

**Effectiveness of Group Activities in Teaching English At the
Secondary Level**

A

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Certificate

This is to Certify that the work incorporated in the Dissertation bearing the title “**Effectiveness of Group Activities in English At The Secondary Level,**” Submitted by **Ms. Neha Chaudhari** comprises the result of independent and original investigations carried out. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

Vallabh Vidya Nagar

March, 2014

Signature of the Researcher

Certified that the work mentioned above is carried out under my guidance.

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Certificate of Approval

This dissertation directed and supervised by the candidate's guide has been accepted by the Waymade College of Education, Sardar Patel University Vallabh Vidya Nagar in partial fulfillment of the requirement for the

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Place

Date

Neha Chaudhari

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Chapter – 1

Introduction

In this chapter, the researcher has presented various concepts related with the topic. This includes information about introduction, statement of the problem, operationlizations of the key terms, objectives of the study, hypotheses and scheme of chapterazation.

1.1 Introduction

In the modern education system revolutionary changes in education occurred, technologies have changed the overall outlook of schooling. Now teacher plays a different role. He is acting as resource person rather than a traditional classroom teacher with chalk and blackboard.

New experiments and methods are being tried out to facilitate the pupils the best learning environment in the one of them. The students are divided into groups of 6-8 students. Almost all types of students from high achievements to slow learners are taken in each group. Number of students in the class group work is one way of ensuring active participation of student. Group work may challenge many teachers as control of classroom knowledge and organization is passed to the students.

Group work activities may play a positive role in providing practice to the students in the use of language and improving the academic achievement. This study was under taken to see whether the teaching of English will be effective or not by using the group work technique.

Group work enables students to move more readily from receiving knowledge to generating knowledge and scaffold their thinking processes and understanding.

1.2 Statement of the problem

Effectiveness of Group Activities in Teaching English At The Secondary Level

1.3 Operationlizations of The Key Term

Effectiveness:

Effectiveness is improved discourse of students after the program is over.

Group work

The work of a group to achieve a win, two or more people working together. Or activity done in group.

Activity

The group tasks prepared by the researcher to teach specific component included in the study.

1.4 Objectives of the study

- To study the effectiveness of group Activity in the selected units of std. 9.
- To study the reactions of the students about group work activity.

1.5 Hypotheses of the study

- There will be no significant difference between the mean score of pre-test and post- test of the students of std. 9.
- There will be no significant difference between expected frequencies and observed frequencies.

1.6 Delimitation of the study

- The present study was delimited to Gujarati medium student only.
- The present study was delimited to the students of Gujarati medium 9th std students of Tapi District.

1.7 Scheme of chapterization

The dissertation has been divided into five chapters. The scheme of chapterisation is as follows

Chapter-1 Introduction

This present chapter begins with an introductory note and states the problem of key terms. It also states the objectives of the study undertaken, hypotheses framed and lastly include scheme of chapterization perceived by the researcher.

Chapter-2 Conceptual framework

This chapter focuses on the conceptual framework or theoretical background of the study undertaken and review of related literature.

Chapter-3 Methodology of the investigation

This chapter focuses on the Methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for the data collection as well as data analysis.

Chapter-4 Analysis and interpretation Data

In this chapter collected data have been analyzed and presented in a tabular form. Interpretation based on the analysis has been presented and discussed in the light of the present study undertaken.

Chapter-5 Conclusion, Suggestion and Implication

The last chapter of the dissertation deals with the conclusion drawn from the present study. It also presents some suggestion for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.

1.8 Conclusion

This chapter presents introduction, operationalization of the terms, and significance as well as chapterisation. This chapter is followed by the next chapter 'Conceptual frame

work' in which the researcher has presented information related with the problem or concept.

Chapter -2

Theoretical Framework and Review of Related Literature

2.1. Introduction

Theoretical framework is the structure of that the researcher is researching. It implies the researcher' understanding of the concepts, the relevant information and other aspects of the content accumulated and created by the researcher for providing lucid content clarity.

2.1.1 What is Group Activity?

For some group work is just another way of talking about team work. In this context, working in group is often presented as a good way of dividing work and increasing productivity. It can also be argued that it allows, for the utilization of the different skills, knowledge and experiences the people have as a result in schools and college, working in groups can also be adopted as a mean of carrying forward curriculum concerns and verging the classroom experience a useful addition to the teacher or instructor' repertoire. This is based on an understanding that people are not machines or objects that can be worked on like major cars. We are spending time in the company of others. They have allowed us into their lives and there is a social, emotional and moral relationship between us. As such, working with is a special form of 'being with'. In addition," to engage with another's thoughts and feelings, and to attend to our own, we have to be in a certain frame of mind we have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility.

- **Smith and Smith**

Group work is activity in which two or more people joint with or associate with each other through their ideas and also with their conversation.

It is not possible to involve the whole class in any activity at once. In Group work teaching method, small Groups can be given different activities.

English belongs to the Indo-European family of languages. Within this family's English is a member of the Germans branch. The Germanic branch may be divided into three groups or subdivisions East Germanic, which consisted of Gothic, now an extinct language, North

Germanic under which we include the Scandinavian languages; and West Germanic, which consists of High German, low German, Frisian and English.

2.1.2 Importance of Group Activity

Language generated in group work sessions is genuine and not mere reproduction of prefabricated sentences provided by the instructor, the text book or other sources. In this group activity learners are motivated.

Through group session, maximum class time is utilized. Each learner gets practice in language, use. Moreover, even weaker learners get a recognition. Dividing into groups, they are highly motivated and learners seek their peer's approval more than their teacher's. Therefore, groups impose their own discipline.

A group work session is also self-administering. Once the tasks have been properly explained and clear instructions provided, the teacher rarely needs to worry about keeping order. This kind of work provides opportunity to less able and also get help by the able and for the able to develop qualities of leadership, thus benefiting both.

Consequently, the quality of group work produced in groups is usually higher than that produced individually. Before it is finalized, the write up of any sort is scrutinized by all the members of the group. This redundancy of effort reduces errors.

2.1.3 Goals of Group Activity :

The aim of group work is to produce better (more effective, more detailed, more comprehensive) presentations and reports. This is achieved through the combined talents of group members, contributing knowledge and ideas.

One difficulty with group work is that you can't work as quickly as you can by yourself. Patience, communication skills and commitment are all required to make the most of the contributions of all group members. Thus, effective group work requires each member to focus on the process rather than just the product.

2.1.4 Importance of English

Today, English language is global language. Language, as far we know, is something specific to humans. That is to say, it is the basic capacity that distinguishes humans from all other living beings. Therefore remains potentially a communicative Language medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. A set of linguists who

based their assumptions of language on psychology made claimed that language is nothing but 'habit' formation. According to them language is learnt through use, through practice. In their view 'the more one is opposed to the use of language, the better one learns. English is one the most important in the world. It can even be said to be the single most important language.

English can be used as a language in any part of the world, this because at least a few people in each locality would know the language. The future of English as a language is very secure. In this era of consolidation and globalization it will not be long before English can be made as a single language of the world like the single currency and the union of various nations. The importance of English cannot be denied and ignored since English is the most common language spoken everywhere with the help of developing technology. English has been playing a major role in many sectors including medicine engineering and education which is the important patent where English is needed.

As we know that we are living in the world of globalization. English language is a common language and is spoken in many countries. It is considered as universal language. Most of the universities worldwide include English as one also competing with the other countries in terms of education and many other things. Hence, we are forced to meet global standards. English is the first and foremost criteria whether you are applying for a job or you are seeking admission in a reputed college / university/ institution. Companies welcome those candidates who are fluent English and have the relevant qualification and skill set. However, candidates with the relevant qualification without having proper knowledge of English language are being rejected. The first round is generally self-introduction round and the second round is followed by group Discussion and the final round is the interview.

Learning English is not that difficult if you have taken admission in the right institution Believe in the right institution Believe me, it is fun learning and it can be learned easily. However, the time frame for learning English depends on somebody's current level. If somebody has to start from the scratch then it might take 4-5 months if the classes are held from Monday to Friday for 2 hours. People get really scared and become hopeless after trying to learn English language by them or after taking admissions in one or two institutions. However. The fact is that one should do an intelligent search before joining any institution for learning English. There are major differences in writing English and speaking English It's not

necessary that a person who can write fluent English can also speak English fluently. So, you have to be very cautious while joining an institute and before.

The historical circumstances of India have given the Indians as easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and few years. Sometime ago, an Indian author, Arundhati Roy, won the prestigious booker prize for her book 'The God of small Things.' Her book sold lakhs of copies all over the globe.

Over the years, English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language. A famous Indian movie make Shekhar kapoors film 'Elizabeth' has got several nominations for Oscar Awards It does not require any further argument to Establish the advantage English language has brought to us at the international level.

English language comes to our aid in our commercial transactions tours out the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for interstate commerce and communication. In India, people going from North to south for education of business mostly communicate in English which has become a link language. Not only has that parliament had also recognized English as an official language in addition to Hindi. All the facts of history and developments in present day India underline the continued importance of learning English in addition to vernaculars.

Some of states of India are witnessing popular increase in public demand for teaching of English language from the primary classes. Realizing the importance, recently, the minister of Indian Railways, Laloo Prasad Yadav, he was demands teaching of English language in schools. The great demand for admission in English medium schools throughout the country is a testimony to the attraction of English to the people of India. A language attracts people because of the wealth of literature and knowledge, enshrined in it. English language is our window to the world.

2.1.5 English Language Teaching (ELT)

Is the use or study of English by speakers with different native Language, English is a language which has great reach and influence, I it is taught all over the world under many different circumstances. In English speaking countries English language teaching has essentially evolved in two broad directions: instruction for people who intend to live in an English speaking country and for those who do not. There divisions, have grown finer is the instructor for people who intend to live in an English live an English speaking country and for those who do not. There divisions have grown firmer as the instruction of those.

English Language Teaching is a double blind peer reviewed international journal dedicated to promoting scholarly exchange among Teachers and researchers in the field. Of English Language Teaching. The journal is published monthly in both print and online versions by the Canadian center of science and Education. The scope of ELT includes the following fields: theory and practice in English Language teaching and learning, teaching English as a second or foreign language, English language teachers training and education.

2.1.6 English Language Teaching Methodology

There are several types of Methodology are as under:

Grammar Translation Method, the direct method, the Audio-lingual method, community language teaching, the silent way, suggestopedia, Total physical Response and the Natural Approach.

❖ The Direct Method :-

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or hers mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

❖ Grammar – Translation :-

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. This is little or no emphases placed on develop ability.

❖ **Audio – Lingual**

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensive drilled before being seen in its written form.

❖ **The Structural Approach :-**

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb “to be” is introduced and pasties. Before the present continuous tense which uses “to be” as an auxiliary

Suggestopedia :-

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy and in this way the mental blocks to learning are removed.

❖ **Communicative Language Teaching (ELT)**

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of ELT courses are functions such as inviting suggesting complaining or notions such as the expression of time, quantity, location.

❖ **The silent way :-**

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

❖ **Community Language Learning :-**

In this method attempts are made to build attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher of repetition by the student.

❖ **Immersion :-**

This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science humanities etc. through the medium of the target language, English.

Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German Schools, or Puerto Ricans in American Schools.

❖ **Task – based language learning :-**

The focus of the teaching is on the completion of a task which is in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

Example

Students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.

❖ **The Natural Approach :-**

This approach, propounded by Professor S. Krashen, Stresses the similarities between learning the first and second language. There is no correction of mistakes. Learning tasks place by the students being exposed to language that is comprehensible or made comprehensible to them.

❖ **The Lexical syllabus :-**

This approach is based on a computer analysis of language which identifies the most common words in the language and their uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

2.1.7 Need for language in Education :-

Increasing globalization has created a large need for people in the workforce who can communicate in multiple languages. The uses of common languages are in areas such as trade, tourism, international relations, technology, media, and science. Many countries such as Korea (Kimyeong – seo, 2009), Japan (Kubota, 1998) and China (Kirkpatrik & Zhichang, 2002) frame education policies to teach at least one foreign language at the primary and secondary school levels. However, some countries such as India, Singapore, Malaysia,

Pakistan and the Philippines use a second official language in their governments. According to GAO (2010). China has recently been putting enormous importance on foreign language learning, especially the English language.

2.2 Review of Related Literature

2.2.1 Introduction

This chapter provides a comprehensive review of related literature relevant to the research conducted in this area. The major focus of this chapter is to flourish better understanding regarding the group work activity. It may be noted that most of the studies reviewed here are related to effectiveness of the programme, studies of problems in teaching English specially in LSRW SKILL. There are studies also related to various approaches used in teaching English. Review of these research studies has given the researcher a clear idea about the objectives, methodology, tools, procedure of research and techniques used for data analysis.

Patel, J. (2013) has conducted a study on “Effectiveness of language games to enhance spoken competence of ESL of class 8 students. The objectives of the study were to evaluate the effectiveness of the language games by comparing the mean score of pre-test and post-test of the students. To study the feedback of the students towards learning through language games. The population of the study was comprised of all the students of class 8th of the Gujarati medium schools of Gujarat. The sample of the study comprised of class 8th students of shreeshirva primary school (mandvikutch) for the purpose of study. In the study achievement test and feedback form were used as a tool. The data in respect of achievement tests were analyzed use of quantitatively as the Researcher use statistical techniques like mean, S.D. and t-test to analyze it. The feedback form of the students was analyzed qualitatively as percentage was used to analyze it.

Solanki, T. (2012) has studied on, “effectiveness of association technique to teach periodic table of elements at study 10th. the objectives of the study were, to study the problems faced by teacher in teaching periodic table of elements, to study the problems faced by students in learning periodic table of elements, to study the problems faced by students in learning periodictable of elements, to prepare tasks to teach periodic table to elements using association technique, to study the effectiveness of association technique to teach periodic table of elements.

A] to prepare a pre-test

B] to implement the module.

The population of the study was comprised of the students of std. 9th of the English medium school in Gujarat. The sample of the study was comprised of 9th std. students of H.M.PATEL school Dharmaj. The sampling technique was convenient sampling. The data analyzed and interpretation was presented tool wise.

Patel, K. (2012) has studied on “effectiveness of group work activity in teaching English at secondary level”. The objectives of the study were to compose group work activity in selected unit of std. 9th English text book, to test in effectiveness of group work activity in selected unit of std. 9th English text book, to know an opinion about group work activity. The population of the study comprised all the student of std. 9th Gujarati medium school, the sample of the study comprised one whole class as an experimental and second as control group. In the study achievement test and feedback form were used as a tool. The data in respect of achievement test were analyzed use of statistical techniques. The researcher found but conventional teaching methods has less effect on the performance of the students of control group. Teaching English through group work activity makes the students achieve higher score.

Ms. Minal R. Solanki, (2011) has conducted a study on, “Using Tasks To Develop the Under graduate Students’ listening and speaking skills.” The objectives were, 1) to study the effectiveness of the tasks, in developing under graduate students’ listening skill, 2) to study the effectiveness of the tasks in developing under graduate students’ speaking skill.,3) to suggest modification in the task-based language learning and teaching. In the research study, the researcher were used worksheets and questionnaire to collect the data. The major findings were, the study has provided some significant findings regarding the effectiveness of using task to develop the under graduate students learning and speaking skills. The major findings were arrived at after the completion of the try-out.

- a) In terms of the development of 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 tell that all the task have helped them to understand the various context of the language on the basis of analysis of task and questionnaire one can say that the task were very useful to develop the listening

comprehension of the students .it is because, the highest marks were obtained in task no.12 i.e. 412 out of 450 marks. In the task no 1. Task no 8-ii and in task no 11. Students obtained lower marks. 11.5, 11.56 and 11.86 marks out of 15 marks, whereas, in task no.3, task no.5 and task no 12 students obtained higher marks, 13.66, 13.46 and 13.73 marks out of 15 marks. Therefore it seems that task no,3,4 and 12 were easy and students might be comfortable with those tasks. Moreover, in the questionnaire 25.90% students were completely agreed and 73.08% students were agreed with try-out.

- b) The try-out of the language tasks has also develop their vocabulary students indicated that their vocabulary was enhanced after the tryout. They come to know many different words and three usage of right word in the appropriate context. The total marks and percentage of vocabulary task supports the findings that the students had really obtained 502 marks out of 600 marks. It menace the average marks were 16.73 marks out of 20 marks, i.e., most of students obtained about 16.73 marks in the vocabulary tasks. Thus one can say that the vocabulary tasks were 83.57% successes to improve student's vocabulary.
- c) The tryout has also developed the speaking skill of the students. They came to know about how to speak something for the particular purpose. They could know about presenting dialogues. They had got some ideas about using coherences and appropriate words in particular context. The following of response of the students of open question prove the successes of the findings.

(s12) I like preparing dialogue and presenting them in front of the class.

The language tasks based on preparing dialogue and presenting in front of the class and the tasks –writing based on listening and presenting in front of the class prove the level of development in the speaking for the specific purpose. In the dialogue writing and presenting, the student got 568 marks out of 600. It menace they obtained overall 94.77% here, one can say the tryout the students improved their speaking for specific purpose through dialogue writing and presenting only and writing orally and writing based on listen and presenting only. Students pointed out that the materials produced for the tryout were challenging but interesting too they really enjoyed solving the worksheets. As far as the use of the technology is concerned students felt that technologies used in they were very effective and used appropriately students also indicated that learning tasks used for the tryout were very interesting. They came to know about the different context of information in each listening tasks and enjoyed different terms used in different method.

Jadav, K. (2009) carried out the study on “Development and try out of an activity package to enhance in English language at higher secondary level “. The objectives of the study were to prepare a study set of activity package, to apply activities with a view to improve the student’s fluency, to find out the effectiveness of activities in enhancing fluency in English language. The population of the study comprised of all the class 11th arts students of Anand city. Who are studying English subject in Gujarati medium school of Anand city following , the study was pre experimental design single group pre-test intervention post-test design. The sampling of the study contains thirty students for the purpose of the study. The tools in the pre-test, the investigator recorded the speech of all the thirty students. Students were allowed to speak on topic of their choice for two minutes. The fluency measurement tool was used to assess pronunciation, vocabulary, grammatical mistakes and variety through activity again the investigate or recorded speech of all the thirty students in the post-test student were allowed to speak on topic of their choice for two minutes. The fluency measurement tool was again used to assess pronunciation, vocabulary, grammatical mistakes and variety of ideas. The major findings of the research were. The activity package developed for the present study was found to be effectiveness in enhancing. It was safely inferred from the analysis that the treatment through the activity has been found every effective.

Ms. Priyalakshami Sharma (2007), has conducted a study on, “preparation and try-out of language tasks to enhance written expression at post- graduate level. The objectives of the study were 1) to prepare and try-out of a set of language tasks on composition for enhancing written expression. 2) to conduct a study the experiment to measure the development of written expression at the post graduate level. The findings were the major aspects of writing for e.g. cohesion, effective paragraphing, and clarity of expression were lacking in the initial L2 compositions. The finding show that once their attention is drawn towards them the students adapt to these skills. The following aspects were laid emphasis upon throughout the experiment and the conclusions have been evaluated on the same. A) Guided composition b) consolidation at sentence level of ideas c) effective paragraphing d) comprehension e) creativity.

Kuldipsinh (2009) conducted research on ‘To Develop And Implement an Activity Package to enhance the Fluency in English language at Higher Secondary Level’ he focused on arts students and his major findings was that an activity package was effective in enhancing fluency; it enhanced the vocabulary, pronunciation grammar in the students. It also helped developing creativity among the students.

2.2.2 Ph.D. ,M.Phil Thesis

Amit a. chotala, (2008) has conducted a study on.”Enhancing comprehension and appreciation of short stories in under graduate students through participatory learning tasks., (PhD. thesis) .the objectives were, 1) to defined the characteristics and process of reading comprehension and appreciation. 2) to determined the nature and format of participatory tasks for teaching short stories. 3) to validate the tasks on the basis of experts opinions. 4) to study the academic and psychological responses of the learners for the comprehension and appreciation enhancement programme.5) to study the effect of the enhancement programme on students ability of comprehension and appreciation. 6) to study the effectiveness of the programme in relation to students’ achievement and area. The major findings were,1) the experimental programme demonstrated significant effectiveness in generating, our tuning and shaping students view on comprehension and appreciation of short-stories. 2) the learning patterns: ‘through participatory tasks’, aligns students discrete views and thoughts on particular aspects and synthesis them into a perfect concept, hence their cognitive domain is strengthened. 3) This program generated a great deal of interest, covertly thrill in learning English language which otherwise is hardly seen. 4) The programme is capable of enhancing comprehension and appreciation of short story through participatory learning tasks. 5) The programme does affect equally to the rural students and student of city. 6) The programme has equal effect on the low gainers and high gainers keeping in mind their scores at higher secondary level. 7) Show gainers as well as rural student's achievement enhancement in their abilities of comprehension and appreciation learning through participatory – learning tasks. 8) Students prefer this method of learning very much. They feel that through their method their ability get more exposes. 9) Students feel that learning in this very positively effects their interpersonal relationship. 10) Prior to such programme, students believed that ‘story’ is important and they should know the chronology of the story to understand the whole story. But later, after the treatment, they felt that they can very clearly understand that story concerns many aspects and how these aspects can be surfest and enhanced, studied and determined. 11) Students felt that text book should consists such participatory learning tasks in it.12) Students felt that even without lecturing by a teacher a good self instructional material is capable enough to learn anything. 13) They felt that the teacher’s real write is that of a facilitator and motivator, and act of giving lectures and dictating notes only.

Dholakia, B.S., has studied on ‘a study of the effectiveness of various strategies for improving reading comprehension in English of pupils of class IX in the context of certain variables , Ph.D.,

SPU, 1986'. The objectives of the study were (i) to implement various strategies like (a) ReQuest procedure (b) guided reading procedure (GRP) (c) REAP- teaching (read, Encode, Annette and ponder technique) in English to pupils of class ix in order to compare their effectiveness on reading comprehension. (ii) to compare the effectiveness of ReQuest strategy in developing reading comprehension of pupils with those pupils who did not study with any such strategy. (iii) to compare the effectiveness of GRP in developing reading comprehension with those pupils who did not study with any such strategy, (iv) to compare the effectiveness of REAP technique, in developing reading comprehension with those pupils who did not study with any such technique, (v) to study the effectiveness of Requests procedure in developing reading comprehension in the context of study habits ,I.Q.,SES and behavior, (vi) to study the GRP in developing reading comprehension in the context of study habits I,Q, SES and entering behavior (vii) to study the effectiveness of REAP in developing reading in the context of study habits I, ,Q,SES and entering behavior, and (viii) to compare the effectiveness of ReQuest procedure, GRP and REAP technique in developing reading comprehension in English of pupils of class IX. The experiment was carried out in four schools of cam bay. One class of each school was selected for the purpose of the experiment. In each class there were 40 students. The reading material was prepared keeping in view the language material of English for class IX. The entering behaviour and terminal behaviour tests were prepared. They served as pre-test and post-test. the other tests that were used for collecting data were study habits inventory by B.V. Patel , general ability test by M.T. Patel and SES scale by C.C. Pathak four equivalent groups were prepared of the basis of the score on present. The analysis of variance technique was used for testing the significance of difference between two means.

Some of the findings were (1) the ReQuest strategy did not prove effective in improving comprehension. (2) The GRP proved to be effective in improving reading comprehension (3) the REAP also proved to be effective in improving reading comprehension. (4) pupils having good study habits and poor study habits did not differ significantly in reading comprehension when taught through ReQuest procedure. (5) Pupils having high I,Q and low I.Q did not differ significantly in reading comprehension when taught through ReQuest strategy. The ReQuest strategy group did not have a definite advantage over the traditional control group. (7) Pupils having good study habits proved better in reading comprehension when taught GRP than pupils having good study habits and taught through the traditional way. (8) Pupils having low intelligence did not achieve significantly more through GRP than pupils with low intelligence and taught through the conventional method. Similarly, pupils having high intelligence did not achieve significantly more through GRP than pupils having high intelligence and taught through conventional method. (9) Pupils belonging to the low SES group getting GRP did not achieve significantly more than pupils of the low SES group getting no treatment. The same was the case with high SES pupils.(10)pupils who scored high on entering behaviour and who received no such treatment. (11) The REAP technique did not prove superior to

the conventional method in the case of students having poor study habits as well as in the case of pupils having low intelligence, but proved superior in the case of pupils having high intelligence. (13) the REAP technique did not superior to the conventional method in the case of pupils having low SES, but it proved superior to the conventional method in the case of pupils having high SES. (14) the REAP technique proved superior to the conventional method in the case of pupils scoring high on entering behaviour but did not prove to the conventional behaviour.(15) the guided reading programmed and the REAP technique prove superior to the ReQuest strategy for improving reading comprehensions.

Gaikwad, M.A. 'A comparative study of efficacy of the direct , method and the bilingual method of teaching English to lower classes of secondary schools in rural area of Maharashtra state :an experiment, Ph.D Edu.Shi.U.,1982.

The objective of the study were (i) to examine the comparative efficacy of the direct method and the bilingual method under experimental condition for teaching English as a second language to lower classes of secondary school in rural area (ii) to compare the achievement of pupils in language learning gained by the direct method and the bilingual method in respect four basic skill of language learning, namely , listening , reading , writing and speaking and in the case of structure and vocabulary comprehension (iii) to observe the efficiency of the methods to the teacher realistic rural conditions and in terms of time energy required for proportion and presentation of teaching material by the teacher , and (iv) to observe the efficiency a the methods in suitability of the methods to the learners in terms of their difficulties in comprehension was typically rural in all respects was selected the parallel groups experimental design was followed each group, the experimental and the control, contained forty –three pupils. The groups were equated on the basis of equal number of pupils, sex, chronological age, IQ, general scholarship, socioeconomic status of parents, etc. the experiment was conducted for one academic year. The investigator himself taught both the groups allotting equal number of teaching periods. The same matter, I.e., the same textbook was presented to both the groups. Tests given were mainly teacher made tests. The statistics used were mean standard deviation, critical ratio and analysis of variance. The rank difference method was used to find out the correlation between IQ, and marks of each skill test.

The major findings of the study were: (i) The bilingual method was superior to the direct method in developing linguistic skills of understanding speaking and writing. (ii) The bilingual method was also superior to the direct method so far as developing the language elements of structure and vocabulary in the pupils was concerned (iii) Both the methods were equally effective the methods were equally effective so far as reading skills were concerned. (iv) From the view- point of suitability of the method to the teacher as well as to the learner, the bilingual method was more suitable than the direct

method. (v) The bilingual method enabled the teacher and the pupils to speed up intercommunication among themselves.

Sharma, O.P., an experimental comparison effectiveness of individual and group correction of written work in English in classes' vii and ix, PH.D. EDU, KUR., 1982.

The objective of the study were (i) to study the effectiveness of the individual correction method of written work in English in classes vii and ix, (ii) to study the effectiveness group correction method of written work in English in classes vii and ix, and (iii) to make a comparative study of the effectiveness of these two methods of correction.

The study was conducted on a sample of 567 students of class vii and 500 students of class ix of four government high and higher secondary schools of two districts of Haryana state. The students of each class were taught 12 lessons of English. For teaching work the students of each class in a school were combined. At the end of each lesson, written work in the form of home- task was assigned. Before teaching the next lesson the correction of written work was done. For correction work to matched group previous annual examination scores in the subject of English The written work of the student of one group was treated with the individual correction method and of the other were rotated among the groups in such a way that both methods of correction were applied to both groups. At the end of the teaching and correction process an achievement test was administer to each class. The achievement students scores, whose written work was treated through the individual correction method was compare with the scores of students whose written work was treated through the group correction method, with the scores of students whose written work was treated through the group correction method, with the help of t-test. The findings of the study were; (1) there was no significant difference between the mean performance of students of grade vii on getting their written work in English correction method, (2) there was no significant difference between the mean performance of students of grade ix on getting their written work in English corrected by the individual correction method or group correction method.

Sivadasan, Kr., group of pupils and the attainment of educational objectives in secondary schools , Ph.D. Edu. , Ker. U, 1979

The major objectives of the study were (1) to find out and compare the effectiveness of different classroom situations on the attainment of objectives of science education, (ii) to find out the extent to which different situation were used in schools for the attainment of objective of science education, attainment of science education, the possibility of possibility of practicing them in schools and the teachers' acceptability of these situations, (iii) to find out whether there was any significant difference in the relative effectiveness of classroom situations on pupils achievement in science and (iv) to find

out whether there was significant difference in the relative effectiveness of classroom situations at different levels of pupils on their achievement in science.

A sample of 435 science teacher in secondary school in Kerala rated the schedule containing objectives and different classroom situations and sub situations the weighted scores for rating were subjected to analysis of variance. The null hypotheses, framed from the objectives (iii) and (iv) of the study were tested using counter balanced design and randomized blocks design. The teacher oriented, the pupil oriented and the group oriented classroom situations were taken as the three experimental variables and pupil achievement in physics was fixed as the dependent variable. Three divisions of standard IX each containing forty pupils were taught physics according to the three situations identified as the experimental variables statistical studies of the groups were made by applying analysis of variance to pupils achievement scores.

The major findings of the study were: (i) the classroom learning behaviour was a factor which largely contributed to the attainment of objectives of science education (ii) the group oriented classroom situation was more effective than the pupil oriented and the teacher oriented.

2.2.3 Article Review

Natraj, S., (2005) in her book, 'developing communication skill. 'she said today everyone is impressed by a fluent speaker with correct pronunciation and every one wishes that they want to become fluent speaker but they are frustrated because they do 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 myth 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 of 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 steel 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.

Sulabha Natraj 1989

Group method techniques for English language instruction university press

The author in her book titled 'Group method techniques for English language instruction' has acknowledged the fact that the present classroom structure is a crowded one few reasons embarked by

the author are population explosion. Universalisation of education tree education for women etc. In my opinion too these are the root cause of over crowded classrooms the author has also admitted the fact that these above factors are the main hindrances in successful attainment of goals.

Further are author is not supporting the efficacy of group work techniques before commencing the experiment was to test the efficacy of group work technique rather than proving it. I also approve her stand in this regard in my opinion too we should try to test whether GMTS are effective simply because many have reaped the benefit. The author gives a detailed account of ELT in Gujarat with brief references to ELT in India in both pre independence and post independence era various statistical methods like measures of central tendency mean. Median and mode measures of dispersion range and standard deviation correlation testing of hypothesis test etc.

Last but not the least the author has undertaken extensive study of the subject and also analysed various books while writing this book.

Dr. Dugar p.c. in the study “Teaching English with folk tales wrote it is generally observed that ESL learners in India, especially in rural areas fail to learn English adequately even after their contact with me TL for six years at school and at last one year at school and at last one year at college. Their knowledge of English and grammar remains poorly developed and their ability to use English and grammar remains poetry pitiable underdeveloped most ELS learners at college appear to be no better than beginners whether at school or college. The ELS learners, especially in rural areas, need to be taught English in ways suitable to their situation and sensibility. The major part of the problem lies a not in what but how they are to be taught. The teaching of English needs to be made interesting and entertaining by relating it to their experience and observation of social and cultural life. The use of folktales can serve their purpose at some extent. The teaching folktales. Is used for legends, myths, fables, parable, fairy.

2.2.4 Study Conducted in India

Teo (2004) has carried out the study on, “effects of the modified paired writing method on mandarian speaking English language learners in elementary school.” This study investigated the effects of a highly structured approach, the modified paired writing method, on the certain quality, cognitive writing process, social interaction, and attitudes in L2 writing of elementary school mandarian- speaking English language learners qualitative and quantitative research designs including field observation, writing sample analysis and interviews, were employed to analyze the results. There were six students selected as sample for the study. The results showed that the participants’ scores in the pre intervention and post-intervention writing assessment in all the categories, except ideas, indicated statistically

significant differences. The findings suggested that the structured guidelines led to ELL's constructive collaboration. The teacher intervention at the last step in the modified paired writing method played a significant helpful role in improving participant's writings skills.

Master P.R., (2000) has studied 'to study the effectiveness and the competencies acquired through the developed instructional programmed for developing functional competencies in English for std xi. His objective was to develop instructional material for implementing instructional programmed .Last one was to find out effectiveness of instructional developed instructional programmed in terms of students performance in achievement test.

Rajendran M. 1992, "Activity - Centred teaching of English : an experimental study M.Phil. Edu. Annarnalat unit problem: it attempts to compare the effectiveness and advantages of the new activity - cantered approach over the old structural method.

Objective : to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity-cantered approach to teaching of English methodology. The sample comprised 98 students through an achievement test. The tools used were psychological test and tests of attainment or achievement. The collected data were treated using descriptive statistics and test of significance.

Major findings :(1) The activity cantered approach to teaching of English produced an improvement in reading and writing skills. (2) The conventional method of teaching English improved reading and writing skills. (3) There was no significant difference in the achievement of the reading and writing skills between the students taught under activity-cantered approach and the conventional method. (MDa 1397)

Saivt R.G 1991 'A study of the effectiveness of concept attainment model for teaching concepts of the English language.

Problems: It attempts to study the effectiveness of concept attainment model (CAM) for teaching concepts of English language.

Objectives: (1) To study the effectiveness of concept attainment model in terms of (a) attainment of concept of English (b) achievement in English (c) inductive reasoning and (d)reaction towards concept attainment model (2) to compare concept attainment model and traditional method. In terms of the above mentioned (a) (b) and (c). Separately by taking intelligence. Socio-economic status and previous achievement in English as co-varieties (3) to study the influence of treatment sex self concept and their various interactions on the above mentioned three dimensions separately. (4) to study the contribution of Intelligence. SES previous achievement in English and self concept in the prediction of above quoted three dimensions. separately of the students taught through English of the

pupils taught through concept what was said in (i)(a).for the student through tm (vi) to study the change in attitude towards English of the pupils taught through concept attainment method those through tm. And (vii) to study the in pupils reaction towards concept attainment method

Methodology: the sample was selected by employing purposive sampling technique two volunteer school of Ahmadabad were chosen from where 207 pupils of grade IX were selected covering 112 boys and 95 girls. The sample belonged to the middle and upper middle class pupils the design used was the pre-test, post test control group. The tools used includes the self concept inventory of J.H.Shah, Desai group intelligence test SEC scale of Patel and Vora inductive reasoning test by stat upadhyay's English attitude scale reaction scale for concept attainment method of B.K. Passi and D.N. Sansanwal and procedure confident of variation. Avova multiple regression chi-square test.

Major findings : (1) concept attainment was found to be effective in terms of attainment of concept of English , achievement in English inclusive reasoning and reaction towards concept attainment method. (2) CAM was found to be significantly superior to TM. Terms of attainment in English and inductive reasoning of the pupils when the groups were matched statistically with respect to intelligence SES and previous achievement in English and inductive reasoning of the pupils when the groups were matched statically with respect to intelligence SES and previous achievement in English (3) inductive reasoning of the pupils concept attainment method groups being significantly superior to in group : (4) self concept productive significant influence on the attainment of concept of English. The three groups –high, average and low- different but it had no significant influence on the pupil's achievement in English. Again, self concept productive influence on inductive reasoning of the pupils. The high self – concept differed from both the average and low groups. (5) None of the various interaction among treatment, sex and self concept produced significant influence on the treatment of English of concept achievement to English and inductive reasoning. (6) Contribution of intelligent was found to be maximum in the prediction of attainments of English in the case of both the concept attainment method and tin groups self concept also contributed substantially in the prediction where as SES and previous achievement did not contribute substantially to it. (7) Previous achievement in English alone was found to predict achievement in English of both the groups while intelligence, sex, SES and self concept did not. (8) Intelligence was found to contribute substantially to the prediction of inductive reasoning in the concept attainment method group only. (9) though both the groups had a significant favourable change in attitude towards English. Concept attainment method group was superior to the other group. (10) the majority of the pupils expressed favourable reaction towards concept attainment method at the completion of the first three lessons and at the completion of the treatment.

Pradhan, S.S.,1990, “A comparative study of the effectiveness of the direct method and the bilingual method of teaching English in class X in the district of Cuttack problem. It attempts to compare the

effectiveness of the direct of the direct method and bilingual method of teaching English in class X in the

Objective : (i) to analyses inadequacies of different methods of teaching adopted before. (ii) to develop in pupils four language skills. (iii) to measure the achievement of control groups and experimental groups taught by the direct method taught by the direct method and bilingual method , respectively , and (iv) to measure the quantum of interaction in both the groups methodology. The sample comprised 300 students from six schools belonging to class X. one boys 'high school and one girls ' high school from Cuttack city , two boys high schools and one girls high school from two towns i.e. jeypore and jatgatsingpur and one co-educational institution from a village . Thus the study covered boys and girls from both rural and urban areas. The tools used were a proficiency test in English socioeconomic status scale,, school achievement test results a part from interaction analysis category system of N.A Flanders. Analysis of variance was used to treat the data.

Major findings: (1) The ANOVA revealed only observation and desk study. The collected data were treated both quantitatively and qualitatively. Major finding: (1) student it difficult to answer questions in full requiring essay type.

Kapadiya S.T., (1988) studied 'Development and try out of programmed for remedial teaching in English for the post SSC level.' The main objectives of the study were to select arias for remedial the teaching in English on the basis of frequency and stability, develop programmed learning material (PLM) for remedial teaching in English on sub groups from urban and rural areas in terms of the scholastic ability and time factor .

Bhaskaran H.S., (1989) studied the 'Impact of the remedial teaching programs on the common errors committed by the student of Standard XII in written English' the main objectives of the study were to identity and categorize the errors committed by the students, to design some suitable remedial teaching programmed to minimize the errors and to implement the designed the remedial teaching programmed,

He finds that the experimental group showed better performance than the controlled group in listening with comprehension. In addition, the experimental group showed better performance than the controlled in comprehending ideas through listening and reading.

Devel (1971) conducted a study of 'difficulties in teaching English and assessed effectiveness of programmed teaching.' The focus was on developing a programmed for enhancing communication skills in the English medium schools. It also laid emphases on the difficulties in teaching English.

Vajpayee ,A .B.,A comparative study of the effect of the use of Bamboo Pen, Pen Holder and pencil on Handwriting in Hindi ,SIE Rajasthan 1968

The objective the study was to rank the improvement in handwriting in Hindi through the use of bamboo pen penholder and pencil

Two groups of 30 students of class II studying in Choti Sadri Banasthali and Jaswantpura schools in Rajasthan were selected for the study which continued for ten weeks each class was divided in to four groups which used bamboo pen pencil or pen holder for writing speed and formulation of letters were some of the eight criteria for evaluation.

The study revealed the following from the point of view of neatness, legibility, space between letters, curves, angles and lines, the first place in handwriting was secured by users of pen followed by these of pencil holder and bamboo pen. In speed the or de of merit was pen holder, pencil and bamboo pen.

Prof. jadal. M.M. in his study “ affiance of joyful learning on the achievement of student in primary school. ‘ wrote at the primary stage of our school education. English subject has vital importance through the teaching of English our field skill of English. i.e. LSRW can present study is to examine the effectiveness of activity based joyful learning approach over traditional method of teaching approach and experimental group was taught through ABJL approach just after the treatment. Post – test was administered to all the groups. In the third phase. The pre-test results of the entire group were compared with their post-test results. The findings of the experiments resulted than ABJL approach is a tritable strategy. For developing language skills, educational implications were classis to use activity based joyful learning as a strategy of T-L process in our schools and appreciated the same for its divergent utility.

2.2.5 Study Conducted Abroad

Finnochiaro, M, andm Brumfit, C,J.1983,’The functional and National Approaches to Language Teaching’ (oxford, oxford Univercity Press.)

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 quarries, 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.

2.3 Conclusion

References to M.Ed. and Ph.D. thesis are made in terms of review of the work. An attempt is made to relate the reviewed works to the present experiment. This chapter will be followed by the next chapter Methodology of Research or Plan and Procedure.

Chapter -3

Research methodology

3.1 Introduction

This chapter contains research type, statement of the problem, research design, population, sample and sampling, tools description, collection process and an overview of the data analysis techniques .It gives the clear idea of the study conducted by the researcher and the process of the research endeavour.

3.2 Research Type

The present research is experimental in nature. It employed single group pre-test, post – test design.

3.3 Population of the study

All students of Gujarati medium secondary school of the year 2013-14 of Vyara Taluka constituted the population.

3.4 Sample of the Study

The Researcher selected 9th class students of a secondary school, of Brodheren High school Dolara, Ta- vyara. The sampling technique was cluster sampling as the intact class was taken as sample.

3.5 Research Design

The experimental study was conducted utilizing one group pre-test and post-test design.

3.6 Tools

Description of Tools

Tools enable the researcher to interact with the subject and get their response. In the present study the researcher used pre-test and post-test and evaluation rubric to get the quantitative data. The table below clearly elicits the purpose of the tools and its significance.

3.6.1 Table

1	Pre-test	To know the students status of competence
2	Post-test	After the researcher has implemented her programme .The research will use post-test to test achievement of the student.
3	Reaction scale	To get the Reactions from the students about the programme through teaching activities.

3.6.2 Procedure for preparation of Tools

The procedure followed for preparing the tools is mentioned below in separate sub section and sub headings.

Preparation of the pre-test

The researcher constructed a parallel pre-test and post-test. The pre-test consisted of 5 questions. The questions included in both the pre-test and post-test were to developed LRSW skill among the students. The researcher took the textbook of Gujarat Board interacted with 9th standard students of Gujarat Board in formally and then prepared a set of questions to test the competency of the students in language .These questions were discussed with the guide .Thus tools were prepared.

Preparation of the post-test

After checking the performance in the pre-test the researcher prepared a similar type of test to check the effectiveness of programme. Set of questions were checked and modified by the guide.

Preparation of Reaction scale

The Researcher prepared the Reaction scale to get the students Reaction about the programme. The Researcher wanted to check the programme and how did the programme help the students to develop their LSRW SKILL. The Researcher had taken 12 statements and asked the students to answer a 3 point scale .The purpose of the Reaction Scale was to know whether the students found teaching through programme interesting and motivating.

3.7 Data collection

Data were collected personally by the researcher. Data was collected through administration of pre-test and post –test, both before the treatment and after the treatment respectively. Data were collected in the following :

Stage – 1 The Researcher tried to identify the present status of students regarding LSRW skill. For this, the researcher prepared the pre –test and implemented it.

Stage -2 The researcher prepared materials to improve students' LSRW skill with the help and guidance of the guide. This was evaluated by the experts and modifications were made accordingly.

The researcher simultaneously prepared, the tools namely pre –test , post test, reaction scale got them checked from the expert.

Stage – 3 The researcher conducted the experiment, administered pre-test and then the programme was followed by post- test.

Stage -4 Data analysis and interpretation was done using χ^2 and t-test.

Stage – 5 Documentation of the research work.

The following table mentions the detail of the implementation of the experimental session.

Implementation of programme

No	Day	Date	Time	Focus of session	Description of task and activities
1	1	19/12 /2013	11:10 to 12:10	Pre –test	
2	1	19/12 /2013	12:15 to 01:15	Vocabulary Game (blind folded activity)	purpose: 1) To improve speaking skill. 2) To improve listening skill. 3) To develop concentration level and team spirit of the students. 4) To improve correct formation of interrogative sentences starting helping words.

					procedure 1) a student's comes in the front of the class and is blind folded. 2) an object is placed on the table . 3) the student must guess what it is any of the following objects may be used (glass, lamp, wires,money) examples:- blind folded student: - is there a glass on the table? class: - yes, there is. blind folded student: - is there lamp on the table? class: - no there isn't. product :- Students will develop listening skill, speaking skill, confidence level team spirit, and concentration power.
3	1	19/12 /2013	04:05 to 05:05	Imaginary situation(through pictures)	lesson :- the experiment purpose :- 1) To develop the creative thinking and imagination of the student. 2) To develop concentration level and team-spirit among the students. 3) To develop observation skill among the students procedure :- 1) Divide the class into groups . 2) Each groups work on an imaginary situation and the tool that they would use. 3) To show the pictures about the scientific tools and scientists. 4) Collect pictures of 5 scientist and their inventions, paste them in students notebook and tell them write a few lines about each of them.

					examples:- if i could become invisible (using a hat, ring etc) if i could travel at the speed of thought (using a magic stick/ magic pen etc) product:- The student will develop the creative thinking and imagination skill. students will develop concentration level and team spirit and observation skill . students will know about science.
4	2	20/12 /2013	11:10 to 12:10	Find the difference (talking about similarities and differences)	PURPOSE:- 1) To enhance vocabulary. 2) To improve speaking skill. Procedure:- 1) Each student has a picture. 2) The picture is similar but there are some significant differences as seen from two cards. 3) The students do not show their cards to her s but asked to find out what the differences are by talking to one another. (i.e. by making statement s, asking questions.) Examples ;- Student -1 ;- have you got a chair? Student- 2 :- yes, where is your chair? Student -1 :- on the left. Student- 2:- my chair is on the mat? Student-1:- no, there is a woman in the mat. Etc. Product :- Student will improve vocabulary, speaking

					skill. They also learn how to ask question and how to use prepositions.
5	2	20/12 /2013	12:15 to 01:15	Grammar	Purpose 1) To developed team spirit and co-operation among the students. 2) To increase confidence level among the students. 3) The students have to add one single letter. Procedure 1) Students divided into two groups. 2) One group of the student comes one by one in the front of class and put one word on the black board. 3) Second group of the student frame the sentence of each word. 4) Teacher announces winner Examples:- 1) Group-1 Puja:- maths,yes,yes Group-2 Radha :- Puja likes to study maths. 2) Group2 Amit:- home work – no, no Group -1 Mitesh;- Amit doesn't like to do home work. Product Students will developed team spirit and co-operation among each- other, students will increase confidence level among the student and they learn proper.
6	2	20/12 /2013		The experiment on lemon water	Task -1 Objectives:-

			activity, vocabulary task, exercise.	• To make the learner to lead towards the lesson. • To enable the learners to think independently in the class. • To enable the learners to share their views independently in the class. • To make the learners aware about new vocabularies through exercise. The researcher performed the experimental mentioned below in the class. Later on, the students were asked the following question after performing the experiment. Experiment • Take a blank page, lemon water and candle. • Then apply lemon water on blank page (write name). • Burn candle and put blank page on candle. • See what happening. Questions Q-1 what did you see? Q-2 what happened? Why did it happen so? After performing the experiment we can observe that blank page shows name which was applied on blank page. This happens because of tartaric aside in lemon water. While we burn blank page the scientific process arise due to aside and fire. Get result from we show name on Page. Que. What would you like to invent if you become scientist? Task -2 Vocabulary task
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					Match ‘A’ with similar meaning of ‘B’. <table><tr><td>A</td></tr><tr><td>Instrument</td></tr><tr><td>Faint</td></tr><tr><td>Colleagues</td></tr><tr><td>Willing</td></tr><tr><td>Strange</td></tr><tr><td>Condition</td></tr></table> Post- task Objective • To make the learners to able to read the lesson carefully with proper intention pattern. • To make the learners to comprehend the lesson by sharing their views independently. • To make the learners able to consolidate the concept of the lesson. • To make the learners aware about the Grammer structures • To make the learners able to construct sentences Task-1 The students were asked to read the lesson in the class in order to consolidate the exercises of the lesson. Questions:- Q-1 what was dr. Majid? What was his experiment about? Q-2 why did Williams agree to carry out of the experiment on him? Q-3 why did sally refuse to marry William?	A	Instrument	Faint	Colleagues	Willing	Strange	Condition
A												
Instrument												
Faint												
Colleagues												
Willing												
Strange												
Condition												

					Q-4 how many years the experiment was continue? Q-5 Did Mr. Williams marry with sally? If yes then why? Task -2 The pictures and reality which can be compared where shown the students and students had responded in terms of which is superior and which is lower. And then the teacher wrote the sentences of comparative degree on the black board. Q-1 what do you see in the picture? Which animal are there? Which one is huge?   Sentence :- an elephant is huger than the rabbit. Q-2 How many games are played in India? Which one is your favorite? Which is a popular game? 
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					 Sentence:- Cricket is more popular than tennis. Q-3 A black pencil and a red pencil were shown and the students were asked which one bigger?  Sentence:- The black pencil is bigger than the red pen.
7	3	21/12 /2013	08:30 to 09:30	The blue Whale (Quiz),	Purpose – Task – 1 Purpose - : The teacher will recall the students what they

				have learned in previous session. Procedure -: The teacher will ask the questions about their group work and announces the quiz based on previous session. The teacher will assign to the learner below given task based on previous session. Example -: Product -: The learner will take part in the quiz and recall their knowledge what they have learned. Task - 2 Purpose -: To developed the skill of writing the new words correctly and use them in correctly. Procedure -: The teacher will distributes hand outs for the side given activity to group A, B, C, and D and ask the learners to arranges the letters properly to make meaningful words and meaningful sentences in their notebooks. She also announces that who is group comes first is the winner of the task. Examples -: Spellings written in wrong order. 1) Mmamlas 2) Intilliegent 3) Entaieop 4) Equator 5) Weigh 6) Heavier 7) Artirees 8) Stremeley 9) Creature
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					10) Stufecs 11) Wiehet 12) Leayr 13) Intteresting 14) Desainct 15) Decrees 16) Qauntyti 17) Externier 18) Tengou 19) Whela 20) Blood Product -: The students will read the text and arrange the letters properly to make a meaningful word. The students will discuss among their friends and find out the meanings of that word. The students will discuss among their friends and conduct the meaningful sentences using the words. Task -: 3 Purpose -: To develop the skill of reading the text comprehensively Procedure -: The teacher will distribute handouts of the side given sentences to group of learner and ask the students to read the text and find out the right information and put ----- or ---- -----in the space given. They will also correct the wrong sentences. They will also note down in their notebook. She also announces that who is group come first is the winner of the task.
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					Examples -: True / false sentences: 1) The elephant is the biggest animals in the world-----. 2) Animals are intelligent-----. 3) Horses can be trained to help blind people-----. 4) A blue whale can swim at a speed of 300 kms per hour-----. 5) All animals have hair and fur-----. 6) To send messages mammals use different sounds-----. 7) Men and monkeys have limbs-----. 8) The whale lays eggs-----. 9) Blue whale cannot stay under water for half an hour-----. 10) Whale eats fish and other sea creatures-----. Product -: The students will read the sentences and correct them with the help of the text. The students will discuss among their friends and construct the meaningful sentences using the word. Task -:4 Purpose -: To develop the skill of reading the text in detail. Procedure -: The teacher will give the side given question on a piece of paper to the group of learner and ask students to read the text in
--	--	--	--	--	--

					detail and find out, and write the answer for the given questions. She also announces that who is group come first is the winner of the task. Examples -: Answer the following questions. 1) Why do you say that mammals are intelligent animals? 2) What is common in all mammals? 3) Why do you say that a blue whale is the biggest mammals in the world? 4) Write strange things about a blue whale. 5) Why do you say that a blue whale is the biggest mammals in the world? 6) Where does a whale live? 7) Which are the three most amazing facts about a whale for you? 8) How big is a baby whale? 9) Why do men kill whales? 10) Why is the whale a strong creature? Product -: The students will read the text and write the answers. They will give the answers as and when the teacher asks for.
8	3	21/12 /2013	10:30 to 11:30	Grammar (structure)	Session -7 Lesson – Grammar Purpose -: The learners revise the related structure, the words patterns like large - ,larger –the largest etc. To relate the new with the known. Procedure -: The teacher will present the side given information table on a roll up board and ask the learners about the missing information.

				Examples -: Table on a role up board. <table><tr><td>large</td></tr><tr><td>big</td></tr><tr><td></td></tr><tr><td>Long</td></tr><tr><td>Wide</td></tr><tr><td>Beautiful</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td>Costly</td></tr></table> Task -2 Purpose -: The learner will understand the meaning of degree of composition. Procedure -: The teacher will present the given information on a roll up board and ask the learners to frame the sentences in the below given examples. Examples -: 1) Karp – a fish in Japan- 100 years 2) Pike – a fish in Russia- 200 years 3) Tortoise – in the ponds of Hanoi, north Vietnam – 300 years 4) Queen of honeybees - 415 year 5) Butterflies - 1 year 6) American teed -17 year 7) Ephemeron insects – 1 day 8) One swan in Britain lived for 150 year 9) Elephants and donkeys – 80 years 10) Parrot – 100 years Examples -: A man lives longer than a dog. +	large	big		Long	Wide	Beautiful			Costly
large													
big													
Long													
Wide													
Beautiful													
Costly													

					A tortoise lives the longest in the world. Product -: The learner will read the given information and they will construct the sentences using the information on as per example. They will also present when the teacher ask. Task -3 Purpose -: The learners understand the meaning and the degrees of comparison. Procedure -: The teacher will ask the learner to compare the height / lengths of the side from mountain peaks / rivers using the appropriate degree of comparison. Examples -: Height of mountain peaks : <table><tr><td>Mt. Everest</td><td>8448 mtrs</td></tr><tr><td>Kanchanjunga</td><td>8586 mtrs</td></tr><tr><td>Annpurna</td><td>8076 mtrs</td></tr><tr><td>Mt. Abu</td><td>-----</td></tr><tr><td>Girnar</td><td>-----</td></tr></table> Product -: The learners will compare and frame the correct answer. The learners will speak the correct sentences. They will drill the pattern. Task -4 Purpose -: To develop the presentation skill. To develop social skill. Procedure -: Teacher will ask the learner to present their group work.	Mt. Everest	8448 mtrs	Kanchanjunga	8586 mtrs	Annpurna	8076 mtrs	Mt. Abu	-----	Girnar	-----
Mt. Everest	8448 mtrs														
Kanchanjunga	8586 mtrs														
Annpurna	8076 mtrs														
Mt. Abu	-----														
Girnar	-----														

					Teacher will also all the missing information and develop chalkboard summary. Example Compile the information. Product -: The learner will take part in discussion. They will also note down the chalk board summary in their notebook.
9	4	24/12 /2013	11:10 to 12:10	Post –test	
10	4	24/12 /2013	12:15 to 01:15	Reaction scale	

3.8 Conclusion

Analysis of data means studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts. The present data was analyzed quantitatively as the researcher used statistical technique like mean, SD, and t-test to analyze it. Reaction scale of the students was analyzed employing χ^2 . The subsequent chapter focuses on data analysis and interpretation.

Chapter – 4

Data Analysis and interpretation

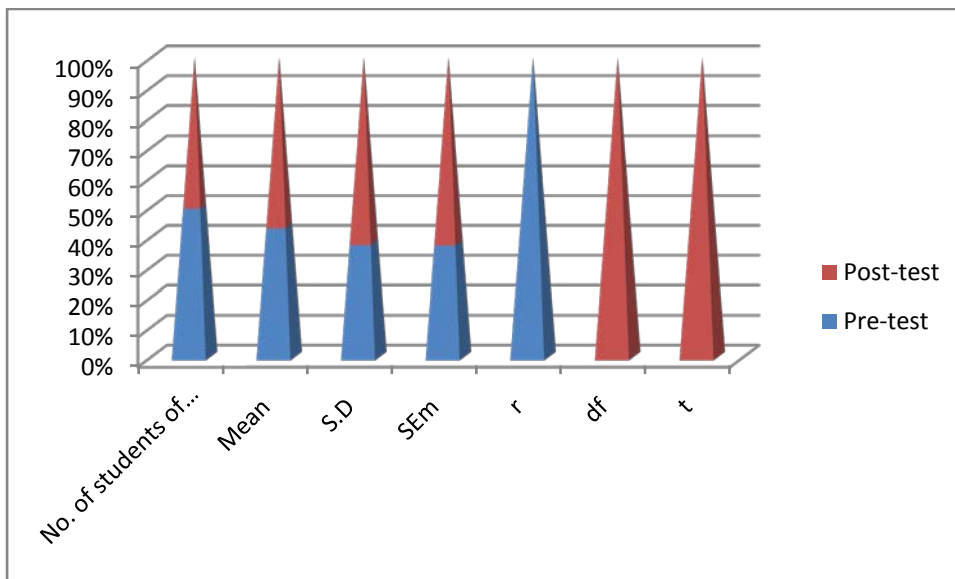
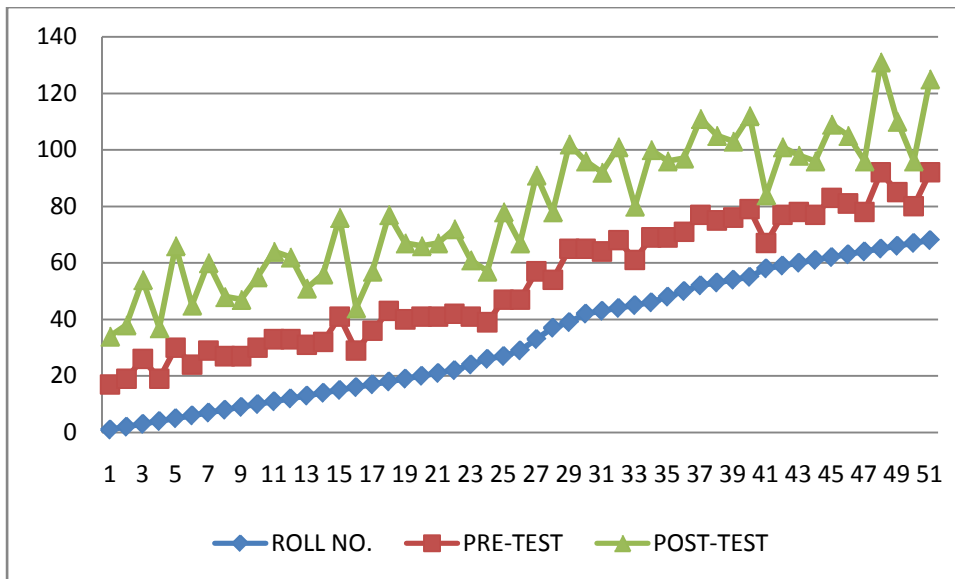
4.1 Introduction

This chapter presents data analysis and interpretation. The researcher has presented the statistical techniques used in data analysis and interpreted it according to the analysis. t-test was used for verifying statistical significant mean difference between scores of pre-test and post- test. χ^2 was also employed for analysis of reaction scale. The analysis was viewed objectively along with the statistical analysis of the data collected from pre-test and post-test.

4.2 Data analysis

The analysed data has been presented through table 1

	No. of students of experimental group	Mean scores	S.D	SEm	r	df	t – value & significant level
Pre-test	51	19.82	3.81	0.53	0.93	50	14.28 & 0.01
Post-test	51	25.82	6.23	0.87			



Interpretation:

As the table indicates the value of mean of the pre-test was **19.82** and post- test was **25.82**. S.D. of pre-test was **3.81** and S.D. of post-test was **6.23**. SEM of pre-test was **0.53** and post-test was **0.87** and value of r was **0.93**, the t value was **14.28** and this t value is found significant at **0.01** level. It means the null hypothesis formed by the researcher “There will be no significant difference between the mean scores of pre-test and post-test of the students of experiment group” is rejected. It means teaching of English through group activities was found effective.

4.2.1 Reaction Scale Analysis

The Researcher prepared the Reaction scale to get the students Reaction about the programme. The Researcher wanted to check the programme and how did the programme help the students to develop their LSRW SKILL. The Researcher has taken 12 statements and asked the students to answer a 3 point scale .The purpose of the Reaction Scale was to know whether the students found teaching through programme interesting and motivating.

Statement -1

The class was interesting.

	always	often	never	df	χ^2
fo	43	7	6		47.63
fe	18.66	18.66	18.66	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21 . Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies

A large majority of respondents (43) found the class interesting always. Whereas (7) found often and (6) found never.

Statement -2

The class was challenging.

	always	often	never	df	χ^2
fo	51	10	7		53.3
fe	22.67	22.67	22.67	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21
Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (51) found the class challenging always. Whereas (10) found often and (7) found never.

Statement -3

Learning through group work activity was joyful experience.

	Always	often	Never	df	χ^2
fo	43	9	3		50.77
fe	18.33	18.33	18.33	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21 . Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (43) found Learning through group work activity was joyful experience always. Whereas (9) found often and (3) found never.

Statement -4

The guidance and direction of teacher helped in learning process through group work activity.

	always	often	never	df	χ^2
fo	25	26	6		13.36
fe	19	19	19	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21 . Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (26) found the guidance and direction of teacher helped in learning process through group work activity on often. Where as (25) found always and (6) found never.

Statement -5**Learning from the classmates was taken place.**

	always	often	Never	df	χ^2
fo	52	3	0		93
fe	18.33	18.33	18.33	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21. Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (52) found Learning from the classmates taken place always. Whereas (3) found often and (0) found never.

Statement -6**The assigned tasks were clear, relevant and meaningful.**

	Always	often	Never	df	χ^2
fo	50	5	0		82.68
fe	18.33	18.33	18.33	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21. Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (50) found the assigned tasks clear, relevant and meaningful always. Whereas (5) found often and (0) found never.

Statement -7**Learning of English language became easy through group work activity.**

	always	often	Never	df	χ^2
fo	46	9	1		61.77
fe	18.66	18.66	18.66	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.2. Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (46) found Learning of English Language became essay through group work activity on always. Whereas (9) found often and (1) found never.

Statement -8

The group work activity helped in making concepts clear.

	always	often	never	df	χ^2
fo	45	9	0		63
fe	18	18	18	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21. Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (45) found The group work activity helped in making concepts clear always. Whereas (9) found often and (0) found never.

Statement -9

Group work activity helps in improving speaking skill.

	always	often	never	df	χ^2
fo	24	27	6		25.42
fe	19	19	19	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21. Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of respondents (27) found Group work activity helps in improving speaking skill often. Whereas (24) found always and (6) found never.

Statement -10

Group work activity helps in improving writing skill.

	always	often	Never	df	χ^2
fo	37	14	5		12.06
fe	18.66	18.66	18.66	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21 . Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of responds (37) found Group work activity helps in improving writing skill always. Whereas (14) found often and (5) found never.

Statement -11

Group work activity helps in improving reading skill.

	always	often	Never	df	χ^2
fo	41	13	2		47.34
fe	18.66	18.66	18.66	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21 . Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of responds (41) found Group work activity helps in improving reading skill always. Whereas (13) found often and (2) found never.

Statement -12

Group work activity helps in improving listening skill.

	always	often	Never	df	χ^2
fo	54	1	1		40.11
fe	18.66	18.66	18.66	2	0.01

At the 0.01 significant level, the table value of χ^2 against 2 degree of freedom is 9.21 . Calculated value of χ^2 is greater than table value of χ^2 . So, the null hypothesis is rejected.

Therefore there is significant difference between expected frequencies and observed frequencies.

A large majority of responds (54) found Group work activity helps in improving listening skill always. Whereas (1) found often and (1) found never.

4.3 Conclusion

Thus this chapter presented data analysis of the data collected through pre-test, post-test and reaction scale. Value of t calculated on the basis of the mean and S.D. of both achievement tests indicated that the teaching through group work activity was successful in enhancing English. Analysis of reaction scale also proved that students liked the programme. This chapter is followed by the next chapter that is Conclusion, Suggestions and Implications.

Chapter- 5

Findings, Suggestions and Implications

5.1 Introduction

The present chapter is the last chapter of this study. It brings out the significance of the study. Efforts have also been made in this section to indicate major findings and to offer a few suggestions to the concerned agencies and for carrying out further researches in this area.

5.2 Major findings

- There was significant difference in mean achievement score of students from pre-test to post-test.
- The students were found to have positive reactions towards group work activity developed by the researcher.

On the basis of the reaction scale analysis also, the researcher found that the programme was successful as most of the students responds that the programme was interesting, effective, challenging and joyful.

5.3 Educational Implications

- 1) Improvement in English through group work activity makes the students achieving higher score.
- 2) It means that the students can learn better through the group work activity prepared by the researcher.
- 3) Learning through group activity also helps in learning concepts better and makes them learn through classmates. It also helps them to be an active participant in the class.
- 4) Develop the confidence level of the students.
- 5) The group work activity develops the communication skills.
- 6) The group work activity also helps in improvement of LSRW skills.

5.4 Suggestions

The present study reveals that the programme prepared by the researcher was very effective and helped the students to learn the things in a better way and also helped to improve their spoken competence and enhance their confidence level. So it's better to

use such type of tasks / activities / in actual classroom to teach the students more effectively.

The teacher should prepare and make use of a variety of programme / Group work activities for teaching the subject in other standards of secondary school as well, on the lines illustrated in this study.

5.5 Conclusion

The present study is based on determining the effectiveness of group work activity to teach English. The aim of the research was to make students remember the element via group work activity with the help of developed module the researcher increased the student's interest level of learning English. As a result of the module, the students were able to remember the English in a short span of time.

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[http : // 71 zeducatores. About .com / od / lessonplans / pl discussions . htm](http://71zeducatores.About.com/od/lessonplans/pldiscussions.htm)
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Appendix

Pre –test

Marks 50

Q – 1 Rearrange the sentences in proper order.

5

- 1) Bands were passed round my arms, legs and chest.
- 2) The bright light shone on me; I, a see Dr Majid's face watching me closely as the experiment began.
- 3) A band kept my mouth.
- 4) Then the glass top came down and shut me in.
- 5) I climbed into the glass case.

Q -2 Collect information about five courageous celebrities' women who have achieved success in walks of life, each pair will make a list of women; why have they famous for? And write about notes.

10

Q-3 Describe the topic in 100 words (any 1).

10

- 1) Describe your school...
- 2) If I were a prime minister...
- 3) I like Sachin Tendulkar.

Q-4 Read the extract and answer the questions selecting the most appropriate options. 5

- 1) Mr. Desai is as -----as Mr. Soni.
 - a) Richer
 - b) Richest
 - c) rich
 - d) none
- 2) The river Narmada is longer ----- river Tapi.
 - a) Than
 - b) Then
 - c) as
 - d) is
- 3) Mammals are intelligent -----.
 - a) Birds
 - b) Insects
 - c) animals
 - d) human
- 4) Antelope and zebra have -----limbs.
 - a) Short
 - b) Long
 - c) big
 - d) small

- Q -5 Read the sentences in A and B. Pair the sentences in which the underline word is used in a similar meaning. Write in the boxes, the number of the appropriate sentences in 'A'.

- The sun has gone behind the clouds. So the light has become faint.
- The manager and all his colleagues went on a tour to Abu last year.
- Keep your spectacles in a case, otherwise they might break.
- My parents are very good. They don't mind even if I climb on trees.
- You can't win the race unless you practice regularly.
- A dog was hurt. It was crying in pain, but nobody was willing to take it to the hospital.
- We went to Srinagar last winter. It was very cold there. We played and danced on the frozen lake.
- "O...Ma...I have swallowed a fly! I have a strange feeling in my stomach.

- 1) My neighbour's children are very noisy but, I never complain about it. ()
- 2) I kept some tomatoes in the fridge for a long time. They become hard and icy. ()
- 3) The colour of this shirt has become dull, because it has been washed many times. ()
- 4) Look at that insect. I have never seen such a one before. It is really difficult to describe it. ()
- 5) Among, if you don't sit silently for five minutes, I'll not give you ice-cream. ()
- 6) He opened a box and took out a camera from it. ()
- 7) If you desire to test your strength, climb the The Girnar. ()
- 8) The principal said to his staff, "we all are co-workers, we work as a team." ()

Post-test

Q-1 Rearrange the sentences in proper order.

5

- 1) The sieve is called a 'balee'.
- 2) A whale can eat up to 4,100 kilos of food a day.
- 3) Then it throws it out through a sieve of bones in the upper jaw.
- 4) It swallows a huge quantity of water.
- 5) But it has no teeth.

Q-2 Collect information about mammals each pair will make a list of mammals; where they live, what they eat and their unique features and write about notes.

10 mark

Q-3 describe the topic in 100 words any 1.

10

- 1) Describe your father...
- 2) If today was the last day of your life.(describe all that you would like to do).
- 3) Describe your memorable visit of school day.

Q-4 read the extract and answer the questions selecting the most appropriate options.

5

- 1) A whale can eat up to ----- kilos of food a day.
a) 31,20 c) 33,31
b) 4,100 d) 2,501
- 2) A blue whale can grow up to -----meters.
a) 21 c) 33
b) 12 d) 11
- 3) the young one whale's weights around-----kg.
a) 10,000 c) 12,000
b) 8,000 d) 3,000
- 4) Mr. Basu is richer ----- mr. Roy.
a) but c) then
b) than d) will
- 5) Ms. Rani is the----of all.

a) richer c) as rich
b) richest d) as rich as

Q-5 read the sentences in A and B. Pair the sentences in which the underline word is used in a similar meaning. Write in the boxes, the number of the appropriate sentences in 'A'.

20

(A)

- 1) sun has gone behind the clouds. So the light has become faint.
- 2) The manager and all his colleagues went on a tour to abu last year.
- 3) Keep your spectacles in a case, other wise they might break.
- 4) My parents are very good. They don't mind even if I clime on trees.
- 5) You can't win the race unless you practice regularly.
- 6) A dog was hurt. It was crying in pain, but no body was willing to take it to the hospital.
- 7) We went to srinagar last winter. It was very cold there. We played and danced on the frozen lake.
- 8) " O..ma..I have swallowed a fly! I have a strange feeling in my stomach.

(B)

- 1) My neighbour's children are very noisy but I never complian about it. ()
- 2) I kept some tomatoes in the fridge for a long time. They become hard and icy. ()
- 3) The colour of this shirt has become dull, because it has been washed many times. ()
- 4) look at that insect. I have never seen such a one before. It is really difficult to describe it. ()
- 5) among, if you don't sit silently for five minutes, I'll not give you ice-cream. ()
- 6) he opened a box and took out a camera from it. ()
- 7) if you desire to test your strength, clim the the girnar. ()
- 8) The principal said to his staff, " we all are co-workers, we work as a team." ()

Reaction Scale

School name -: Brotheren high school, Dolara

Student name -: -----

Sr. No.	Statement	Always	Often	Never
1	The class was interesting.			
2	The class was challenging.			
3	Learning through group work activity was joyful experience.			
4	The guidance and direction of teacher helped in learning process through group work activity.			
5	Learning from the classmates was taken place.			
6	The assigned tasks were clear, relevant and meaningful.			
7	Learning of English language became easy through group work activity.			
8	The group work activity helped in making concepts clear.			
9	Group work activity helps in improving speaking skill.			
10	Group work activity helps in improving writing skill.			
11	Group work activity helps in improving reading skill.			
12	Group work activity helps in improving listening skill.			