

**APPENDICES**  
**PERMISSION LETTER**

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**CENTRE OF ADVANCED STUDY IN EDUCATION**  
**FACULTY OF EDUCATION AND PSYCHOLOGY**  
**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA**  
**VADODARA-390002**

Date ....../...../2013

To,  
The Principal,  
.....  
.....

Subject: Permission to conduct a study in your school

Respected Sir/Madam,

I, Rita R. Kunvariya, am pursuing my Ph.D. in education from the maharaja Sayajirao University of Baroda, Vadodara. As part of my study, i need to collect data from your school through Pre – Post Test, Classroom Observation, Reaction Scale and teaching students of class IX for 100 days. Kindly grant me your permission do so.

Thanking you.

**Yours sincerely**

**Rita R. Kunvariya**

**Recommended by**

**Prof. D.R. Goel**  
**(Guide)**

**Prof. S.C. Panigrahi**  
**(Head of the Department)**

# COURSEWORK CERTIFICATE



## THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Fatehgunj, Vadodara – 390 002, Gujarat, INDIA

Telephone : [+91-0265] • (Registrar) : 2795521

• (DO/GCU/Audit) : 2793735 • (IA/CAO) : 2795506, 2795527 • (Dy.R./AR ADE) : 2792032

• (Dy.R. Exams/Academics) : 2789485 • (AR Exams/Academics) : 2795502

• (Dy.R./AR ADM) : 2784062 • (ADM/ADE) : 2795514 • (Engineer/CD) : 2795512 • (Security) : 2789385

No.ACA3/899  
Day & Date: 29-01-2015

16 FEB 2015

To,  
The Dean,  
Faculty of Education And Psychology,  
The M. S. University of Baroda

Subject : Issuance of Ph.D. Course Work completion Certificate.

Sir/Madam,

Please find an enclosed certificate towards completion of Ph.D. Course work of the below specified Research Scholar:

Name of the Research Scholar : Kunvariya Rita Rameshchandra  
Registration Number : 103  
Registration Date : 11/10/2011  
Ph.D. course work certificate number : 27

Since the certificate being a pre-requisite for the submission of the synopsis, you are requested to arrange to send the certificate to the Research Scholar concerned through the concerned guide for further necessary actions.

Thanking you,

Yours faithfully,

Deputy Registrar (Academic)  
For Registrar (OSD)  
The M. S. University of Baroda

Faculty of Education

and Psychology, Baroda.

Inward No. FEP / 915

Date 18/2/15

Enclosure:

Ph.D. Course Work completion Certificate of Kunvariya Rita Rameshchandra.

Copy to:

- Section Examination

  
DEAN

FACULTY OF EDUCATION & PSYCHOLOGY  
M. S. UNIVERSITY OF BARODA  
VADODARA



**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
CERTIFICATE**

*[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]*

This is to certify that **Kunvariya Rita Rameshchandra**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **103** dated **11/10/2011**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

**STATEMENT OF CREDITS EARNED**

Name of Research Scholar: **Kunvariya Rita Rameshchandra**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
<b>Core Courses – 09 Credits [Offered At University Level]</b>			
I.	Introduction To Research & Research Writings	3	B
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	A
III.	Quantitative Research Techniques & Data Analysis	3	D
<b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b>			
IV.	Review of Related Literature	3	O
V.	Conceptual Framework	3	A
<b>Overall Grade</b>			<b>A</b>

Date of Issue: 29-01-2015

Place: Vadodara

Registrar (OSD)

**Grade Conversion Table and Grade Calculation Formula**

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 - 9.00
B	8	7.01 - 8.00
C	7	6.01 - 7.00
D	6	5.01 - 6.00
E	5	4.01 - 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Point} \times \text{Credits})}{\sum \text{Credits}}$$

Grade	Credits	Grade Points
A	3	27
B	3	24
C	3	21
D	3	18
E	3	15
F	3	12
W	3	0

*[Handwritten signature]*

Date of Issue: 20-01-2015  
 Place: Varanasi

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**1. Listen to the words (audio) and speak. (Any ten) [05]**

Garden, computer, laptop, mobile, need, glass, water, calendar, house, file, cabbage, teachers, satellite, city, town market, hospital, health centre.

**2. Listen to the words (audio) and speak. (Any ten) [05]**

Books, workbooks, newspapers, children, child, hotel, examination, culture, vulture, nature, define.

**3. Listen to the sentences (audio) and speak. [10]**

- 1 The sun was setting in the west and the moon was just rising.
2. I walked to the shops, but my husband drove.
3. I might watch the film or I might visit my friends.
4. My friend enjoyed the film but she didn't like the actor.
5. My mother likes dogs that don't bark.
6. I play football twice a week.
7. He opened the door.
8. I sometimes have trouble with adverbs.
9. He spoke very quietly.
10. I've read that book thrice.
11. She's gone to the bank.
12. They painted the house red.
13. She called him an idiot!
14. I saw her standing there.
15. How strange your behavior is!

**4. Say something about your favourite game. [05]**

**5. Describe the given pictures. [07]**



6. Say something about public places you have visited. [05]
7. Say something about your best friend. [05]
8. What will you tell your friend if s/he is not coming to your birthday party?[06]
9. What will you do if you see a snake while watching TV with your little sister/  
brother? [05]
10. Which questions will you ask to interview a teacher? [06]
11. What will you do to open an account in a bank? [06]
12. Say something about your favourite film. [05]
13. What will you do if there is a natural calamity? [05]

**POST TEST (ORAL )**

**Total Marks -75**

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**1. Listen to the words (audio) and speak. (Any ten) [05]**

Garden, computer, laptop, mobile, need, glass, water, calendar, house, file, cabbage, teachers, satellite, city, town market, hospital, health center.

**2. Listen to the words (audio) and speak. (Any ten) [05]**

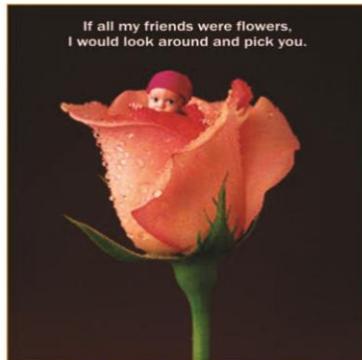
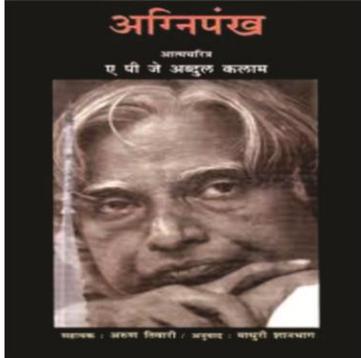
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[06]
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11. What will you do to open an account in a bank? [06]
12. Say something about your favourite film. [05]
13. What will you do if there is a natural calamity? [05]

**Q.1. Complete the following sentences. (Any four) 2**

- 1. We are going to.....
- 2. They .....
- 3. She.....
- 4. ....for last 3 years.
- 5. It is our duty to.....

**Q.2. Complete the following story in four sentences. 2**

Once upon a time, there lived a shopkeeper named Suraj. He had a big shop. He had three sons and two daughters. His courtiers were honest and loyal. Everything was going on well but suddenly

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**Q.3. Unscramble the following words (any five out of ten) 5**

- 1. ESMUO : \_\_\_\_\_
- 2. NREA : \_\_\_\_\_
- 3. TORACRT : \_\_\_\_\_
- 4. TRA : \_\_\_\_\_
- 5 OATOPT : \_\_\_\_\_
- 6. LDO : \_\_\_\_\_
- 7 REFNGI : \_\_\_\_\_
- 8 GBELTEVEA : \_\_\_\_\_

**Q. 4. Your friend has invited you to spend holidays at his/her place but you can't go there, write a message to her/him in reply in at least 10 words. 2**

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**Q.5. Prepare 4 main points on the following information. 2**

**GSAT-3**, also known as **EDUSAT**, was a communications satellite which was launched on 20 September 2004 by the Indian Space Research Organisation. EDUSAT is the first Indian satellite built exclusively to serve the educational sector. It is mainly intended to meet the demand for an interactive satellite-based distance education system for the country.

EDUSAT carries five K<sub>u</sub> band transponders providing spot beams, one K<sub>u</sub> band transponder providing a national beam and six extended C band transponders providing national coverage beams.

EDUSAT was successfully launched into a Geosynchronous Transfer Orbit on the first operational launch of the Geosynchronous Satellite Launch Vehicle, which flew from the First Launch Pad at the Satish Dhawan Space Centre in Sriharikota. EDUSAT was initially placed into a transfer orbit with a perigee of 180 kilometres (110 mi) and an apogee of 35,985 kilometres (22,360 mi) and a period of 10.5 hours, inclined at 19.2 degrees to the equator.

EDUSAT was decommissioned in September 2010 and relocated to a graveyard orbit.

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**Q. 6. Use 'they' at the place of 'he' and rewrite the paragraph. 4**  
He is an Indian singer. He is a good singer. He sings all types of songs. He is loved by all.

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**or**

Match 'A' with 'B' and write meaningful sentences. 4

Sr. No.	A	B
1	The President of the USA	louder than words.
2	She doesn't	Tarun cleans his car.
3	Actions speak	Like fish.
4	Once a week,	Lives in the White House.

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**Q.7. Describe the given visiting card in at least 5 sentences.**

**5**

<a href="mailto:skycomputers@gmail.com">skycomputers@gmail.com</a>	Sales ‘9554543261
	Services:9988778989
<b>SKY COMPUTERS</b>	
Branch Office Shop No. 22, Anand Complex Near Railway Station Ahmedabad	Head Office Shop No. 12, Zaver Complex Opp. Bank Of Baroda, Navrangpura Ahmedabad

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**Q.8. Complete the following dialogue.**

**4**

**Teacher:** Children, Good morning. Do I hear some noise from the corner? Don't make so much of noise.

Children: .....

Teacher : Haven't you cleaned the board yet? Rani, clean the board.  
(A boy comes late).

Teacher: .....

(The Headmaster enters the class with a tall man)

Headmaster: Here he is.

Teacher :Good morning doctor. How are you? Let me introduce Dr.SathyaSeelan to you. He has come to talk to you on personal cleanliness. Just sit down and be quiet. Close your books and listen ..... carefully.

Doctor :Those who know me, put up your hands. One...two...twelve hands are up. Oh! That is nice. Do you keep your hands clean?

Priya : I always wash my .....

Doctor:Wash them before .....Wash them after you've been to the toilet.

Sharon :My little brother puts his fingers .....

Doctor :Yes, babies do that.

Sharon :My mother cuts his nails every .....

Nithya : I brush my teeth .....morning.

Doctor :But that's not enough. Brush your teeth .....

Nithya :At night?

Doctor :Yes, at night, before you ..... bed.

Preethi :Thank you doctor for your .....

Swarna :What..... do you suggest to keep fit? :

Doctor :Exercise? ..... and swimming are some of the exercises.

Students:.....

**Or**

**Complete the letter.**

**4**

5, Anandnagar,  
Baroda

\_\_\_\_\_

Dear Sunita,

I am writing this letter to invite you at my home for my birthday party on\_\_\_\_\_. I hope you will accept\_\_\_\_\_.

Do come, I am\_\_\_\_\_ for you

Give my regards to uncle and aunt.

Your friend,  
Hetal

**Q.9. Fill in the blanks.**

**2**

**MY FAVOURITE TEACHER'S INFORMATION**

Name: \_\_\_\_\_

Hobby: \_\_\_\_\_

Father's name : \_\_\_\_\_

Mother's name : \_\_\_\_\_

Surname : \_\_\_\_\_

Favourite colour : \_\_\_\_\_

Favourite food : \_\_\_\_\_

Favourite quote : \_\_\_\_\_

**Q.10. Read the passage and frame 4 questions.**

**2**

Vaisakhi is the ancient harvest festival in the Punjab region. It is also the start of a new solar year, and new harvest season. Baisakhi is a Sikh religious festival. It falls on the first day of the *Baisakh* month in the solar calendar, which corresponds to April 13 in the Gregorian calendar. In Sikhism, it remembers the creation of the Khalsa at Anandpur Sahib in 1699, by the 10th Sikh Guru, Guru Gobind Singh

This day is also observed as the beginning of the Hindu solar new year celebrated by the people of Nepal and India in Assam Valley, Kerala, Orissa, West Bengal and some other regions of India. There are regional variations outside of Punjab too. In Himachal Pradesh, the Hindu Goddess Jwalamukhi is worshipped on Vaisakhi, while in Bihar, the Sun-god Surya is honoured.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Q.11. Use the given information and complete the table.**

**4**

Sanjay and Nitin are good friends. Sanjay is from Jaipur-Rajasthan. He is very strong and plays basketball thrice a week. Nitin is a student and likes watching tv and cricket in his free time.

Abhay and Hardik are also good friends. Abhay is from Lonavala-Maharashtra and Hardik is from Jamnagar. Abhay is a doctor. Hardik

loves baseball but he only plays about once a year because he is very busy.

Name	Hometown	Occupation	Sports- How Often	Hobby
Sneha				
Neha				
Jay				
Vinay				

**Q.12. Find out four differences and write a passage on it.**

**4**




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**Q.13. Describe the given picture in four sentences.**

**4**



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**Q. 14. Choose the best sentences.**

**3**

1. You should always \_\_\_\_\_ healthy food.  
(eat, eaten, eating, shall eat, was eating)
2. The manager \_\_\_\_\_ soon.  
(arrived, has arrive, is arriving, will arrive, arrives)
3. The bus \_\_\_\_\_ before I reached the bus-stop.  
(arrive, arrived, had arrived, will arrive, have arrive )
4. The baby \_\_\_\_\_ usually well behaved.  
(are, has, is, shall ,were)
5. She \_\_\_\_\_ to London yesterday.  
(gone, go, went, will go, had went)
6. She \_\_\_\_\_ cooking food daily.  
(has liked, is liking, liking, likes, like)

**Q. 15.If your friend is in a financial problem and s/he needs your help, how will you help her/him? Write your views in 4 sentences. 2**

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You can't tell if you're excited or upset,  
But trust me hun, high school won't be a regret.  
Think of all your friends, new people, and sights to see,  
This is the age when it's time to be free.

You could be a writer, a doctor, a cook,  
With just a pick up of a text book,  
You know it's time to be let out of the nest,  
But you're going to miss sitting at those other desks.

It's a hard decision to make,  
But it's a risk you'll have to take.  
Just take it easy,  
You'll know when you're ready.

Source: [Don't Worry, Don't Be Afraid, Graduation Poem for Friends](http://www.familyfriendpoems.com/poem/dont-worry-dont-be-afraid#ixzz2OnQv5D2S) <http://www.familyfriendpoems.com/poem/dont-worry-dont-be-afraid#ixzz2OnQv5D2S>  
www.FamilyFriendPoems.com

1. Suggest a title for the poem.

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2. What is the central idea in the poem?

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.....

3. Describe your views about school and friends.

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4. What would you like to become?

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5. What do you understand by 'just take it easy'?

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**Q.18. Frame sentences using the following words. (Any four) 2**

(Air, post office, bat, hostel, gardener, classrooms, forest, nurse, lion, town)

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**Q.19. Complete the table by writing about your leisure time activity.4**

<b>Time (write how many hours/mi nutes)</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>

**Q.20. Write 5 uses of the product given in the picture.**

**4**



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**Q. 21. Unscramble any four of the following words and complete the information.** **2**

1. The name ..... (**dianI**) is derived from Indus
2. India is the world's most..... (**oppulra**) democracy.
3. The ..... (**resdepint**) of India is the head of State.
4. Amitabh Bachchan is an Indian ..... (**atcor**).
5. Bachchan was ..... (**orbn**) in Allahabad
6. Why are you ..... (**uspte**)?
7. Would you ..... (**lpeesa**) open the window?
8. .... (**athW**) is your name?
9. How ..... (**dol**) he is?
10. How much ..... (**loi**) do you want?

**Q.22. Suppose, there is an angel and asks your wishes. What will be your wishes? (Any two)** **2**

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**Q. 23. Read each sentence, find and write the effect and cause. 4**

1. Abhay was busy because he has to submit the project.  
Effect: \_\_\_\_\_  
Cause: \_\_\_\_\_

2. Kavya went to the library because she needed a book.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

3. Rashmi was practicing hard because she had participated in the quiz competition.

Effect : \_\_\_\_\_

Cause: \_\_\_\_\_

4. He reached late because he missed the train.

Cause: \_\_\_\_\_

Effect : \_\_\_\_\_

**Q.1. complete the following sentences. (Any four)**

**2**

- 1. She is going to.....
- 2. He is.....
- 3. They are.....
- 4. ....for last 3years.
- 5. It is our duty to.....

**Q.2. Complete the following story in four sentences.**

**2**

Once upon a time, there lived a king named Samarpratapsingh. He had a beautiful palace. He had three sons and 2 daughters. His courtiers were honest and loyal. Everything was going on well but suddenly one day

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**Q.3. Unscramble the following words (any five out of ten)**

**5**

- 1. OGD : .....
- 2. GLOIARLTA : .....
- 3. ULDSEHOR : .....
- 4. AFR : .....
- 5. ORCENR : .....
- 6. LDO : .....
- 7. RFEFEITDN : .....
- 8. GBELTEVEA : .....
- 9. CRIE : .....
- 10. ENOS : .....

**Q. 4. Your friend has invited you for the party but you can't attend it, write a message to her/him in reply in at least 10 words.**

**2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q.5. Prepare 4 main points on the following information.**

**2**

In the context of spaceflight, a satellite is an object which has been placed into orbit by human endeavor. Such objects are sometimes called artificial satellites to distinguish them from natural satellites such as the Moon. The world's first artificial satellite, the Sputnik 1, was launched by the Soviet Union in 1957. Since then, thousands of satellites have been launched into orbit around the Earth; also some satellites, notably space stations, have been launched in parts and assembled in orbit. Artificial satellites originate from more than 50 countries and have used the satellite launching capabilities of ten nations. A few hundred satellites are currently operational, whereas thousands of unused satellites and satellite fragments orbit the Earth as space debris. A few space probes have been placed into orbit around other bodies and become artificial satellites to the Moon, Mercury, Venus, Mars, Jupiter, Saturn, and the Sun. Satellites are used for a large number of purposes. Common types include military and civilian Earth observation satellites, communications satellites, navigation satellites, weather satellites, and research satellites. Space stations and human spacecraft in orbit are also satellites. Satellite orbits vary greatly, depending on the purpose of the satellite, and are classified in a number of ways. Well-known (overlapping) classes include low Earth orbit, polar orbit, and geostationary orbit.

Satellites are usually semi-independent computer-control systems. Satellite subsystems attend many tasks, such as power generation, thermal control, telemetry, altitude control and orbit control.

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**Q. 6. Use 'Sonakshi Sinha' at the place of 'Salman Khan' and rewrite the paragraph.**

**4**

Salman Khan is an Indian actor. He is a good actor. He plays fantastic roles in films. He is loved by all.

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**or**

Match 'A' with 'B' and write meaningful sentences.

4

Sr. No.	A	B
1	The President of the USA	louder than words.
2	She doesn't	Tarun cleans his car.
3	Actions speak	Like fish.
4	Once a week,	Lives in the White House.

**Q.7. Describe the given visiting card in at least 5 sentences.**

5



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**Q.8. Complete the following dialogue.**

4

**Teacher:** Children, Good morning. Do I hear some noise from the corner? Don't make so much of noise.

**Children:** .....

**Teacher :** Haven't you cleaned the board yet? Rani, clean the board.

(A boy comes late).

**Teacher:** .....

(The Headmaster enters the class with a tall man)

**Headmaster:** Here he is.

Teacher :Good morning doctor. How are you? Let me introduce Dr.SathyaSeelan to you. He has come to talk to you on personal cleanliness. Just sit down and be quiet. Close your books and listen ..... carefully.

Doctor :Those who know me, put up your hands. One...two...twelve hands are up. Oh! That is nice. Do you keep your hands clean?

Priya : I always wash my .....

Doctor:Wash them before .....Wash them after you've been to the toilet.

Sharon :My little brother puts his fingers .....

Doctor :Yes, babies do that.

Sharon :My mother cuts his nails every .....

Nithya : I brush my teeth .....morning.

Doctor :But that's not enough. Brush your teeth .....

Nithya :At night?

Doctor :Yes, at night, before you ..... bed.

Preethi :Thank you doctor for your .....

Swarna :What..... do you suggest to keep fit? :

Doctor :Exercise? ..... and swimming are some of the exercises.

Students:.....

**Or**

**Complete the letter.**

**4**

5, Anandnagar,  
Jamnagar

\_\_\_\_\_

Dear Ravi,

I am writing this letter to invite you at my home for my birthday party on\_\_\_\_\_. I hope you will accept\_\_\_\_\_.

Do come, I am \_\_\_\_\_ for you  
Give my regards to uncle and aunt.

Your friend,  
Tarun

**Q.9. Fill in the blanks.**

**2**

**MY BEST FRIEND'S INFORMATION**

Name: \_\_\_\_\_

Hobby: \_\_\_\_\_

Father's name : \_\_\_\_\_

Mother's name : \_\_\_\_\_

Surname : \_\_\_\_\_

Favourite colour : \_\_\_\_\_

Favourite food : \_\_\_\_\_

Favourite quote : \_\_\_\_\_

**Q.10. Read the passage and frame 4 questions.**

**2**

The folk traditions of Gujarat include Bhavai and Rass-Garba. Bhavai is a folk theatre; it is partly entertainment and partly ritual, and is dedicated to Amba. The Ras-Garba is a folk dance done as a celebration of Navratri by Gujarati people. The folk (traditional) costume of this dance is Chaniyacholi for women and Kedia for men. Different styles and steps of Garba include Dodhiyu, simple five, simple seven, Popatiyu, Trikoniya (hand movement which forms an imagery triangle), Lehree, Trantaali, Hudo, two claps and many more.

MakarSankranti is a festival where people of Gujarat fly kites. In Gujarat, from December through to Makar Sankranti, people start enjoying kite flying. Undhiyu, a special dish made of various vegetables, is a must-have of Gujarati people on Makar Sankranti. Surat is especially well known for the strong string which is made by applying glass powder

on the row thread to provide it a cutting edge. Apart from Navratri and Uttarayana, Diwali, Holi, Tazia and others are also celebrated.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Q.11. Use the given information and complete the table. 4**

Sneha and Neha are good friends. Sneha is from Vadodara(Gujarat). She is very strong and plays football twice a week. Neha is a student and likes dancing and chess in her free time.

Jay and Vinay are also good friends. Jay is from Mumbai (Maharashtra) and Vinay is from Patna. Jay is a dentist. Vinay loves basketball but he only plays about once a month because he is so busy.

Name	Hometown	Occupation	Sports- How Often	Hobby
Sneha				
Neha				
Jay				
Vinay				

**Q.12. Find out four differences and write a passage on it. 4**




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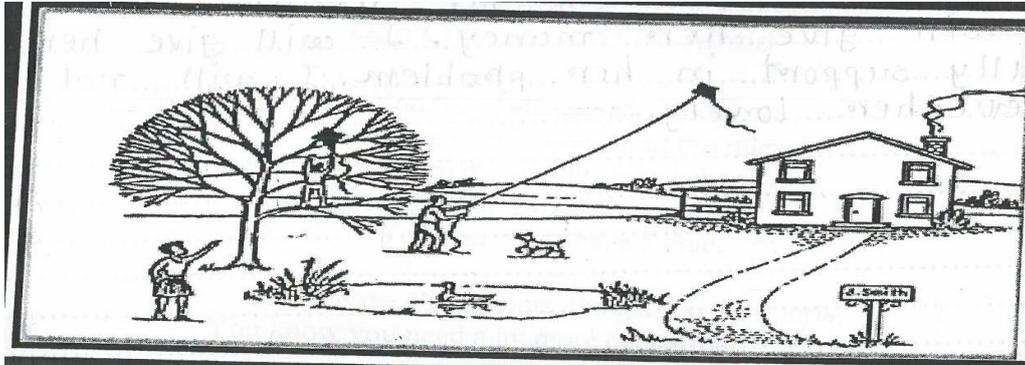
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**Q.13. Describe the given picture in four sentences.**

**4**



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**Q. 14. Choose the best sentences.**

**3**

1. You should always \_\_\_\_\_ healthy food.  
(eat, eaten, eating, shall eat, was eating)
2. The manager \_\_\_\_\_ soon.  
(arrived, has arrive, is arriving, will arrive, arrives)
3. The bus \_\_\_\_\_ before I reached the bus-stop.  
(arrive, arrived, had arrived, will arrive, have arrive )
4. The baby \_\_\_\_\_ usually well behaved.  
(are, has, is, shall ,were)
5. She \_\_\_\_\_ to London yesterday.  
(gone, go, went, will go, had went)
6. She \_\_\_\_\_ cooking food daily.  
(has liked, is liking, liking, likes, like)

**Q. 15.If your friend is in a financial problem and s/he needs your help, how will you help her/him? Write your views in 4 sentences. 2**



© Jessica

You loved elementary school,  
You were nice, followed all the rules.  
But now it's time for high school,  
You don't know if you are ready,  
You don't even have a clue.

The classes, the try-outs, the games, the sports,  
You know you need a lot more education, way more.

You can't tell if you're excited or upset,  
But trust me hun, high school won't be a regret.  
Think of all your friends, new people, and sights to see,  
This is the age when it's time to be free.

You could be a writer, a doctor, a cook,  
With just a pick up of a text book,  
You know it's time to be let out of the nest,  
But you're going to miss sitting at those other desks.

It's a hard decision to make,  
But it's a risk you'll have to take.  
Just take it easy,  
You'll know when you're ready.

Source: [Don't Worry, Don't Be Afraid, Graduation Poem for Friends](http://www.familyfriendpoems.com/poem/dont-worry-dont-be-afraid#ixzz2OnQv5D2S) <http://www.familyfriendpoems.com/poem/dont-worry-dont-be-afraid#ixzz2OnQv5D2S>  
www.FamilyFriendPoems.com

1. Suggest a title for the poem.

.....

2. What is the central idea in the poem?

.....

.....

3. Describe your views about school and friends.

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.....

4. What would you like to become?

.....

.....

5. What do you understand by 'just take it easy'?

.....

.....

**Q.18. Frame sentences using the following words. (Any four) 2**

(Airplane, swimming pool, cricket, hospital, garden, classmates, zoo, doctor, alligator, street)

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**Q.19. Complete the table by writing about your leisure time activity.4**

<b>Time (write how many hours/minutes)</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>

**Q.20. Write 5 uses of the product given in the picture. 4**



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**Q. 21. Unscramble any four of the following words and complete the information.** 2

1. The name ..... (**dianI**) is derived from Indus
2. India is the world's most..... (**oppulra**) democracy.
3. The ..... (**resdepint**) of India is the head of State.
4. Amitabh Bachchan is an Indian ..... (**atcor**).
5. Bachchan was ..... (**orbn**) in Allahabad
6. Why are you ..... (**uspte**)?
7. Would you ..... (**lpees**) open the window?
8. .... (**athW**) is your name?
9. How ..... (**dol**) he is?
10. How much ..... (**loi**) do you want?

**Q.22. Suppose, there is a magician and asks your wishes. What will be your wishes? (Any two)** 2

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**Q. 23. Read each sentence, find and write the effect and cause. 4**

1. Jay went to the store because he needed food.

Effect: \_\_\_\_\_

Cause: \_\_\_\_\_

2. Kavita raised her hand because she had a question.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

3. Rohan was very quiet because the baby was sleeping.

Effect : \_\_\_\_\_

Cause: \_\_\_\_\_

4. Vijaya got a vacuum cleaner because she wanted to clean her house.

Cause: \_\_\_\_\_

Effect : \_\_\_\_\_

## TASKS

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### **Task 01: Agreeing and Disagreeing**

**Goals-** to develop language skills in general and speaking and writing in specific, to make the students able to express their opinions.

**Input** – video clips and text about natural calamities

**Activities-** to watch a video clip or read the given text about natural calamities and to present the observation and opinion about agreeing or disagreeing the situation and reasons for their opinion about the video or text in written as well as oral form in pair

**Teacher's role-** to provide material to develop skills i. e. video clip or text and stationary, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** pair work, in the classroom

### **Task 02: spot the difference**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** spot the difference pictures, dictionaries

**Activities-** to observe pictures and find out differences and express their views in written as well as oral

**Teacher's role-** to provide pictures and dictionaries, to be a facilitator.

**Students' role-** to work in pair, watch the pictures and think critically to find differences, to use the dictionary if necessary

**Setting-** pair, in the classroom

### **Task 03: requesting and responding**

**Goals-** to develop language skills in general and speaking and writing in specific, to make the students able to request and respond using please and will.

**Input** – pictures and real objects

**Activities-** to observe how teacher requests and to them and they should try to respond, to complete the dialogue in group , to play the role using real objects available.

**Teacher's role-** to provide material to develop skills i. e. stationary, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** group and pair work, in the classroom

#### **Task 04: making inquiry and respond ( written and oral)**

**Goals-** to develop communication skills in general , to enable students to make inquiry and respond.

**Input-** pictures of bank, railway station, bus station

**Activities-** to observe pictures and try to complete dialogues , to ask questions to your partners and present it to class

**Teacher's role-** to provide pictures and dictionaries, to be a facilitator.

**Students' role-** to work in pair, study the pictures and try to complete the task, to use the dictionary if necessary

**Setting-** pair, in the classroom

#### **Task 05: giving direction**

**Goals-** to develop language skills in general and speaking and writing in specific, to make the students able to give direction by using vocabulary- straight, right, left, turn

**.Input** – puzzle to find the way, blind folded material

**Activities-** to solve puzzle and fill in the blanks, to play game 'blind folded' using the vocabulary- straight, right, left, turn .

**Teacher's role-** to provide material to develop skills i. e. video clip or text and stationary, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions, to solve puzzle and play the game

**Setting-** group and pair work, in the classroom

#### **Task 06: making a friend and introduce him/her to the class**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** task papers for friend's information, dictionaries

**Activities-** to ask questions to your group members , fill in the blanks and introduce your friend to the class.

**Teacher's role-** to provide material and dictionaries, to be a facilitator.

**Students' role-** to work in pair , ask questions to group members , introduce your friend and complete the task and use the dictionary if necessary

**Setting-** group and pair, in the classroom

**Task 07: narrating a picture, video and event (oral and written)**

**Goals-** to develop communication skills in general and speaking and writing in specific, to make the students able to narrate the given material.

**Input** – video clips, pictures and task papers.

**Activities-** to observe video clips and pictures and present it to the class orally and work in group and write 5-7 sentences in the given task papers.

**Teacher's role-** to provide material to develop skills i. e. video clip pictures and stationary, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** pair work, in the classroom

**Task 08: indicating time**

**Goals-** to develop communication skills in general and speaking and writing skills

**Input-** video clips and mobile app/game, complete the sentence

**Activities-** to observe video clips and play mobile game in group and complete the sentence, to ask time to your partner and get the reply , present it to class.

**Teacher's role-** to provide necessary material, to be a facilitator.

**Students' role-** to work in pair and complete the task orally and written, to use the dictionary if necessary

**Setting-** group and pair work , in the classroom

**Task 09: complaining**

**Goals-** to develop communication skills in general and speaking and writing in specific, to make the students able to express their opinions.

**Input** – different types of letters (complain, request and leave)

**Activities-** to read the different types of letters and to try to understand difference among them use the dictionary and complete the given letters, play the role of complain to the commissioner or other authority about your problems.

**Teacher's role-** to provide material to develop skills, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** group and pair work, in the classroom

### **Task 10: to find out causes and effects**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** text and causes and effects cards dictionaries

**Activities-** to read the passage and arrange the cards and write meaningful sentences using them, to ask your partner the cause of any situation using 'why'

**Teacher's role-** to provide passage and cards and dictionaries, to be a facilitator.

**Students' role-** to work in pair, and find out causes and effects, to use the dictionary if necessary

**Setting-** group and pair, in the classroom

### **Task 11: Advising**

**Goals-** to develop communication skills in general and speaking and writing in specific, to make the students able to advise.

**Input** – a passage (story), task papers

**Activities-** to read the story and find out advising words, phrases and sentences and write them in task papers, read the situation and advise your friends orally.

**Teacher's role-** to provide material to develop skills i. e. text and stationary, to be a facilitator, to observe students

**Students' role-**to work in pair, group and complete the task by following teacher's instructions

**Setting-** pair- group work, in the classroom

### **Task 12: expressing likes and dislikes**

**Goals-** to develop communication skills, speaking and writing skills

**Input-** task papers and chits, dictionaries

**Activities-** to classify and write items in the given task papers ,you're your friends questions you got in chits.

**Teacher's role-** to provide material and dictionaries, to be a facilitator.

**Students' role-** to work in pair and complete the given tasks, to use the dictionary if necessary

**Setting-** group and pair work, in the classroom

**Task 13: observe and note down**

**Goals-** to develop communication skills in general and speaking and writing in specific, to make the students able to observe and note down to enrich vocabulary.

**Input** – task papers and dictionaries.

**Activities-** to observe the living and non- living items in the class and note them down in the given task papers, use the dictionaries if necessary, to present your observation to the class.

**Teacher's role-** to provide task papers to develop skills, to be a facilitator, to observe students

**Students' role-**to work in pair and group to complete the task by following teacher's instructions

**Setting-** pair-group work, in the classroom

**Task 14: listen and classify**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** audio , task papers and dictionaries

**Activities-** to listen the audio , classify the words and complete the task given in task papers, present your words to the class.

**Teacher's role-** to provide audio, task papers and dictionaries, to be a facilitator.

**Students' role-** to work in group, to classify words after listening , to use the dictionary if necessary

**Setting-** group work, in the classroom

**Task 15: classify the newspaper headlines**

**Goals** - to develop communication skills in general and speaking and writing in specific, to make the students able to comprehend the given reading material.

**Input** – English newspapers and task papers

**Activities-** to read the newspaper headlines and classify them and write in the given heading in task papers and present them to the class in group. **Teacher's role-** to

provide material to develop skills and stationary, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** pair work, in the classroom

### **Task 16: listen to the audio and complete the given dialogue**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** audio, task papers and dictionaries

**Activities-** to listen to the audio and complete the dialogue and present it to the class.

**Teacher's role-** to provide audio and dictionaries, to be a facilitator.

**Students' role-** to work in group and pair, listen to audio and try to complete the dialogue in task papers, to use the dictionary if necessary

**Setting-** group and pair, in the classroom

### **Task 17: describe the story based on pictures**

**Goals-** to develop communication skills in general and speaking and writing in specific, to make the students able to describe story based on pictures.

**Input** – pictures of stories and task papers, dictionaries

**Activities-** to observe pictures, describe the pictures in 2-3 sentences using dictionaries and present your story to the class.

**Teacher's role-** to provide material to develop skills i. e. pictures and stationary, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-**group and pair work, in the classroom

### **Task 18: imagine and reply**

**Goals-** to develop imaginary and critical thinking, speaking and writing skills

**Input-** chits, task papers and dictionaries.

**Activities-** to read the given chits and reply your thinking in the given task papers and present it to the class.

**Teacher's role-** to provide chits and dictionaries, to be a facilitator.

**Students' role-** to work in group and complete task, to use the dictionary if necessary

**Setting-** group work, in the classroom

**Task 19: greeting**

**Goals-** to develop communication skills in general and speaking and writing in specific, to make the students able to greet

**Input** – video clip and task papers

**Activities-** to watch a video clip or read the given blanks and try to fill them, play the given role in the task papers.

**Teacher's role-** to provide material to develop skills i. e. video clip , task papers and dictionaries, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** pair work, in the classroom

**Task 20: giving an opinion about films**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** chits and dictionaries

**Activities-** to read the chits and complete the dialogue in task papers and present your opinion to the class.

**Teacher's role-** to provide chits and dictionaries, to be a facilitator.

**Students' role-** to work in group and complete the given task, to use the dictionary if necessary

**Setting-** group work, in the classroom

**Task 21: read and reply**

**Goals-** to develop language skills in general and reading, speaking and writing in specific, to make the students able to read and reply.

**Input** – poems and newspaper cuttings

**Activities-** to read the given poems and newspaper cuttings and reply to the given questions in task papers and present it to the class.

**Teacher's role-** to provide material to develop skills, to be a facilitator, to observe students

**Students' role-**to work in pair and complete the task by following teacher's instructions

**Setting-** group and pair work, in the classroom

**Task 22 classify order and request**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** passages, task papers and dictionaries

**Activities-** to read the given passages and classify order and request words, phrases and sentences in the given task papers and present them to the class.

**Teacher's role-** to provide passages , task papers and dictionaries, to be a facilitator.

**Students' role-** to work in pair and group and complete the given task, to use the dictionary if necessary

**Setting-** group and pair work, in the classroom

**Task 23: make inferences**

**Goals-** to develop communication skills in general and speaking , reading and writing, critical thinking in specific, to make the students able to make inferences.

**Input** – passages, task papers and dictionaries

**Activities-** to read the given passages and make inferences and write in the given task papers and present your group work to the class.

**Teacher's role-** to provide material, to be a facilitator, to observe students

**Students' role-**to work in pair and group to complete the task by following teacher's instructions

**Setting-** pair work, in the classroom

**Task 24: study the authentic material and reply**

**Goals-** to develop critical thinking, speaking and writing skills

**Input-** bills, tickets, atm cards, wrappers and dictionaries

**Activities-** to observe authentic material and reply the queries in the task papers and present it to the class.

**Teacher's role-** to provide authentic material and dictionaries, to be a facilitator.

**Students' role-** to work in pair, study the given authentic material and reply, to use the dictionary if necessary

**Setting-** pair and group, in the classroom

**Task 25: framing and asking questions**

**Goals-** to develop communication skills in general and speaking and writing, thinking in specific, to make the students able to frame and ask questions.

**Input** – poems and situations , dictionaries

**Activities-** to read the poem and frame questions in the given task papers, to read the given situation i.e. imagine you are a reporter and you have to interview a film star, ask questions by playing roles of interviewer and interviewee and present to the class

**Teacher's role-** to provide material to develop skills, to be a facilitator, to observe students

**Students' role-**to work in pair and group to complete the task by following teacher's instructions

**Setting-** pair and group work, in the classroom

## REACTION SCALE

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No	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Tasks were interesting.					
2	Tasks were boring.					
3	To learn English translation is necessary.					
4	Through tasks English can be learnt easily.					
5	There is no need to translate to learn English.					
6	Group and pair work are helpful in communication.					
7	Tasks are helpful to learn English and use it in day-to-day life.					
8	Tasks are helpful in developing listening skills.					
9	Tasks are helpful in developing speaking skills.					
10	Tasks are helpful in developing reading skills.					
11	Tasks are helpful in developing writing skills.					
12	Tasks made me confident to speak in English with my friends and teachers.					
13	Use of dictionaries for different tasks is helpful to enrich vocabulary.					
14	Now I can respond and present my views and opinions to any situations.					
15	Now I can complete story and reply messages orally and written.					

## OBSERVATION SCHEDULE

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**Observation Sheet**

**Name of the school** : \_\_\_\_\_  
**Name of the teacher** : \_\_\_\_\_  
**Std** : \_\_\_\_\_  
**Date** : \_\_\_\_\_  
**Period** : \_\_\_\_\_

<b>Unit</b>	
<b>Task</b>	
<b>Method Used</b>	
<b>Techniques Used</b>	
<b>Aids Used</b>	
<b>English Spoken By Teacher</b>	
<b>English Spoken By Students</b>	
<b>Use of Mother Tongue</b>	
<b>Students Response</b>	
<b>Communication Established</b>	
<b>Black board work</b>	
<b>Pronunciation by the teacher</b>	
<b>Questions asked by students</b>	
<b>Remark</b>	

## INFORMATION OF SCHOOLS

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### SHRI UMIYA PARIVAR EDUCATION TRUST

#### Shri G.M. Patel Kanya Vidhyalay Dhrol

<b>School Name</b>	Shri Gm Patel Kanya Vidhyalay Dhrol
<b>Board</b>	Secondary Schools
<b>Gender</b>	Girls
<b>Medium</b>	Gujarati
<b>Classes Upto</b>	Upto 12
<b>Address</b>	AT: DHROL,STATE HIGH WAY ROAD, DHROL, DHROL, Jamnagar, Gujarat - 361210
<b>State</b>	Gujarat
<b>City</b>	Dhrol
<b>District</b>	Jamnagar
<b>Pincode</b>	361210

## Schedule of the Implementation of Observation

<b>Observation of Classroom Teaching 2013-2014</b>						
	<b>Experimental Group School</b>			<b>Control Group School</b>		
<b>Sr. No.</b>	<b>Class-Division</b>	<b>Date</b>	<b>Time</b>	<b>Class-Division</b>	<b>Date</b>	<b>Time</b>
1	9 <sup>th</sup> A	19/7/2013	1.20-2.00	9 <sup>th</sup> B	22/7/2013	11.45-12.25
2	9 <sup>th</sup> E	19/7/2013	3.05-3.45	9 <sup>th</sup> B	22/7/2013	12.25-1.00
3	9 <sup>th</sup> D	19/7/2013	4.00-4.45	9 <sup>th</sup> E	23/7/2013	11.45-12.25
4	9 <sup>th</sup> A	22/7/2013	1.20-2.00	9 <sup>th</sup> E	23/7/2013	12.25-1.00
5	9 <sup>th</sup> D	22/7/2013	4.00-4.45	9 <sup>th</sup> E	24/7/2013	11.45-12.25
6	9 <sup>th</sup> A	23/7/2013	1.20-2.00	9 <sup>th</sup> E	24/7/2013	12.25-1.00
7	9 <sup>th</sup> D	23/7/2013	4.00-4.45	9 <sup>th</sup> E	25/7/2013	11.45-12.25
8	9 <sup>th</sup> A	24/7/2013	1.20-2.00	9 <sup>th</sup> E	26/7/2013	11.45-12.25
9	9 <sup>th</sup> D	24/7/2013	4.00-4.45	9 <sup>th</sup> E	26/7/2013	12.25-1.00
10	9 <sup>th</sup> B	30/7/2013	2.20-3.05	9 <sup>th</sup> F	26/7/2013	1.35-2.15
11	9 <sup>th</sup> A	30/7/2013	3.05-3.45	9 <sup>th</sup> C	26/7/2013	2.15-2.50
12	9 <sup>th</sup> A	31/7/2013	2.20-3.05	9 <sup>th</sup> E	26/7/2013	2.50-3.25
13	9 <sup>th</sup> D	1/8/2013	12.00-12.40	9 <sup>th</sup> E	26/7/2013	3.40-4.20
14	9 <sup>th</sup> E	1/8/2013	12.40-1.20	9 <sup>th</sup> E	26/7/2013	4.20-4.55
15	9 <sup>th</sup> E	1/8/2013	1.20-2.00	9 <sup>th</sup> E	30/7/2013	11.45-12.25
16	9 <sup>th</sup> D	1/8/2013	3.05-3.45	9 <sup>th</sup> E	30/7/2013	12.25-1.00
17	9 <sup>th</sup> B	1/8/2013	4.00-4.45	9 <sup>th</sup> E	31/7/2013	11.45-12.25
18	9 <sup>th</sup> A	2/8/2013	1.20-2.00	9 <sup>th</sup> E	31/7/2013	12.25-1.00
19	9 <sup>th</sup> E	2/8/2013	3.05-3.45	9 <sup>th</sup> E	1/8/2013	11.45-12.25
20	9 <sup>th</sup> C	2/8/2013	4.00-4.45	9 <sup>th</sup> E	1/8/2013	4.55-5.30

## Schedule of the Implementation of the Task Based Strategy

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<b>Sr. No.</b>	<b>Month</b>	<b>Days</b>	<b>Time</b>	<b>Hour</b>
1	November-2013	05	9.00 A. M.-10 A.M.	1 hour per day
2	December-2013	31	9.00 A. M.-10 A.M.	1 hour per day
3	January -2014	31	9.00 A. M.-10 A.M.	1 hour per day
4	February-2014	28	9.00 A. M.-10 A.M.	1 hour per day
5	March-2014	05	9.00 A. M.-10 A.M.	1 hour per day
Total -100days and per hour a day Note : The students were living nearby and in hostel so including holidays they remained present.				



### **Tasks to develop communication skills**

According to Prabhu (1987), there are three main categories of task; information-gap, reasoning-gap, and opinion-gap.

Information-gap involves a transfer of given information from one person to another- or from one form to another, or from one place to another- generally calling for the decoding or encoding of information from or into language. Reasoning gap involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. Opinion gap involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. Task-based learning is advantageous to the students because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Here are some tasks to develop oral and written communication skills of the students in English. They are greeting, agreeing disagreeing, introducing, giving instructions, requesting, making inquiring, giving directions, advising, expressing positive and negative feelings, suggesting, giving an opinion, and complaining.

#### ***Task 01: Agreeing and Disagreeing***

- Goals- to develop language skills in general and speaking and writing in specific
- To make the students able to express their opinion
- Input – video clip and text about natural calamities
- Activities- to watch a video clip or read the given text about natural calamities and to present the observation and opinion about agreeing or disagreeing the situation and reasons for their opinion about the video or text in written as well as oral form in pair
- Teacher’s role- to provide material to develop skills i. e. video clip or text and stationary, to be a facilitator, to observe students
- Students’ role-to work in pair and complete the task by following teacher’s instructions
- Setting- pair work, in the classroom

#### ***Task 02: Spot the Difference***

- Goals- to develop critical thinking, speaking and writing skills
- Input- spot the difference pictures, dictionaries
- Activities- to observe pictures and find out differences and express their views in written as well as oral

argument and logic. Finally, learners are sensitized to the mechanics of schematization. They are shown how altering the order of elements in a sentence can alter the meaning. Activities which focus on meaning are designed to get learners to process the content of the text through the various types of non-linguistic and linguistic responses they might make to the text. The activities have two different aims:

- 1) To make students active in the reading process by presenting them with decision-making activities (e.g. drawing a diagram with the information given in the text, solving the problem, completing a table which reorganizes the information).
- 2) To devise activities which are as natural as possible, i.e. as close as possible to what one would naturally do with the text (e.g. answering a letter using the information given in that letter, completing a document, comparing several texts, etc.)

Activities focusing on assessing the text are designed to get readers to go beneath the surface of the text, as it were, in order to judge it and evaluate it. Here readers are required to differentiate fact from opinion and to identify the writer's attitudes, intentions and biases.

#### *4. Teacher's and Learners' Roles*

"Role" refers to the part that learners and teachers are expected to play in the carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1989). Learners' roles are closely related to the functions and status of the teacher (Richards and Rodgers, 1986). Giving the learners a different role, such as greater initiative in the classroom, requires the teacher to adopt a different role. The teacher is no longer a passive recipient and implementer of other people's syllabus and methods but an active creator of his or her own materials, classroom activities and so on.

The teacher should be the facilitator of the material and the atmosphere and the designer of the task. Then s/he should be the observer and guide. Students may find difficulty in what they should do and how they can perform during the task.

#### *5. Settings*

"Settings" refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Settings will be an important factor influencing roles and relationships. Whether the task is on individual, pair, group, or the whole class basis decides the relationship between learners or between the teacher and learners.

some sort of relationship to comparable real-world activities d) task completion has some priority e) the assessment of the task is in terms of outcomes. In a word, a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whatever that correct or appropriate propositional content has been conveyed.

Prabhu (1987) defines a task as 'An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was considered a task.' As Nunan (1989) says, A task is "an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal". Nunan (1991) outlines five characteristics of a task-based approach to language learning:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts (teaching materials) into the learning situation.
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

According to Willis (1996), a task is a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework.

Richards (2006), defines some of the key characteristics of a task:-

1. It is something that learners do or carry out by using their existing language resources.
2. It has an outcome which is not simply linked to learning language though language acquisition may occur as the learner carries out the task.
3. It involves a focus on meaning.
4. In the case of tasks involving two or more learners it calls upon the learner's use of communicative strategies and interactional skills.

On the basis of the above definitions, a task can be defined as a kind of process to be carried out by the learners to acquire learning experiences and to use the language in life-like situations with the help of authentic materials and interaction in the classroom process of learning the language. Various activities and information gap activities can be used in the task. A task must be interesting and meaning-focused so that the learners can accomplish it with full participation. The role of teacher is to create atmosphere and facilitate the learners whenever and wherever necessary.

Task-based learning is advantageous to the students because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. As the tasks are likely to be familiar to the students (e.g.: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

### **Task Components**

According to Nunan (1989), the definition of a language-learning task requires specification of six components: goals, input, activities, teacher role, learner role and settings.

#### *1. Goals*

Goals are the general intentions behind any given learning task. Goals may relate to a range of general outcomes

#### *2. Input*

Input refers to the data that form the point of departure for the task. In fact, input for communicative tasks can be derived from a wide range of sources. Hovor (1986) suggests a list of sources, to name just a few, letters, newspaper extracts, memo note, shopping lists, recipe, weather forecast, etc.

#### *3. Activities*

Activities specify what learners will actually do with the input which forms the point of departure for the learning task.

Nunan (1989) proposes three general ways of characterizing activities: rehearsal for the real world, skills use, and fluency/accuracy. Activities are designed to develop basic language skills. Learners are encouraged to increase their language skills and to develop different communication skills. The activities focus the learner on how writers convey their aim through the function and organization of the text. Learners are taught to identify the function of the text by utilizing linguistic and non-linguistic clues. They are also taught to identify the essential organization of the text, whether it is through the expansion of a main idea, and/or whether it is organized in terms of chronological sequence, description, analogy and contrast, classification,

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## English Language Teaching and Tasks

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**Abstract:** With the globalization in all the fields, it is necessary to bring changes in learning experience. Every learning experience can be more effective when it is enjoyable and learner-centered. To learn English as a second language can bring changes in learning experience and evaluation when it involves tasks aiming at enhancing communication skills of students in English. Communicative approach is a new way to teach and learn English as a second language. In communicative classroom the chief focus is learning experience through tasks. Here the teacher facilitates and provide opportunities to the learners to communicate in the target language i.e. English. Learning the language by doing tasks provides a new experience to the learners. The present paper is focusing on different tasks for teaching English.

**Keywords:** Communicative Approach, Communication Skills, ELT-English Language Teaching, English as a Second Language, Target Language, Tasks.

### Introduction

Our language is our principal means of making sense to our experience and communication with others. It's an inseparable aspect of our personality. We communicate with others every day whether we just say 'hello' or have a long conversation, or whether we give or follow instructions or whether at home or at the shop or workplace. Communication is a tool for everyday life-Everyone uses it every day and language makes it a whole lot easier. According to Mukalel (1998), language is for communication. Communicability is the essence of human language. Any utterance, any discourse, as we may call it, takes place in a context where at least two individuals must be present.

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After independence, structural approach was followed in English language teaching. Grammar Translation method was used and structures of the target language was taught, but with new trends and approaches, the structural approach is replaced by the communicative approach. It is focusing on the communicative competence of the students. It has been accepted and promoted and classroom atmosphere has been changed. In communicative approach, fluency is focused and students are the center of teaching learning process. To develop communication skills is the aim of the approach and to achieve this aim various activities, tasks, and teaching learning materials as well as technology are used.

### **Communicative Approach and Tasks**

English language teaching as a second language requires tremendous efforts from teachers. From independence to the present day English language teaching at the secondary school level has gone a drastic change in the matter of textbook approaches in Gujarat. There are many approaches to teach English language. Presently, English language teaching as a second language in Gujarat is based on communicative approach. 50% of classroom transaction is expected in English. The lessons are designed to develop communicative competence of the students through tasks. Task based language teaching is advocated and promoted. Task based approach to English language teaching is a novel way to learn the language. Many linguists have given the definition of tasks. Task based teaching and learning is becoming popular day by day and focuses on social communication and day-to-day functions of communication. The aim of the task is to create language use and provide natural context.

#### ***Tasks***

According to Ellis (2003), a task has four main characteristics:

- i. A task involves a primary focus on (pragmatic) meaning.
- ii. A task has some kind of 'gap'
- iii. The participants choose the linguistic resources needed to complete the task.
- iv. A task has a clearly defined, non-linguistic outcome.

Long (1985) gives the definition in a broad sense: A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play and in between.

Skehan (1998) suggests five defining criteria. A task is an activity in which  
a) meaning is primary b) there is some communication problem to solve c) there is

Since language is a learned form of behavior, its teaching should start early. Since language is a habit, sufficient practice should be given to children to acquire and confirm language habits. Drills are very much useful and should form a very important feature of methods of teaching. In short, language is a tool to express ourselves. After all language is a means of communication. A person uses the language in social context to express his feelings and experiences.

### **A Shift in English Language Teaching and Learning and Approaches**

According to Rao (2006) Special needs to be paid in the study of English ...world knowledge is growing at a tremendous pace ...India must not only keep up this growth but should also make her own significant contribution to it. For this purpose study of English deserves to be specially strengthened. Learning of English may be facilitated in the upper primary or secondary stages considering that this would be needed as a 'library language' in the field of higher education and consequently a strong foundation in the language will have to be laid at the school stage.

The role of English in our lives has got much importance. English is the International Language and is one of the most popular and most spoken in the technology world. We need to know English language in order to study any science subject or any computer language. English is very much important in our life. It is necessary in each and every field. If we know English, we never feel tongue tied in front of others. It's a widely spoken language. People take pride in speaking English. If we don't know English, we will lag behind the others. It is the need of the hour. Today we can't deny the importance of English in our life. To anyone who lives in an English speaking country, it is of vital importance. Language is always very important, because it is the means of communication. If you cannot speak the language of a place, it will be very difficult to communicate with the people.

Nowadays, English has become the need of time for everyone. English language teaching today is thought with a new perspective. Now it's going beyond the ordinary classroom. It's no longer a matter of teaching structures of the language rather it's about teaching the use of English language in the real life like situations. With the change of time, teaching approaches have been changed. From structural approach to communicative approach, many changes have been occurred in the presentation of lesson to the setting of the classroom. Students are learning the language in different set up with the use of multimedia and computer software. So, the role of a teacher is also changed. Language in its two forms written and spoken is for the expression. Classroom transaction is inherently controlled by different approaches. English language teaching as a second language demands efforts with the new trends in teaching learning process. Now, the curriculum and textbook is designed based on communicative approach. So, the primary aim of English language teaching is for communication and functions so that students can use the language in context and the role of the teacher is to be a facilitator not the master of the classroom.

- Teacher's role- to present pictures and
- Students' role- to work in pair, watch the pictures and think critically to find differences, to use the dictionary if necessary
- Setting- pair work, in the classroom

### Summing up

This paper focuses on the importance of the tasks in English language teaching and learning. A task is a means of using the language. Tasks in ELT are for the development of communication skills of students who are learning English as a second language.

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