of greater Mumbai were selected in all. Twenty four different classes were considered and the total number of students was 1381.

Tools: The question papers set by the investigator based on the topic were used as tools for data collection.

Data analysis: Central tendencies, percentile and percentile ranks, SD, ANCOVA and t test were used for data analysis.

Findings: (1)AV aids method was found to be significantly more effective than the programmed learning method and the traditional method in terms of achievement at std. V, VI, and VII.(2) Programmed instruction method was found to be significantly more effective than the traditional method in terms of achievement at std. V, VI, and VII.(3) Programmed learning method and audio visual method are more successful when the classes are small, at the same time they are more effective for average students.(4) Male students and female students, both equally benefited through the AV method as well as programmed learning method. No significant effect of interaction between treatment and sex was found on the achievement of students.

Upadhyay. N. (2003-04), conducted a research on “Use of Authentic Materials to teach functional English at the higher secondary level” An unpublished M.Ed dissertation, H.M. Patel Institute of English. S.P. Uni., V.V. Nagar.

The objectives of the study were: To review the literature related teaching functional English and Authentic Materials, To select a set of functional from the syllabus of class XL, To analyze the textbook that is to be introduced from June 2004, To collect Authentic materials with a view to teaching functional English, To prepare exercises and tasks based on these Authentic Materials, To pilot these materials with a group of Class XI students, To obtain feedback from the student to evaluate the suitability of the materials and to revise the exercises and tasks, To validate the materials by asking experts to evaluate the materials and offer feedback, To revise and finalize the materials based on the feedback from the students and experts as well as the personal experience of the investigator, To offer suggestions based on the findings of the study.

Major Findings of the study were: 1.This was the first experience of the students to work based on authentic materials 2. The students were motivated to learn through the tasks based on authentic materials 3. The students participated very actively in the class 4. Students expressed the desire to have this kind of activity in their regular class work 5. The teacher who observed the authentic materials classes who said that the tasks were useful to improve the competence of students.

Chaudhari, H. (2005) has conducted a research on “Use of Authentic materials to teach Functional English at Higher Secondary Level, Standard XI” An unpublished M.Ed dissertation, H.M. Patel Institute of English. S.P. Uni., V.V. Nagar.

The objectives of the study were: To identify the problem areas of higher secondary learners in grammar and in basic language skills, To prepare a pretest focusing on above problems, To collect authentic materials with a view to develop Language skills, To use these materials with a group of learners studying in STD XI, To measure the effectiveness of the authentic material in class which were being used by learners.

Major Findings of the study were: 1.It is possible to prepare interesting and attractive authentic materials from the wrappers of all commodities 2. The materials would be able to improve basic language skills, and grammar 3. It is possible to make the materials, according to the level and interest of the learners 4.Authentic materials prepared for the student were made from real object, such as magazine, newspapers, packaging, cards, etc. so learners found it interesting and different from the material they had used 5. Authentic materials were prepared from real objects for daily use. So though out the learners were exposed to authentic use of language. For example exercise made by newspaper informs learners what is going on in the world now-a-days 6. All the learners found the materials very interesting, because authentic materials are available in colorful and attractive layouts.

Rathwa, M, (2007) conducted a research on “Development & implementation of multimedia package for teaching Gujarati subject” An unpublished M.Ed dissertation, H.M. Patel Institute of English. S.P. Uni., V.V. Nagar.

The main objectives of the study were as listed below to develop a multimedia package in Gujarati subject for standard 8th students. To study the effectiveness of multimedia package in the terms of achievement of student to when it is implemented. To study the effectiveness of multimedia package in terms of reflection of students (of experimental group) collected through opinionative. To compare the achievement of 8th grade in the unit lost conducted for experimental and control groups.

The population of the study was: In total there are 7187 secondary schools in Gujarat out of those 7276 secondary schools of Gujarati medium and 479 are of the English medium so, all the student of standard 8th of all these 7276 GSEB Gujarati medium secondary schools of Gujarat during the academic year 2006-07 constitutes the population of the study.

All the student of class 8th of vidyut bord vidyalaya taken as the experimental groups and that of 8th A class were taken as control group. As per the school's policy, students of both of groups were comparable in terms of their academic achievements.

Major findings of the study were: The Students enjoy the learning, It we want the improve the educational scenario then such type of activities is essential Students develop confidence. It is easy for them to understand the content taught by the investigator, Students develop new imagination by watching seeing content related pictures, They learn from with increased interest when listen on take records and recite it on same tunes, Use charts & pictures by the teachers during learning of grammar were also appreciated by the students in their reflection.

Singh. S. (2009) conducted a research on “Preparation and Try out of Aural Authentic Materials to Develop Listening Comprehension of ESL students” An unpublished M.Ed dissertation, H.M. Patel Institute of English. S.P. Uni., V.V. Nagar.

The objectives of the study were: To study the effectiveness of the Aural Authentic Materials in ESL class room. To expose the sample representative to authentic listening and to understand it better. To incorporate modification, if any in the Aural Authentic Materials.

Major Findings of the study were: (1) In terms of development in listening comprehension the sample students indicated that they enjoyed the try out because it

has enhanced their listening for specific information, it has helped them to develop their listening comprehension. Students felt that Aural Authentic Materials have helped them to understand the different contexts of language. (2) Try out of Aural Authentic Materials has developed vocabulary of the students. Students indicated that their vocabulary was enriched after the try out. They came to know about the use of right word in an appropriate context. (3) Students also pointed out that the materials produced for the try out were challenging but interesting. They enjoyed solving worksheets in the tryout (4) As far as the use of technologies is concerned students felt that the technologies used in the try out were effectively and appropriately used. (5) Students also indicated that the clips used for the try out were very interesting. They came to know about the different context of information provided in each clip and enjoyed different terms used for each context.

Rathod, M. (2011) conducted a research on “Developing Listening Skills Through Authentic Audio – Visual Materials”. Ph.D. Theses, Rajasthan University.

The objectives of the study were: To examine the effectiveness of authentic Audio-Visual Materials in ESL classroom, To expose the sample group to authentic listening and measure its effectiveness, To incorporate modification as far as Authentic Audio-Visual materials is concerned based on piloting with experts.

Major Findings of the study: (1) As far the development in listening comprehension is concerned the sample group pointed out that they benefited from the activity-package because it has improved their skill of listening for specific purpose, it has also helped them to improve their listening comprehension. Learners believed that authentic audio-visual materials have helped them to comprehend the various contexts of language. Lecturers have also opined that activity-package will be helpful to develop the skill of listening for specific information of post graduate ESL learners. (2) Learners also pointed out that the materials were challenging but appealing. They enjoyed solving activities used in activity-package. At the other hand, Lecturers felt that the activities used in the materials were demanding but it will give exposure and sustains interest of learners. (3) According to learners and lecturers, the technology was properly utilized and well organized as far as the activity-package is concerned. (4) Learners and lecturers stated that in the activity-package the video-clips were

interestingly and appropriately used. As per lectures' opinion learners will become familiar with a variety of context of information offered in the video-clips.

2.4.3 Reviews of Articles

The particular article named “teacher vision” produces vision about the textbook and how to implement the textbook in the classroom. The article also highlights the advantages and disadvantages of the textbook. The definition of textbook is also lightened up in the article such as the textbook is collection of the knowledge, concepts, and principles of selected topic or course. It's usually written by professors, teachers or by education experts. Most of the textbooks are also accompanied by some supplement materials like some CDs are attached or teacher extract extra relevant materials from the textbook and used to implement in the classroom. Usually good textbooks are the source for both teachers and students as well as for the beginners or freshers.

Textbooks are also organized units of work. The textbooks contain different level of the interest and it may be increased or decreased according to the level of the students so the article also presents the very good point that is how to use the textbook wisely along with implementation of extra materials. The important point is highlighted in the article that the textbooks are outdated and it is impossible to cater the needs of all the students only with the textbook material. Therefore the textbook is used along with the supplementary materials which are relevant to the concept so that interest of the students can be aroused and teacher can help the students to consolidate the concept of the textbook lessons. The very good example is associated in terms of focusing the use of textbooks.

One can use textbook as a tool as hammer is found in the hands of a carpenter in order to create a great cathedral or an exquisite piece of furniture. The expert's opinion is also highlighted in the article that text books can be used only as a blue print, a guidebook or an outline. They are under their impression that textbooks need to be used judiciously. The General views are also pointed out that textbooks can be used not only as resource but also as a guide or for instructions. One can supplement textbooks with lots of outside reading and further can ask question and can help the

students in order to reach towards the concepts keeping in mind the interest and level of the learners.

Another point also is lightened up in the article that educational standards should also be identified in order to know what the learners are expected to learn. When educational standards are set up then teaching can facilitate the students' ability and it facilitates the learners to know more and standards also facilitate the teacher to ensure the achievement of the goal. Educational standard help the student be responsible for their own learning, become a good thinker and problem-solver and know what quality work looks like. Standard-based education engages students, not only in the learning process, but also in knowing what is expected of them, students know, before a lesson begins, what they should do to achieve competence. They also know that you, as their teacher, will do whatever it takes to help them achieve the standards of a lesson or unit.

If educational standards are set up then everybody tries to follow them. Standard based teaching is also highlighted and it is done when the teachers use activities and lesson to ensure that students master a predetermined set of requirements or standards. Standard based education has also negative effect such as teachers feel as though they have to "teach for the test" so their students will have higher test scores. There are fewer concerns about the lack of emphasis on problem solving skills and critical thinking abilities. Therefore, the standards can be used as another resource as well as supplement materials can also be used as another resource in order to make the concepts of the students.

2.5 Conclusion

The study of a wide range of related literature comprising books, articles, and dissertations have helped the researcher in her present study in terms of broader understanding of the topic and insights into research methodology and tool construction. The next chapter deals with Research Methodology.

CHAPTER - 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the details of the experiment conducted by the researcher. It is an in depth record of the preparation and try out of the materials prepared for the students to develop functional competence in English. It gives details of the research procedure, method and technique, which were actually used during the tryout of the materials with the students.

3.2 Research Design

This is an experimental research with a single group. (Pre-test and Post-test design)

The intention of the study was to use authentic materials for developing functional competence of class VII students. The study began with the analysis of class VII textbook. The lessons were prepared by the researcher based on authentic materials. The pre-test was administered prior to the experiment. After the pretest students were taught different language function authentic materials. To measure the effectiveness of the materials, the post test will be administered.

3.3 Statement of the Problem

Effectiveness of a Package of Authentic Materials to Enhance Language Competence in English at ESL Class VII

3.4 Population

The population of the study comprised all the class VII students of schools in Vallabh Vidyanagar during the year 2013-2014 studying English as a second language, i.e. Gujarati medium schools of GSEB Board.

3.5 Sampling Technique

Convenient sampling method was used to select the school.

3.6 Sample of the Students

M.K. Saraswati Vidya Mandir School, Vallabh Vidyanagar formed the sample for the study of the research. It is a Gujarati Medium school.

It was a convenient sampling. Since the researcher needed about 12 sessions for the tryout, this school administration had readily agreed. Therefore the school was selected.

The package of authentic materials was tried out with a group of class VII students of GSEB board during the academic year 2013-14. For the tryout of the package of authentic materials, a sample of 35 students was selected which helped the researcher to verify the effectiveness of authentic materials to develop functional competence.

3.7 Tools for the Study

This being an experimental research, the researcher used the pre-test and post-test as the major tools for the research. Further, students' feedback collected through a questionnaire also was a tool for data collection.

The pre-test was prepared for diagnostic purpose. It was meant for measuring the level of the students in using language functions at class VI level. The post-test was an achievement test prepared for measuring the effectiveness and usefulness of using authentic materials. It was a parallel test with different language items.

3.8 Research Procedure

The students were given a pre-test in the beginning of the treatment. During the try out, different types of authentic materials were used to improve the functional competence of standard VII students. After the try out, a post-test was administered. The post test was identical to the pretest in nature but with different language items. Statistical analysis was done to measure the effect of the intervention quantitatively. After the experiment, students' feedback was collected. Further, the researcher had noted down her observations about the nature of interactions in the classroom during the try out.

3.9 Data Collection Procedure

The researcher prepared a pre-test and got it validated by the experts. Different tasks were prepared by the researcher to develop language competence among the students of class VII. The package was to develop language competence. Post-test was prepared by the researcher to evaluate the effectiveness of prepared programme.

In all, the researcher conducted 10 sessions. The following are the details of the sessions.

3.10 The Course Content

The following were the contents of the package tried out as part of the experiment.

Session No	Date	Duration in hours	Objectives	Activities	TLMS
1	9/12/2013	1. 1/2		Pre – test + Some tasks	Charts, pictures of nature
2	10/12/2013	1.1/2	To develop language function ‘Describing things or objects’ To improve skills like speaking, reading, writing among students To improve students’ vocabulary	Describing things or Objects	Wrappers of Shampoo ,chocolate and juice
3	11/12/2013	1.1/2	To provide an opportunity to the learners to use larger chunks of language To develop the language function ‘Describe the process or procedure’	Describing the Process or Procedure	Wrappers of Magi , Noodles, Knur soup, Yippi Noodles

4	12/12/2013	1.1/2	To develop the language function 'Describing currency used in the country' To develop students' speaking and writing skills To enrich their information about the currency used in country To enrich their stock of vocabulary	Describing Currency used in the country	10 Rupees note
5	13/12/2013	1.1/2	To develop their competence in the use of language functions To improve the students' competence in writing To develop the language function 'How to Fill up Admission form' To enable the students to express their own ideas in English and about the procedure system of admission	How to Fill up Admission form	Admission form

6	14/12/2013	1.1/2	To develop reading writing ability To develop the language function 'making and responding to inquiries' To increase students stock of vocabulary To use available resources for practicing language	Making and Responding to inquiries	Bus Time – Table
7	16/12/2013	1.1/2	To develop the language function To develop the writing and speaking ability To develop the verbs of action	Describing Activities	Different pictures
8	17/12/2013	1.1/2	To develop the language function 'Describing pictures' To develop the writing and speaking skill	Describing pictures	Different pictures of action

			To develop the stock of vocabulary		
9	18/12/2013	1.1/2	To develop the language function ‘Invitation card’ To develop the reading and writing ability To develop the stock of vocabulary	Describing Invitation cards	Invitation cards
10	19/12/2013	1.1/2		Post - test	Pictures of nature, Different dialogues

3.11 Try-out of the Package of Authentic Materials

After taking permission from the principal of the selected school, the researcher started the try-out of the materials. As the school and the students were familiar to the researcher, she could establish a good rapport with the learners.

The researcher took pre-test on the first day to identify learner’s level of using language functions. She also made them play some language games to establish rapport with them.

After the test the researcher started the try-out of the materials. In the first session she asked some questions to motivate the students and led them to the main topic. For example, in the first session the researcher asked the following questions.

- What do you do in your free time?
- Do you like to watch T.V.?

- Which channels do you like more?
- Which programme do you like the most?
- Does it run continuously? Or is there any break in it?
- What do you watch during the break?
- What type of advertisements do you like?
- Which chocolate do you like the most?
- When you buy some chocolate or soap, what do you read on the wrapper?

The researcher asked these questions before starting the actual lesson. All the students were found to be interested in giving answers to the questions because the questions were related to their real life situations. For example, when the researcher asked the following question,

“Which programmes do you like the most?”

The students gave the following answers.

“K.B.C. Cartoon shows, reality show, Jodha Akbar, Mahabharata, etc.”

They actively participated in giving answers to the researcher’s questions. The teacher motivated the students in this manner.

Then, the researcher introduced new words using different techniques like pictures, synonyms, antonyms, context, etc. In this way the researcher tried to get the meaning of words from the students. Understanding meanings of the key words and expressions was important to do the tasks properly.

After introducing new words, the researcher gave the students a task based on authentic materials. There were different authentic materials for each language function. For example, to develop the language functions ‘Describing things or objects’ the researcher used wrappers of soap, chocolates and biscuits. The researcher had selected these materials according to the students’ level of interest, their age,

cultural appropriateness and quality of the product. For example, no wrapper of any harmful product such as cigarettes or tobacco was given to them.

In communication oriented teaching, group work and pair work are useful because of their potential to create social interaction. Therefore, the researcher divided the students into groups and pairs for the tasks. The researcher faced problems on the first day but she divided the students in groups and pairs herself and gave clear instructions. The tasks were explained. Time limit was set. This made it easy to carry out the tasks, both for the students as well as the researcher.

Then the researcher distributed materials to the students. On the first day, the researcher faced the problem of distribution of materials, too. The students made a lot of noise while distributing the wrappers. This was owing to the excitement on the part of the students to see some novel teaching – learning materials in the classroom. To solve this problem the researcher went to each pair and group and distributed the wrappers herself.

After the distribution of the wrappers the researcher gave instructions for the task. For example in the first session the researcher gave the following instructions.

- Work in groups of three or four.
- Examine the wrapper carefully.
- Look at the blackboard and complete the details, which are written on it. Study the wrappers again and verify the details.
- After the completion of the task, every pair/ group will present their work.
- Time limit is 10 minutes.

When the students were busy in doing the activity the researcher observed the students and gave particular suggestions to each student. Then the researcher gave an assignment of related language functions such as describing the objects. Every day the researcher checked the assignment and gave the students feedback on their work.

During all the sessions, the researcher played the role of a facilitator and not of a lecturer in the class. The class was not dominated by the researcher but it was open for the students to express their ideas in their own way. Thus, the researcher facilitated the students to participate freely at their own pace. In this way the researcher applied communicative language teaching methodology. In this way the researcher tried to make the classroom atmosphere lively and tried to make students active learners of the language by using authentic materials and different activities based on them.

Below are given details of every session.

Day – 1

On the very first day, the researcher took a test of students to test their knowledge. The investigator gave them a picture to describe some objects and write a paragraph on the topic ‘Myself’.

Day – 2

On the second day, the researcher gave wrappers of different commodities such as shampoo, chocolate and juice etc. and instructed the students to give answers on the basis of the points given on the backboard which enhanced the vocabulary of students. The researcher also introduced them the difficult words and expressions which are given on the wrappers. Some of these were foam, lather, expiry date, poisonous, dangerous, silky, smooth, etc.



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Day – 3

Group work was conducted by the researcher for the purpose of teaching. The researcher instructed them to divide themselves into groups and gave the wrappers of Maggi Noodles, Knorr soup, and Yippee Noodles and asked the students to read the wrappers carefully and instructed them to give the answer the questions carefully. The task involved reading and understanding ‘how to make soup/ noodles’. This enhanced their vocabulary and developed the language function ‘Describe the process or procedure’. Some of the vocabulary items introduced during the session were boil, stir, lid, filter, etc.



Day – 4

On the fourth day, the researcher gave ten rupee notes to the students. The researcher instructed them to divide themselves into groups she asked them to try to write the answer of the questions which enriched the students' understanding of real objects and speaking skills. Some of the questions were:

1. What is the colour of the note?
2. What is written both in English and Hindi?
3. Who has given the promise to pay Rs. 10/-?
4. Whose photograph is there on the note?

Day – 5

On the fifth day, the researcher gave an Admission Form to the students. The researcher instructed the students to divide themselves into groups. She gave them the Admission form and instructed them to fill the admission form by using their personal information. The aim was to help them understand questions regarding personal details and respond to them.

Day – 6

On the sixth day the researcher gave an activity based on time tables and schedules. The researcher divided the students and then gave the chart of Bus time – table. After that the researcher instructed the students to read the chart carefully and then she asked them to give the answers of the given questions. The aim was develop to scanning and reading ability such as talking about time and places, and practise language functions.

Day – 7

On the seventh day the researcher gave a worksheet of describing pictures in which the students used future tense. First researcher gave the worksheet to the groups and instructed them to look at the picture carefully and find out what the people were doing? And she instructed them how to write and teach them future tense and instruct them to write.

Day – 8

On the eighth day the researcher gave the worksheets of fill in a crossword puzzle. At the first the researcher taught them present continuous tense to the students and then she instructed them how to fill the across and down words in the worksheets. This activity enriches the skill of speaking and writing of the students.

Day – 9

On the ninth day the researcher gave invitation cards to the students and divided the students to in the groups and instructed them to read the details carefully and respond to the questions given to them. Some of the questions were like these:

1. What is the invitation about?
2. Who has sent it? For whom?
3. When is the function? Where is it? etc.

Day – 10

On the tenth day, the researcher administered the post-test to measure the level of achievement in terms of language competence.

3.12 Classroom Interaction

In a traditional classroom, students pay attention only to what the teacher says and does. They just passively listen to the teacher in the class but while using authentic materials in the classroom both students and the teacher communicate with each other. In the 10 sessions conducted by the researcher, everybody actively participated in all activities carried out in the class. All the students interacted with each other and the teacher. They asked the teacher for clarification when they were confused. The teacher explained new words using different techniques like showing objects, using contexts, using sentences, pictures, etc.

The researcher tried to get meanings of the words from the students. So, it became a lively classroom. By using pair work and group work activities the students involved themselves in all the activities. They enjoyed doing all the activities because of the interest generated through the authentic materials used by the researcher. There was

no chaos in the class because of the interesting nature of the activities. After the initial couple of sessions, they had learnt to discipline themselves.

3.13 Students' Participation

In each lesson the researcher gave students different activities based on authentic materials. It was a new kind of experience for the students. Although the learners were new to the language activities, they actively participated in all the activities. However, there were brighter students who took initiative in answering the questions. But gradually all the 35 students started taking active participation in the class.

3.14 Challenges

The researcher faced some problems during her try out. Following are the problems faced by the researcher.

- There were many words which the learners did not know. So the first problem that the researcher faced was students' repertoire.

To overcome this problem the researcher introduced new words to the students. She wrote new words on the blackboard and introduced these words using different techniques like using pictures, contexts, and sentences.

- The second problem that the researcher had faced was students' noise while distributing the authentic material among the students. There were many students who made a lot of noise while the researcher distributed the authentic materials (wrappers, paper, forms etc.)

To overcome this problem the researcher gave the materials to the students on the first bench and then asked them to pass it on to the others.

- When the researcher divided the students into groups the students could not adjust themselves with these with these types of activities because a large majority of schools were not familiar with group/ pair work.

To overcome this problem the researcher gave them clear instructions frequently and then divided them in to groups and pairs.

- There were many students who were shy and did not participate in any activities or give answers.

To overcome these activities the researcher had arranged the mixed ability groups wherein students helped one another and relied on each others' strengths.

3.15 Conclusion

Thus, in this chapter the researcher has presented how she had planned the sessions and how the materials were selected to develop the functional competence of the students. This chapter also talked about the experiment. The authentic materials which were used during the tryout have been given in the appendix. Now in the following chapter, statistical analysis and interpretation of the data are described in detail.

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

4. Introduction

This chapter gives an account of the data collected and presents their analysis and interpretation. It gives an account of the data collected through pretest and posttest as well as feedback from the students.

4.1 The Data

All the 35 students of M.K. Saraswati vidya Mandir, Vallabh Vidyanagar attended the ten sessions seriously. At the beginning of the try out the pretest was given to measure the level of the students. After the try out the post test was given to measure the effectiveness of the materials prepared by the researcher. Subsequently the scores of the pretest and posttest were compared and statistical measures were followed.

Following are the details of the pretest and posttest marks obtained by each student.

Table – 1 Difference in the scores of pre-test and post-test

Sr. no	Name of the Students	Marks obtained in pre test	Marks obtained in post test	Difference
1	Shivam Gohil	17	25	8
2	Pooja Sitapara	11	18	7
3	Milan Rathod	13	23	10
4	Harsh Solanki	12	20	8
5	Alfajhusen Sakirmiya	6	15	9
6	Jay Vanand	12	25	13
7	Krishna Harijan	20	25	5
8	Darshit Parekh	12	16	4
9	Dhruv Machhi	10	19	9
10	Paresh Gohil	10	19	9

11	Shyam Gohil	16	20	4
12	Jaynit Prajapati	17	20	3
13	Anjali Padhiar	15	20	5
14	Niraj Parmar	11	16	5
15	Tushar Vassava	10	20	10
16	Yogesh Vaghela	11	15	4
17	Jay Chauhan	16	21	5
18	Bhavin Solanki	08	17	9
19	Yogesh Raval	09	12	3
20	Jaydeep Vasava	13	20	7
21	Jay Vasava	13	24	11
22	Chintan Vanand	06	10	4
23	Ishvar Sargara	08	17	9
24	Vishal Raval	08	18	10
25	Bhavin Rabari	11	17	6
26	Shital Parmar	12	13	1
27	Bhavin Dabhi	11	18	7
28	Mehjabin Malek	13	21	8
29	Dhruv Modi	15	20	5
30	Sandhya Prajapati	14	19	5
31	Jaydeep Baraiya	10	16	6
32	Nisha Parmar	11	21	10
33	Manisha Vasava	07	16	9
34	Sara Rathod	09	15	6
35	Dharmishtas Parmar	12	17	5

From the above Table, it is evident that the mean for pre – test scores is 11.69 and mean for post – test scores is 18.77 and the difference is 7.08.

4.2 Statistical Analysis

Statistics is a mathematical science pertaining to the collection, analysis, interpretation or explanation and presentation of data. It is a method that can be used to summaries or describe a collection of data.

Statistics is a body of mathematical techniques or process for gathering, organizing, analyzing and interpreting numerical data because most research yields such quantitative data. It is a basic tool for measurement, evaluation and research. It teaches how to gather, organize, and analyze data and then to understand reality from the data. It is a powerful intellectual method that applied in many contexts.

4.2.1 Standard Deviation

Standard deviation is a statistical term that provides a good indication or volatility. It measures how widely values are dispersed form average. If the data points are close to the mean, then the standard deviation is small. Controversy, if many data points are far from the mean, then the standard deviation is large. If all the data values are equal, then the standard deviation is zero.

The standard deviation in pre- test is 3.18 and in post- test are 3.60. So there is a high standard deviation in post test score as compared with the low standard deviation.

Table – 2 Statistical Analyses of the Data

Roll No	Pre test	Post test	$x_1 - m_1$	$x_2 - m_2$	$x_1 \cdot x_2$	x_1^2	x_2^2
1	17	25	5.31	6.23	33.08	28.20	38.81
2	11	18	-0.69	-0.77	0.53	0.48	0.59
3	13	23	1.31	4.23	5.54	1.72	17.89
4	12	20	0.31	1.23	0.38	0.10	1.51
5	06	15	-5.69	-3.77	21.45	32.38	14.21
6	12	25	0.31	6.23	1.93	0.10	38.81
7	20	25	8.31	6.23	51.77	69.06	38.81
8	12	16	0.31	-2.77	-0.85	0.10	7.67
9	10	19	-1.69	0.67	-1.13	2.86	0.45

10	10	19	-1.69	0.67	-1.13	2.86	0.45
11	16	20	4.31	1.23	5.30	18.58	1.51
12	17	20	5.31	1.23	6.53	28.20	1.51
13	15	20	3.31	1.23	4.07	10.96	1.51
14	11	16	-0.69	-2.77	1.91	0.48	7.67
15	10	20	-1.69	1.23	-2.08	2.86	1.51
16	11	25	-0.69	6.23	-4.30	0.48	38.81
17	16	21	4.31	2.23	9.61	18.58	4.97
18	08	17	-3.69	-1.77	6.53	13.62	3.13
19	09	12	-2.69	-6.77	18.21	7.24	45.83
20	13	20	1.31	1.23	1.61	1.72	1.51
21	13	24	1.31	5.23	6.85	1.72	27.35
22	06	10	-5.69	-8.77	49.90	32.38	76.91
23	08	17	-3.69	-1.77	6.53	13.62	3.13
24	08	18	-3.69	-0.77	2.84	13.62	0.59
25	11	17	-0.69	-1.77	1.22	0.48	3.13
26	12	13	0.31	-5.77	1.79	0.10	33.29
27	11	18	-0.69	-0.77	0.53	0.48	0.59
28	13	21	1.31	2.23	2.92	1.72	4.97
29	15	20	3.31	1.23	4.07	10.96	1.51
30	14	19	2.31	0.67	1.55	5.34	0.45
31	10	16	-1.69	-2.77	4.68	2.86	7.67
32	11	20	-0.69	1.23	-0.85	0.48	1.51
33	07	16	-4.69	-2.77	12.99	22.00	7.67
34	09	15	-2.69	-3.77	10.14	7.24	14.21
35	12	17	0.31	-1.77	0.55	0.10	3.13
Total					264.67	353.68	453.27

Table – 3 Analysis of Pre-test, Post-test – Mean, S.D., S.E_m, DF and ‘t’ value

Group	No. Of students	Mean scores	SD	SE _m	r	DF	t-value & significant level
Pre-test	35	11.69	3.18	0.29	0.66	34	26.22 & 0.01,0.05
Post-test	35	18.77	3.60	0.36			

Where M_1 = Mean of the Scores of Pre-test, $S.D_1$ = Standard Deviation of the scores of Pre-test.

M_2 = Mean of the Scores of Post-test, $S.D_2$ = Standard Deviation of the scores of Post-test.

$$X_1 = \text{Raw Score} - \text{Mean}_1$$

$$X_2 = \text{Raw Score} - \text{Mean}_2$$

$$SE_m = \text{Standard Error of mean}$$

$$DF = \text{Degree of Freedom}$$

From Table – 3, the computed t value 8.74 is greater than that of the table t value 2.72 and 2.03 at 0.01 and 0.05 levels respectively for 34 degree of freedom.

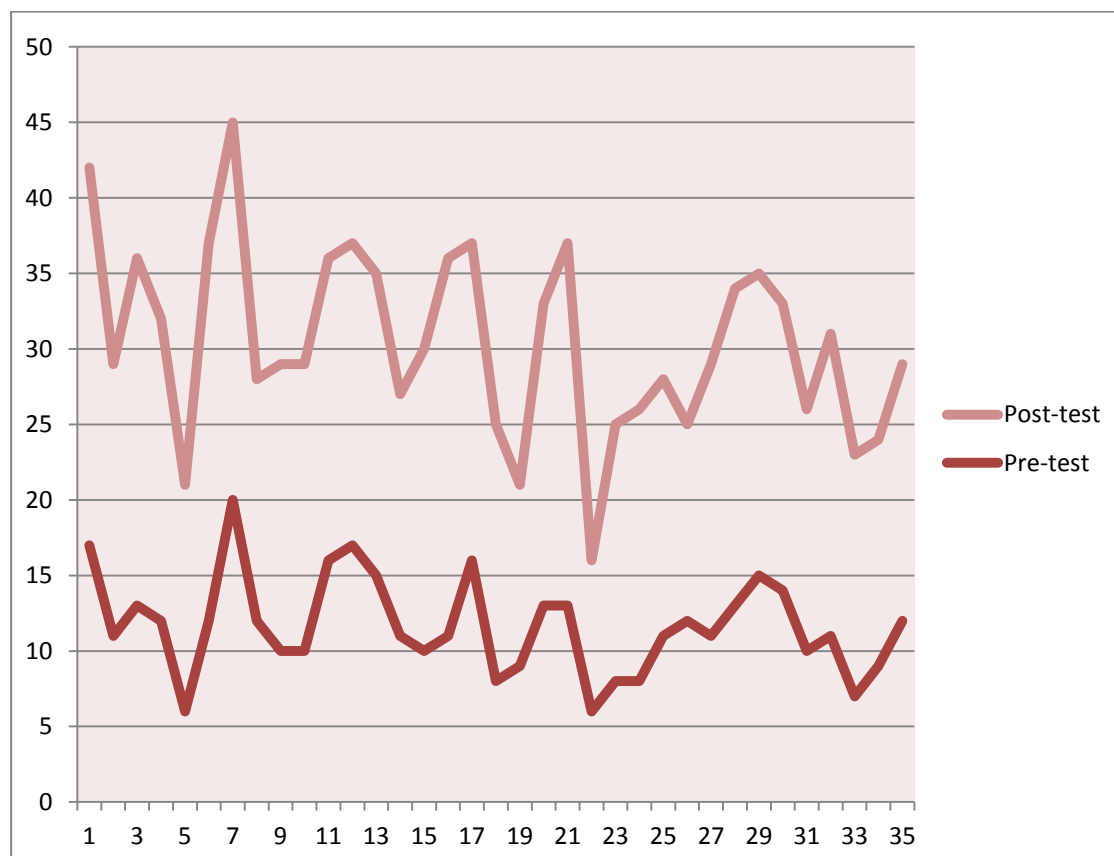
Therefore, the Null Hypothesis that there will be no significant difference between the mean achievement scores of Pre-test & Post-test is rejected. It means there is certainly significant difference between the mean achievement scores of Pre-test & Post-test, which shows effectiveness of task based programmed in Authentic material.

So, the treatment is found to be effective as evident through analyzed data.

4.3 Interpretation of the data

4.3.1 Figure – 1 Graphical Representation of significant difference between mean achievements scores of pre-test and post-test.

Pre- test, Post -test scores for tryout of authentic materials.



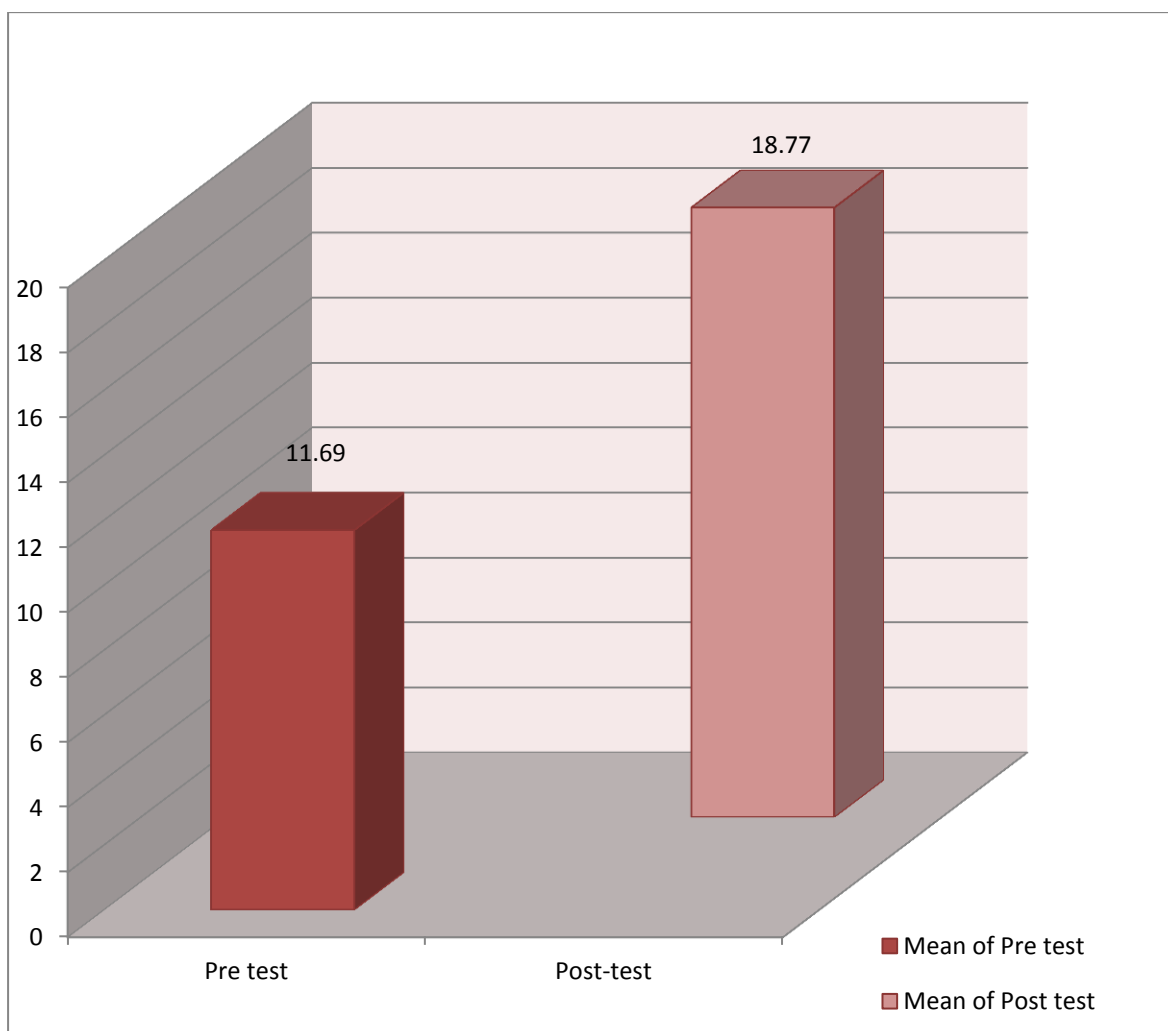
Interpretation

Figure number 1 is the graphical presentation of the result of pre-test and post- test. Pink line of graph indicates improvement in the result of post- test, and the Red line is the score of pre-test which is lower than post- test.

The number printed on the horizontal axis is the number of students and the vertical axis is the score obtained by learners in both test. In pre-test, the score of students is lower than the post-test. Hence this graph shows the positive impact of the material prepared for the experiment.

4.3.2 Figure - 2

Mean of the Pre-test and Post – test

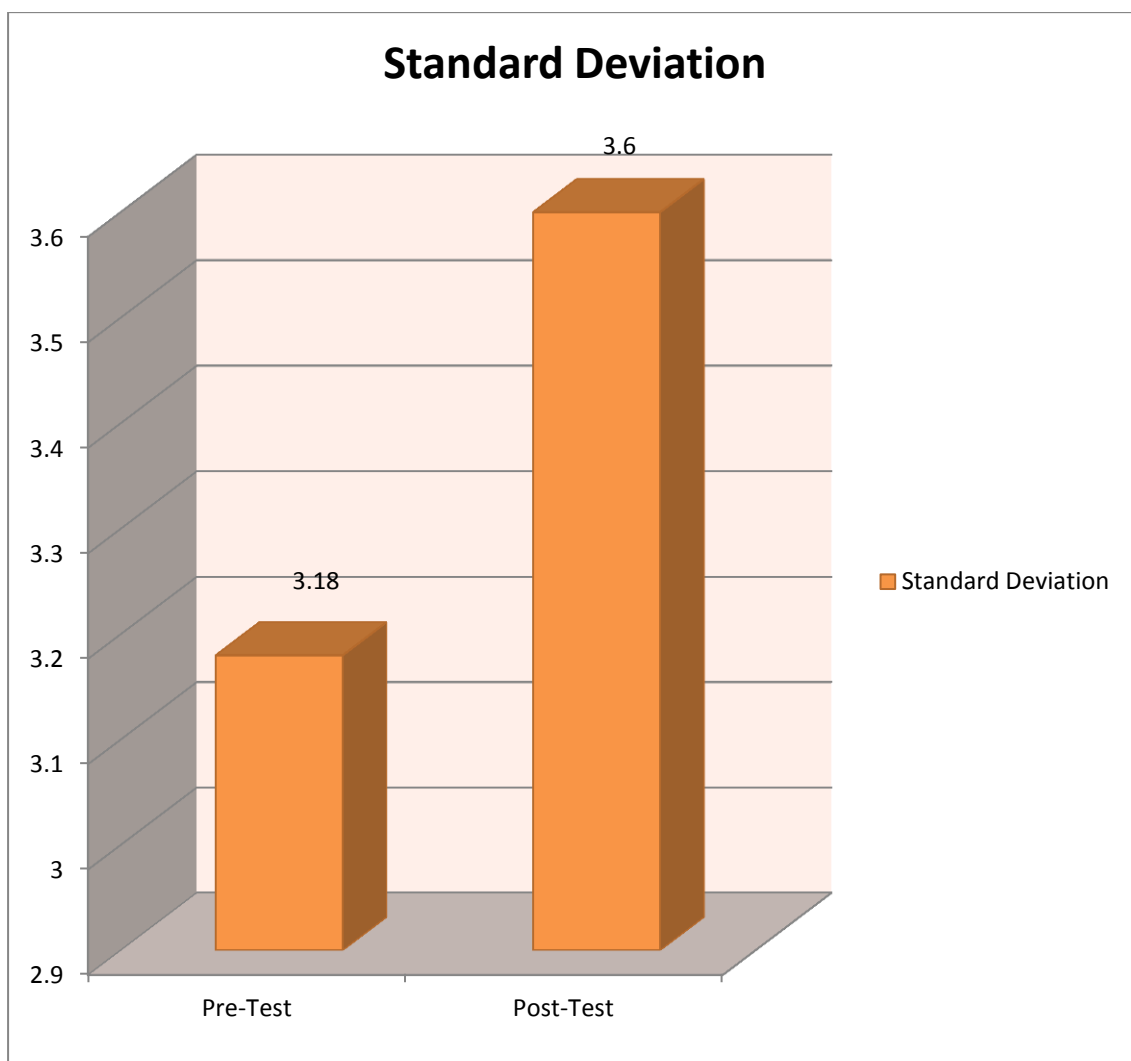


Interpretation

Figure number-2 indicates the improvement of mean score of the students in pre-test and post-test. The first pillar shows the result of mean score of the pre-test which is lower than post-test and second pillar which is higher than first one shows the improvement in mean score of the post.

4.3.3 Figure - 3

Standard Deviation of Pre-test and Post-test

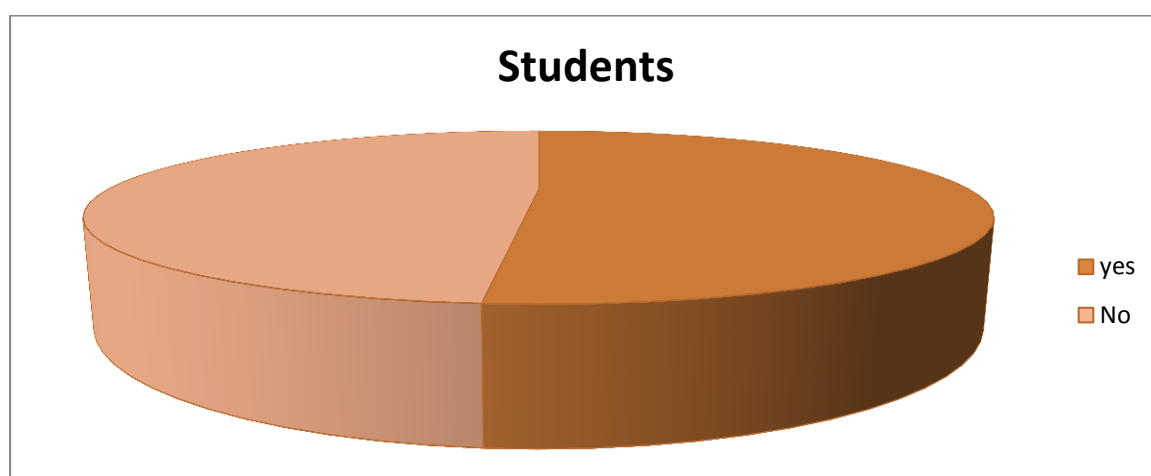


Interpretation

Figure-3 compares the standard deviation of pre-test and post-test. The first pillar shows the standard deviation of pre-test and the second pillar shows the standard deviation of post-test. The standard deviation of pre-test is lower than the standard deviation of post-test.

4.4 Feedback Form

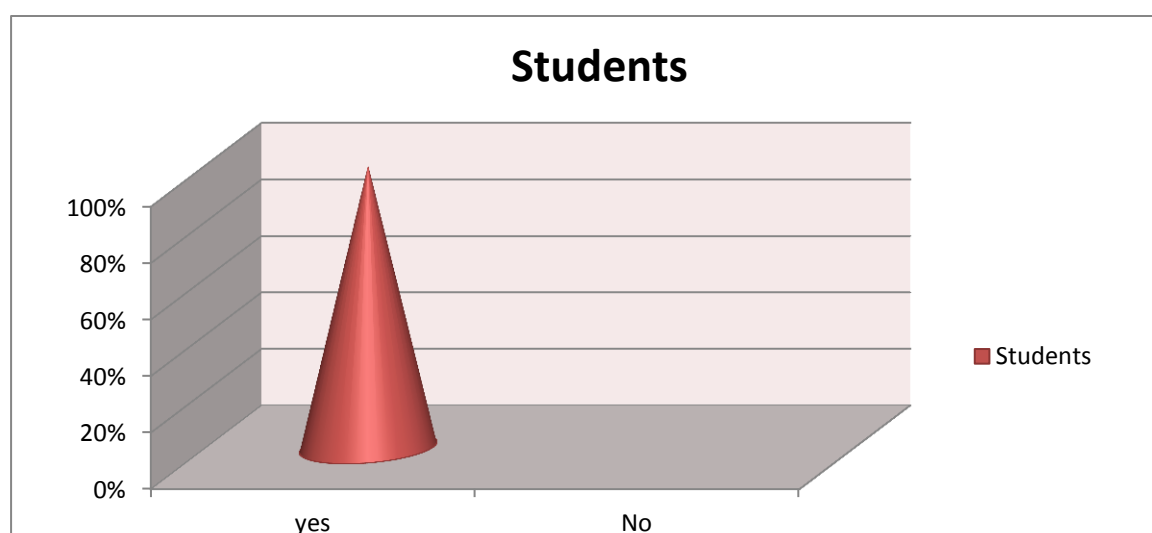
(1) Have you ever been taught English by using Authentic Materials?



Interpretation

A majority of the students 51.42% said that they have ever been taught English by using Authentic Materials, whereas 48.58% of students said that they have ever not been taught English by using Authentic Materials.

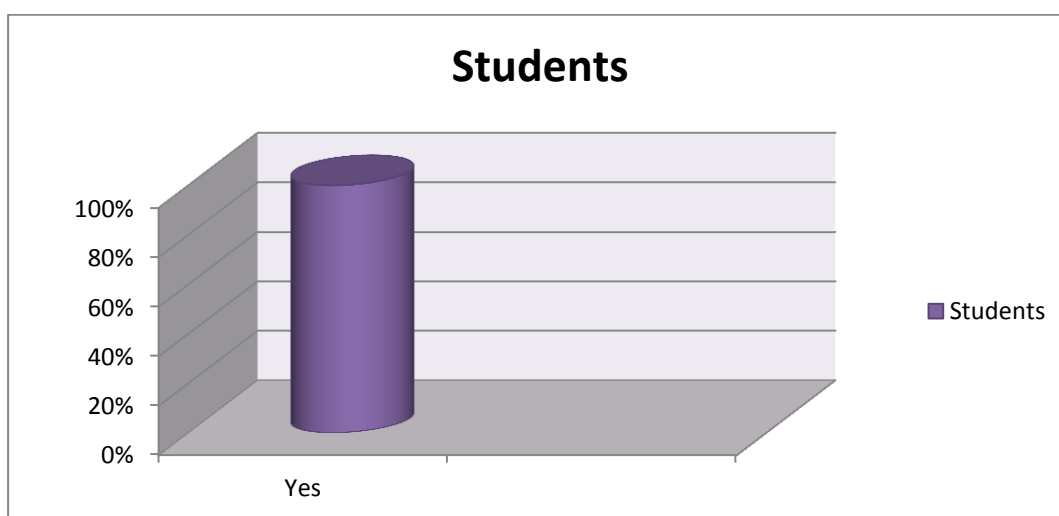
(2) While studying through Authentic Materials, did you feel it is useful for you?



Interpretation

All the students 100% said that they felt it was useful for them while studying through Authentic Materials.

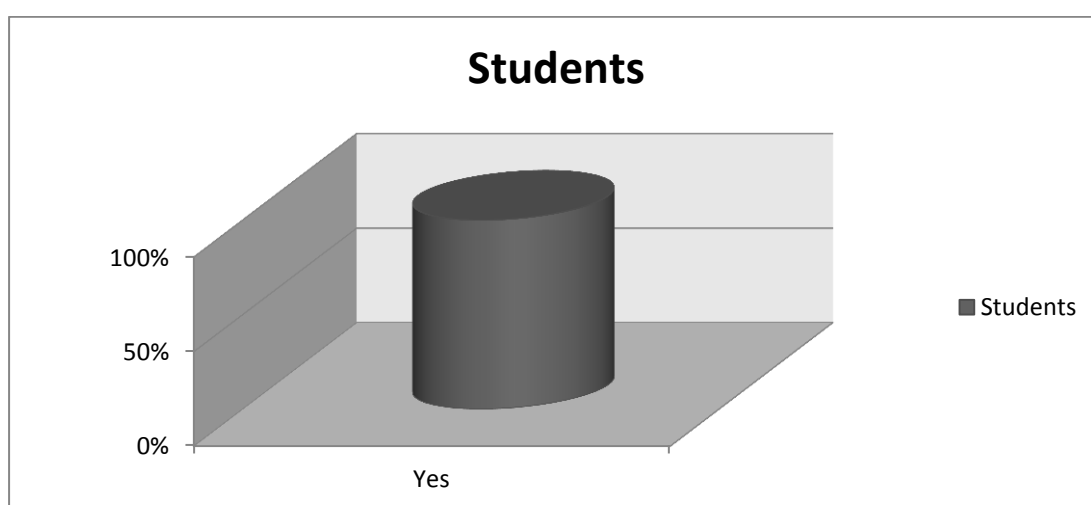
(3) Did you enjoy these activities given by teacher?



Interpretation

All the students 100% said that they enjoyed those activities given by teacher.

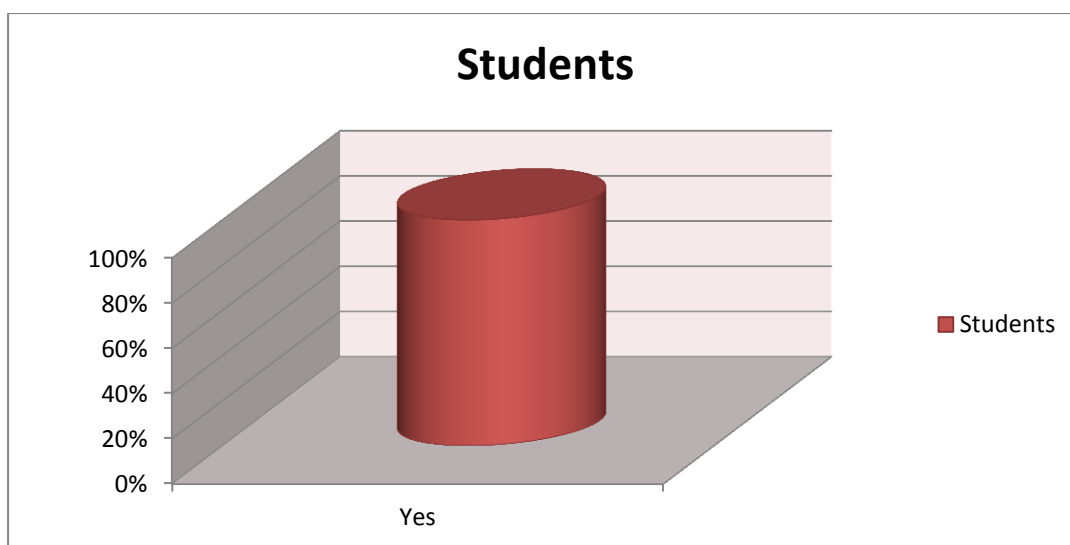
(4) Did the sessions given by the researcher develop your interest in English?



Interpretation

All the students (100%) said that they had developed their interest in the sessions given by the teacher.

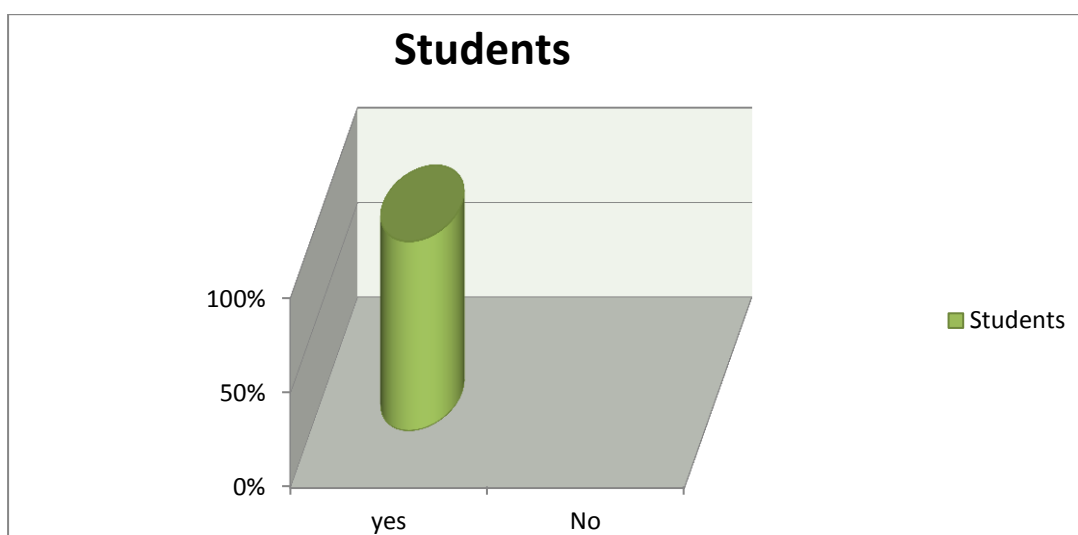
(5) Were the classes interesting?



Interpretation

All the students 100% said that the classes were interesting.

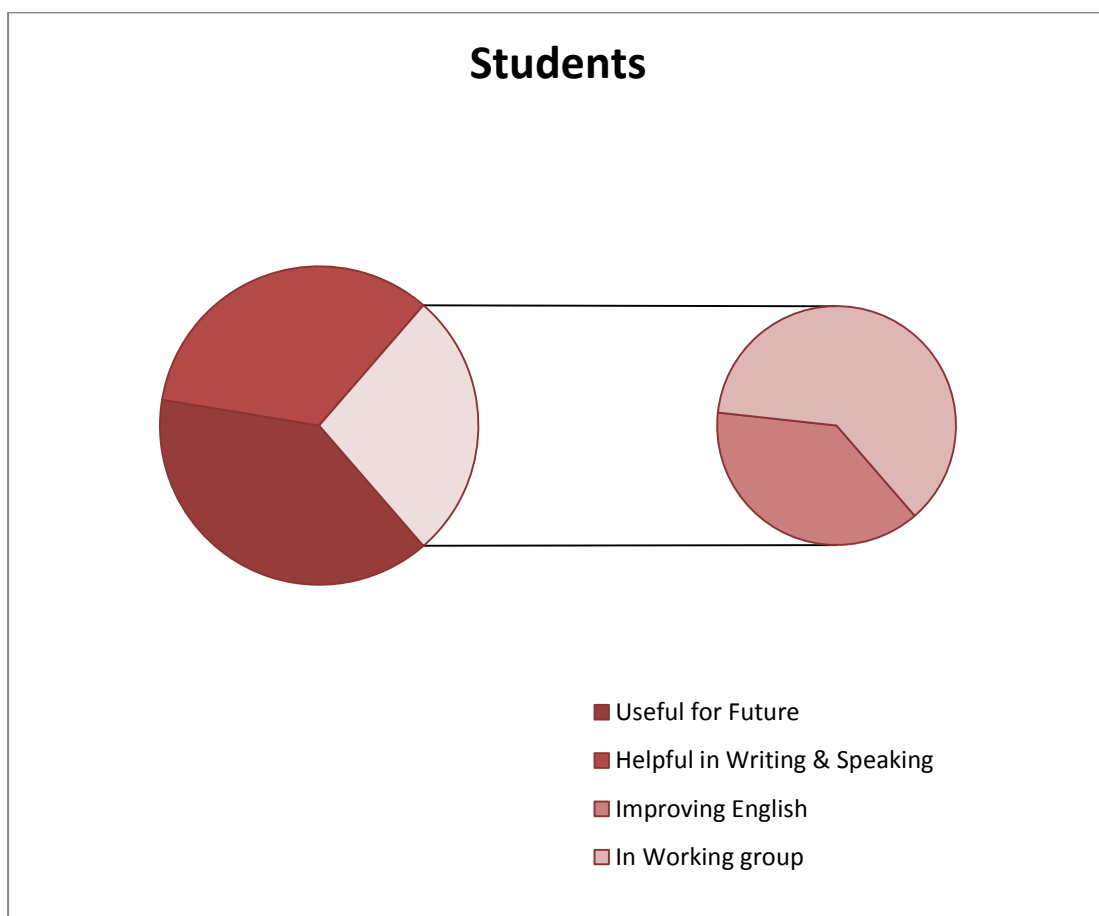
(6) Do search activities help in improving speaking, reading and writing?



Interpretation

Yes, all the students 100% said that such activities helped them in improving speaking, reading and writing.

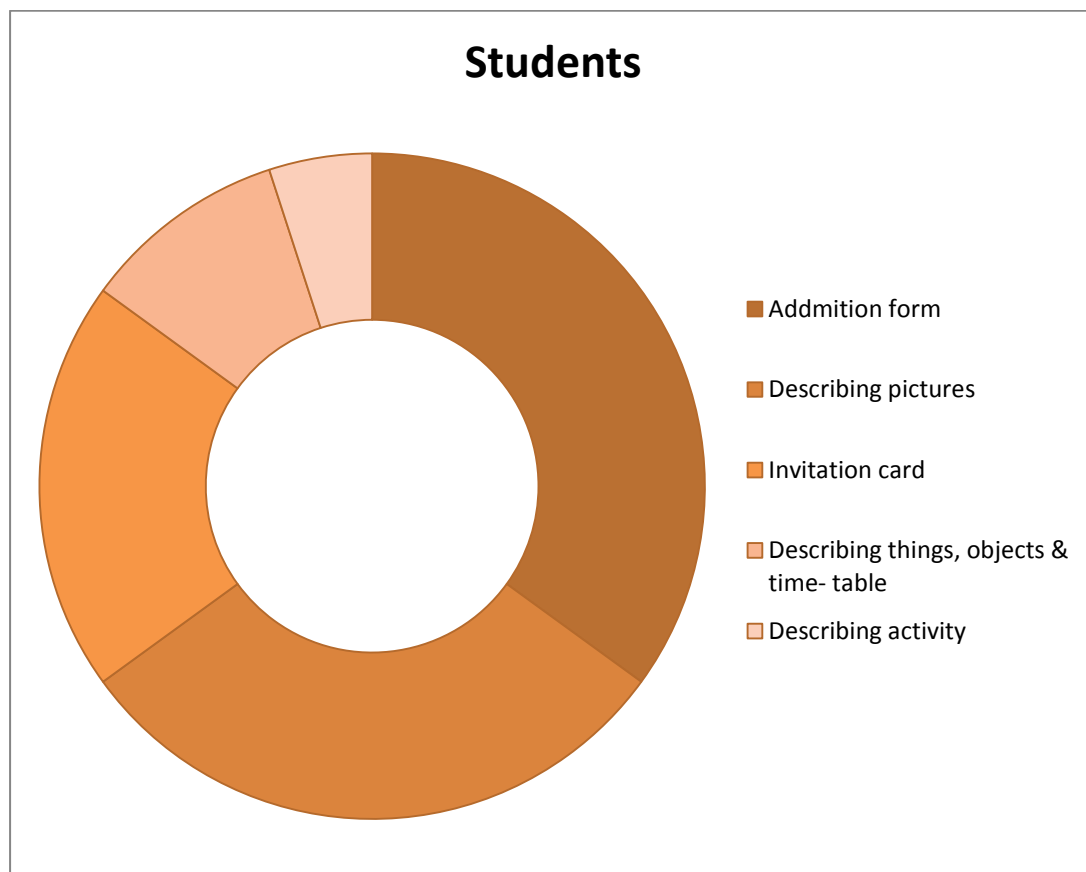
(7) How will these activities be useful for you in future?



Interpretation

42.86% of the students said that those activities would be useful for them in future because from those activities, they can learn how to use English properly, whereas 37.14% of students said that those activities might be very helpful in writing and speaking. 11.43% of the students said that those activities might be helping in improving English 18.57% students said that those activities would help them in working groups.

(8) Which activity do you like the most during the sessions?



Interpretation

A majority of the students 20% had said that they liked the activity based on admission form. 17.14% students had said that they liked the activities based on describing pictures and currency used in India. 11.43% of students liked the activity based on invitation card. 5.71% of students liked the activity based on describing things on objects and bus time table, whereas 2.86% of students liked the activities based on describing activities.

4.5 Conclusion

The outcome of the experiment obtained through data analysis shows a positive impact of the authentic materials tried out on the sample group. To know the language in a better way the students will have to make a conscious effort to practice it in real life situations and along with that the teacher will have to use authentic materials which will introduce to the learners' real language.

Statistical decisions are based upon probability estimate, sampling error, variance, the null hypothesis and level of significance. The statistical analysis of this chapter has helped the investigator to graphically represent her finding and validate it. Descriptive analysis has helped her to understand individual differences in terms of reasons given by students for their likes and dislikes which go beyond numbers and obvious facts.

CHAPTER FIVE

FINDINGS, IMPLICATIONS AND CONCLUSION

5 Introduction

This chapter presents the overview and findings of the study. It also gives suggestions for material producers, teachers and research scholars.

5.1 Overview of the Study

The main aim of this study was to use authentic materials with a view to develop functional competence among the students and measure the effectiveness and usefulness of authentic materials. The materials were tried out on the standard VII students of M.K. Saraswati Vidya Mandir School. The researcher collected the data through a pre -test and a post- test and analysed the same through statistical analysis. Students' feedback on the try out was also collected and analysed descriptively. The statistical analysis of data shows the positive improvement of the learners in post- test after the try-out. The students' response during the try-out was good and they participated in all activities with concern and interest. Their feedback reflects high level of positive inclination for such activities and materials for learning English in the classroom.

5.2 Findings

The researcher analysed the data collected and came to the following findings.

- The computed t value 8.74 is greater than that of the t value 2.72 at 0.01 level for 34 degree of freedom.
- The students enjoyed learnings through authentic materials and it was their first exposure to real language in use.
- The students also increased their stock of vocabulary through authentic materials.

- Authentic materials exposed the learners to the language of daily use because these materials were prepared from real objects like wrappers of soap advertisements.
- Owing to the interest and freedom in the use of English in pairs and groups, activities based on authentic materials can improve functional competence of students.
- Authentic materials are available in colourful and attractive layout. So, the learners found the learning very interesting.
- Authentic materials can be used in a variety of ways. Thus, the classroom can be enriched with a large number of such non-expensive and easy – to-use materials.

5.3 Suggestions for Materials Procedures

- Authentic materials should be an integral part of courses and programmes. They should be based on the need and interest of the students.
- Materials should be produced in such a way that complex ideas could be understood in a simple manner through contexts.

5.4 Suggestions for Teachers

- English teachers should prepare or select materials suited to the needs of their learners. This will generate interest in learning English.
- Language exposure is necessary in learning a language. So teachers should use natural language in the class.
- Teachers should use different materials like authentic materials in the class. So the students will not get bored in class

- Teachers should always appreciate students' work in the classroom and encourage them to express their own ideas and feelings in the class.
- Teachers should not correct mistakes of students every time because students may become nervous and they may not participate in any activity and hesitate to express their own ideas.

According to the need and demand of our country this subject should be taught. Much emphasis should be given on its practical use and oral work. Facilities should be provided to those who want to study it at different levels. Suitable text-books, appropriate examination and evaluation should be prepared. Proper training should be given to the teachers.

5.5 Suggestions for Further Research

Further research can be carried out on the following topics.

- Effectiveness of a Programme to improve English Language competence of the B.Ed students through Authentic Materials.
- A study of effectiveness of Authentic Materials for teaching English language at the secondary level.
- Effectiveness of a functional English programme for students at various levels
- Preparation and try out of group work activities to enhance English language competence of students at various levels.
- A study of the reasons for lathophobia in language classrooms.

5.6 Conclusion

The study was undertaken with the aim of preparing and using authentic materials for developing functional competence of class VII students. As it has been discussed earlier in the first chapter, the new functional approach is being followed in Gujarat since 2004. English is a compulsory subject from class V. The focus is to help students actually use the language. The functional approach focuses on actual experience of the language in context. Therefore, there is a need for materials and activities which offer real language to the learners. The authentic materials are able to give learners a taste and feel for real- life language.

The researcher prepared materials for standard VII students studying English as a second language. She prepared materials and activities based on authentic materials for developing fictional competence. She then tried out her materials on std. VII students.

This study will be useful not only for the researcher and the students but also for teachers, materials producers and researchers. The students can develop their functional competence through authentic materials. The students come across new kinds of materials rather than printed materials and they also enrich their stock of vocabulary through this kind of materials. The researcher also gained experience of preparing and trying out materials in the class. It has been an enriching experience for the researcher from numerous points of view.

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