

CHAPTER IV

DEVELOPMENT OF THE PACKAGE

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4.0 INTRODUCTION

The detailed process regarding the development of the package has been mentioned in the preceding chapter. As it has been mentioned for the development of the software package, four lessons were selected based on the opinion of teachers and students regarding the difficulty level of these lessons and the difficulty of teaching them. On the basis of their opinion the following four lessons from the prescribed English Text Book of Gujarat State Board of School Textbooks Gandhinagar, 1992 were selected and presented in Appendix (I).

1. Lesson- 10: Mr. Nair's Circus.
2. Lesson- 11: A Railway Station.
3. Lesson- 12: Dr. Jadeja's Hospital.
4. Lesson- 13: In The Kitchen.

After selecting the lessons, content analysis was carried out as described in the previous chapter. The detailed content analysis of the four lessons is presented here under.

4.1 CONTENT ANALYSIS OF THE SELECTED LESSONS

The content analysis of the four lessons is presented under three headings as under.

1. VOCABULARY
2. GRAMMAR
3. COMPREHENSION

4.1.1 THE VOCABULARY

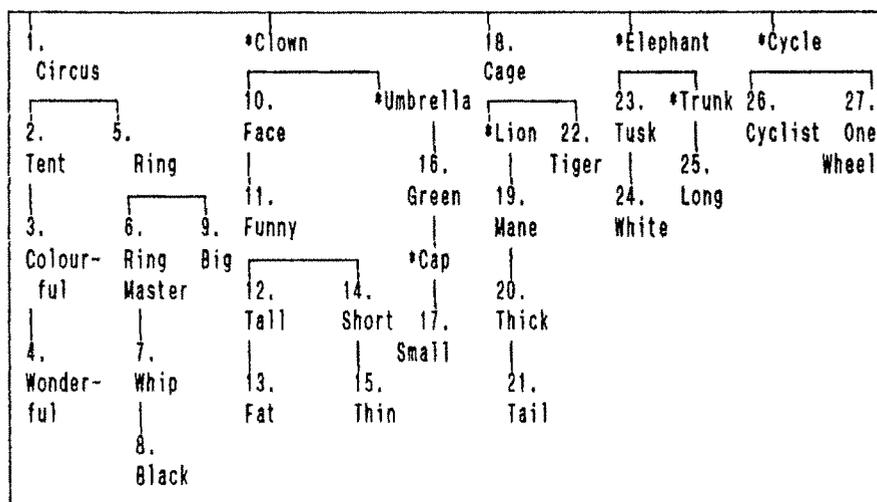
The Vocabulary section of the programme consisted of the vocabularies of the four lessons mentioned above. The detailed analysis of the content of each lesson is presented below lessonwise.

4.1.1.1 LESSON -10: MR. NAIR'S CIRCUS

This Lesson introduced the students to the circus and to what is there in the circus. The Lesson contains 27 new words which the students are supposed to learn at this stage. The Lesson has the file name CIRCUS. The detailed analysis of the vocabulary of this Lesson is presented as under. Words which are indicated by asterisk were not included in the vocabulary of this Lesson because the students already know them from previous lessons. Table-4.1 presents the detailed analysis of Lesson's 10 vocabulary.

TABLE-4.1

ANALYSIS OF THE VOCABULARY OF LESSON- 10: MR.NAIR'S CIRCUS



Note: * Marked words are not included in the package because the students already know them from previous lessons.

In the above table the words are grouped according to their interrelatedness to provide a schematic view of the new words. Therefore, under the heading Circus there are twenty seven new words and six words already learned (those with an asterisk mark). In analyzing the vocabulary utmost care was taken to present them and their pictures in a proper way. Each word was presented with four options in a multiple-choice format to the left side of the screen from which a student was supposed to choose the right answer. Figure- 1 presents the way it appears on the computer screen. Subsequently to the right side of the screen, two sentences appear to help the

Figure-1 Presents the multiple-choice format from where the student suppose to choose the right answer.

1-What is the meaning of CIRCUS?

A-A place where movies are shown.

B-A place where clothes are sold.

C-A place where vegetables are sold.

D-Show with animals which do clever things.

Give the answer? =

student find the meaning from context. These two sentences will appear only if the student failed to give the right answer at the first attempt as shown in Figure-2. A picture depicting the word appears to the right side of the screen only if the student fails to give the right answer at the second attempt as shown in Figure -3. The purpose of the picture is to help the student relate the picture to the meaning of the word. Students were then given three chances before they can see the right answer. If the student fail to answer the question in three attempts, then the following message will be shown to him after all the three wrong attempts " YOUR CHANCES ARE OVER. THE ANSWER IS..... (correct answer displayed) as shown in Figure- 4. But if the student gave the right answer at first attempt then he well directly go to the second word as shown in Figure-5. Finally this file has a test called Test- 1, where the same materials are presented to the students in a test format with marks given for each correct answer and marks deducted for a wrong answer. The test is such, that each item which is incorrect will appear on the screen again and again till it is correctly answered. This test also informs the student as to how many marks he has obtained at the end of the test. The students have to answer all the questions correctly to be able to go to the next test or file.

Figure-2 Presents the two sentence to the right side of the screen if the student fail to give the right answer from the first attempt.

1-What is the meaning of CIRCUS? 1-The circus is very big.

A-A place where movies are shown.

B-A place where clothes are sold.

C-A place where vegetables are sold.

D-Show with animals which do clever 2-The circus is wonderful,
things.

Give the answer?

Sorry your answer is wrong..try again

Figure-3 Presents the picture depicting the word which will appear if the student fail to give the right answer from the second attempt.

1-What is the meaning of CIRCUS?

A-A place where movies are shown.

B-A place where clothes are sold.

C-A place where vegetables are sold.

D-Show with animals which do clever things.

Give the answer? B

Sorry your answer is wrong..try again

The circus has a big tent.

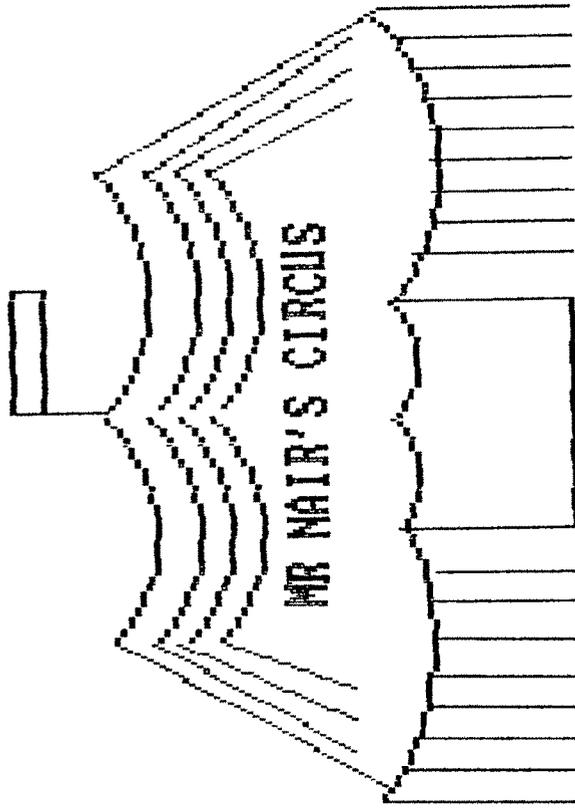


Figure-4 Presents the correct answer to the student after three wrong attempts.

1-What is the meaning of CIRCUS?

A-A place where movies are shown.

B-A place where clothes are sold.

C-A place where vegetables are sold.

D-Show with animals which do clever things.

Give the answer? B

Your chances are over..

The answer was-Show with animals which do clever things

Press enter key to continue?

The circus has a big tent.

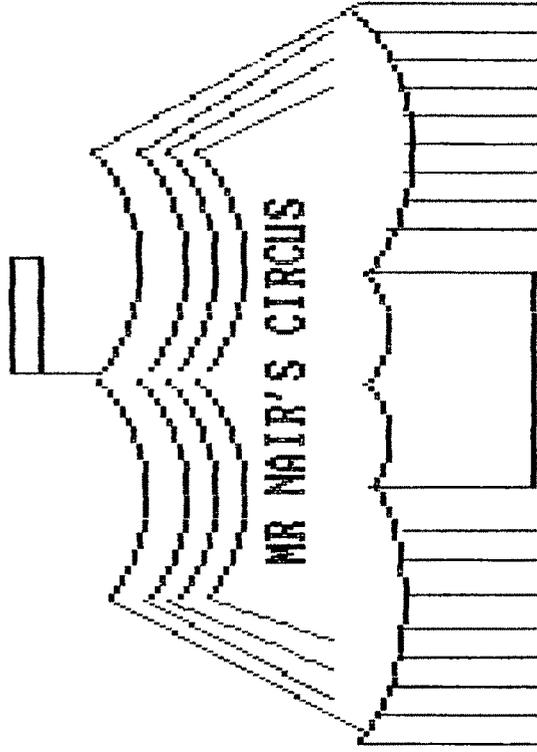


Figure-5 Presents the second word and that only if the student gave the right answer from the first attempt.

2-What is the meaning of TENT?

A-Room made of bricks.

B-Cloth shelter made of canvas.

C-Room made of steel and iron.

D-Balcony of the house.

Give the answer? _

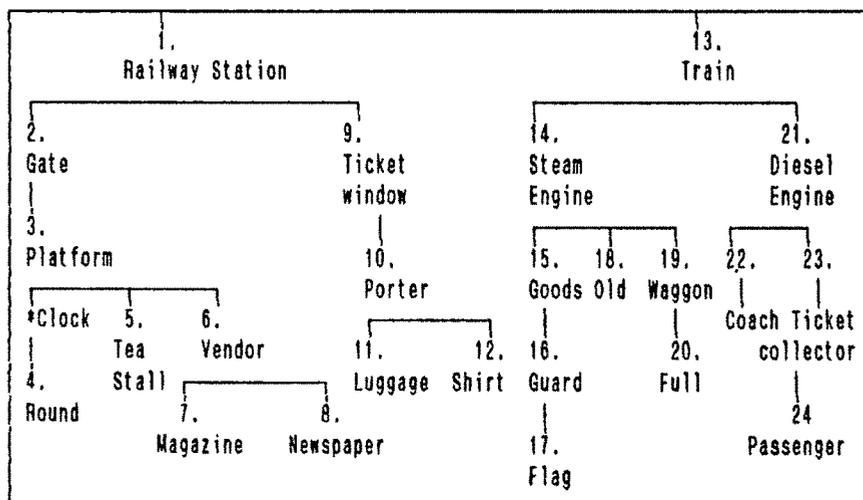
To go through the file CIRCUS insert the given floppy in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and "OK" will appear on the screen. To LOAD the file all you have to do is either type the word LOAD along with the file name as shown here, LOAD "CIRCUS, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the word RUN along with the file name as shown here, RUN "CIRCUS, or press F2.

4.1.1.2 LESSON-11: A RAILWAY STATION

This Lesson introduced the students to a Railway Station and what is there in the Railway Station. This Lesson contains 24 new words which the students are supposed to learn and thereby to be able to understand the Lesson. This Lesson has the file name TRAIN. The detailed analysis of the vocabulary of this Lesson is presented in table 4.2.

TABLE-4.2

ANALYSIS OF THE VOCABULARY OF LESSON- 11: A RAILWAY STATION



Note: * Marked word is not included in the package because the students already know it from previous lessons.

In the above table the words are grouped according to their interrelatedness to provide a schematic view of the new words. Therefore under the heading of Railway Station there are eleven new words and one already learned word with an asterisk mark. Under the heading of Train, there are eleven new words also. The procedure of the presentation of the vocabulary and testing of this Lesson were the same as it is for the vocabulary of Lesson-10. The details of the programme can be viewed by inserting the given floppy in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and " OK " will appear on the screen. To LOAD the file all you have to do is either

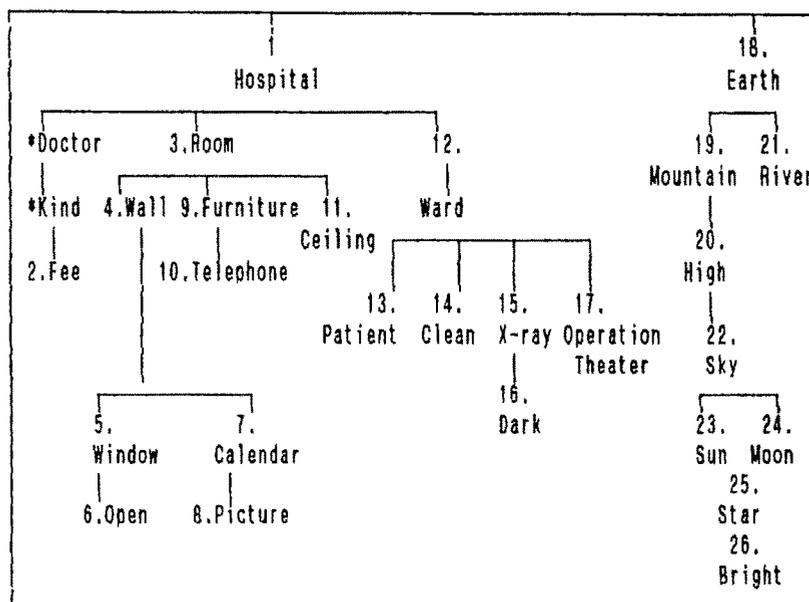
type the word LOAD along with the file name as shown here, LOAD "TRAIN, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the word RUN along with the file name as shown here, RUN "TRAIN, or press F2.

4.1.1.3 LESSON-12: DR. JADEJA'S HOSPITAL

This Lesson introduced the students to the Hospital and what is there in the hospital. This Lesson contains 26 new words which the students are supposed to learn. This Lesson has the file name HOSPITAL. The detailed analysis of the vocabulary of this Lesson is presented in table 4.3.

TABLE-4.3

ANALYSIS OF THE VOCABULARY OF LESSON- 12: DR. JADEJA'S HOSPITAL



Note:* marked words are not included in the package because the students know them from previous lessons.

In the table shown in the preceding page (table 4.3) the words are grouped according to their interrelatedness to provide a schematic view of the new words. Therefore, under the heading of Hospital there are sixteen new words and two already learned words with asterisk marks on them. Under the heading of Earth, there are eight new words. The procedure of presentation of the vocabulary and testing of the content shown in table 4.3, were the same as that of Lesson- 10 and 11. To run the file HOSPITAL insert the given floppy in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and " OK " will appear on the screen. To LOAD the file all you have to do is either type the word LOAD along with the file name as shown here, LOAD "HOSPITAL, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the word RUN along with the file name as shown here, RUN "HOSPITAL, or press F2.

4.1.1.4 LESSON-13: IN THE KITCHEN

This Lesson introduced the students to the kitchen and to what is there in the kitchen. It contains 19 new words which the students are supposed to learn and be able to understand the Lesson. This Lesson has the file name KITCHEN. The detailed analysis of the vocabulary of this Lesson is presented in table 4.4.

word run along with the file name as shown here, RUN
"KITCHEN, or press F2.

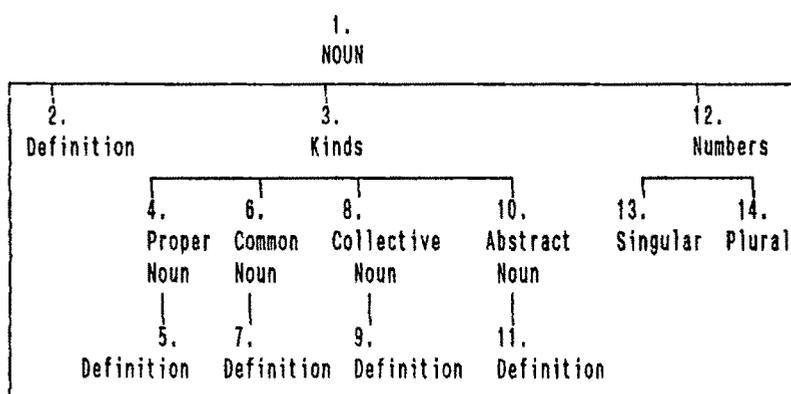
4.2 THE GRAMMAR

The grammar section of the programme was developed under different file names. The Noun was given a file name NOUN1, the Pronoun was given the file name PRON, the Adjective was given the file name ADJ, and the preposition was given the file name PREPO as presented in Table-3.1, in the previous chapter. The details of the sequence of the content of grammar have been presented below.

4.2.1 THE NOUN

The NOUN file introduced the students to the noun, its MEANING, KINDS and NUMBERS. It also introduced the students into how to form the plural from a singular noun. This part of speech has the file name NOUN1. The detailed analysis of the NOUN is given in table 4.5.

TABLE-4.5
ANALYSIS OF THE CONTENT OF THE NOUN



In the above table the NOUN is presented under three headings i.e. Definition, Kinds and Numbers. Utmost care was taken to present the material in a simple way which will enable the students to follow and understand. Students were introduced to the NOUN by giving them three sentences in which the NOUN is used. The sentences were followed by illustrations to enable the students to grasp the meaning of the NOUN. After the students have read the examples, the meaning of the NOUN is presented to them inside a box as shown in Figure-6. The definition is followed by an exercise to see whether the students grasped the meaning or not. Then the KINDS OF NOUN followed the same manner as that for the meaning of NOUN where the students were presented with examples and illustrations about the different kinds of noun, then each KIND is defined and presented in a box to enable the students to read it well as it is presented in Figure-6.

Figure-6 Presents the definition of the noun inside a box to help the student learn it.

In sentence 3. The word Knife is a NOUN, because it is name of a THING.

So name of a thing is a NOUN.

So from the above sentences we can say that;

A noun is a word used as the name of a PERSON, PLACE or THING.

In short we can say that a NOUN is a NAMING WORD.

Now let us explain what we mean by the following.

- 1- Name of a PERSON.
- 2- Name of a PLACE .
- 3- Name of a THING .

Press enter key to continue.?

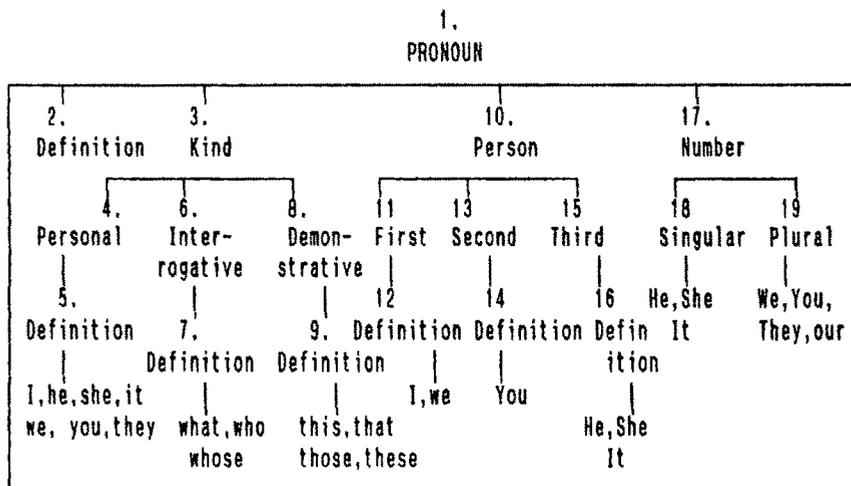
This section is also followed by an exercise to see whether the students grasped the KINDS of NOUN or not. Then comes the NUMBERS of NOUN, where the students were presented with examples and illustrations of how to form the plural from a singular NOUN, this was also followed by an exercise. In the end of the file NOUN1 there is a test called Test-5 covering the whole of NOUN i.e. Definition, Kinds and Numbers. The format of the test is such that marks are given for each correct answer and marks deducted for a wrong answer. Each item which is incorrect will appear on the screen again and again till it is correctly answered. To view the file insert the given floppy in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and " OK " will appear on the screen. To LOAD the file all you have to do is either type the word LOAD along with the file name as shown here, LOAD "NOUN1, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the word RUN along with the file name as shown here, RUN "NOUN1, or press F2.

4.2.2 THE PRONOUN

The pronoun file introduced the students into MEANING, KINDS and NUMBERS of pronouns. It also introduced the

students to how the pronoun should agree with the noun i.e. if the noun is singular the pronoun must be singular, and if the noun is plural the pronoun must be plural. The students also introduced to the antecedent of the pronoun. The Pronoun has the file name PRON. The detailed analysis of the pronoun is presented in table 4.6.

TABLE-4.6
ANALYSIS OF THE CONTENT OF THE PRONOUN



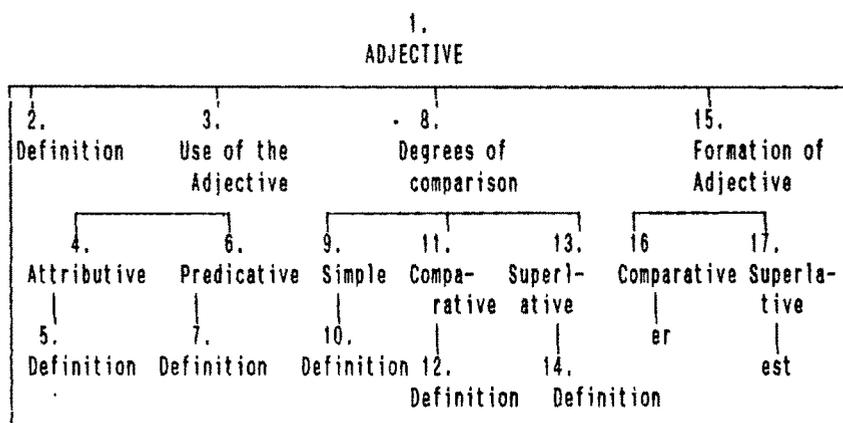
In the above table the Pronoun is presented under four heading i.e. Definition, Kinds, Person and Number, and they are arranged systematically. The procedure of presentation and testing of the PRONOUN were the same as those presented in the NOUN file. To run the file PRON insert the floppy given in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and " OK " will appear on

the screen. To LOAD the file all you have to do is either type the word LOAD along with the file name as shown here, LOAD "PRON, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the word RUN along with the file name as shown here, RUN "PRON, or press F2.

4.2.3 THE ADJECTIVE

The Adjective file introduced the students to the MEANING, USES and FORMATION OF ADJECTIVES. It also introduced the students into how to form a COMPARATIVE degree and a SUPERLATIVE degree. The Adjective has the file name ADJ. The detailed analysis of the Adjective is presented in table 4.7.

TABLE-4.7
ANALYSIS OF THE CONTENT OF THE ADJECTIVE

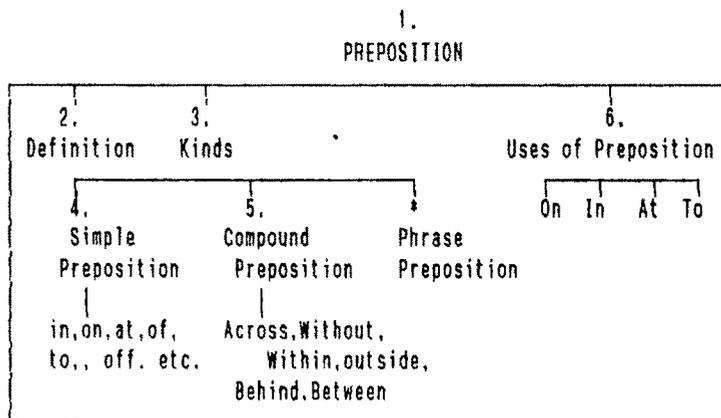


In the table 4.7 the Adjective is presented under four heading i.e. Definition, Uses, Degree of comparison and Formation of Adjectives. The procedure of presentation and testing of the Adjective were the same as those presented in the NOUN and PRONOUN. To run the file ADJ insert the floppy given in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and " OK " will appear on the screen. To LOAD the file all you have to do is either type the word LOAD along with the file name as shown here, LOAD "ADJ, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the word RUN along with the file name as shown here, RUN "ADJ, or press F2.

4.2.4 THE PREPOSITION

The Preposition file introduced the students to the MEANING, KINDS and USES of PREPOSITIONS. It also introduced the students as to how to use some of these prepositions. The Preposition has the file name PREPO. The detailed analysis of the Preposition is presented in table 4.8.

TABLE-4.8
ANALYSIS OF THE CONTENT OF THE PREPOSITION



* Not taught to the students.

In the table 4.8, Preposition is presented under three headings i.e. Definition, Kinds and Uses. The procedure of presentation and testing of the preposition were the same as those presented in the NOUN, PRONOUN and ADJECTIVE with a little difference where in the students were asked to type in the answer instead of choosing from a multiple-choice format. To run the file PREPO insert the floppy given in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and " OK " will appear on the screen. To LOAD the file all you have to do is either type the word LOAD along with the file name as shown here, LOAD "PREPO, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file all you have to do is either type the

word RUN along with the file name as shown here, RUN
"PREPO, or press F2.

4.3 ANALYSIS OF THE COMPREHENSION OF THE FOUR LESSONS

The students may learn composition in a better way if the answer to the questions are written by them. But here in this package multiple-choice format has been used to avoid the problems that may arise due to the technical nature of the computer language i.e. BASICA used in this study. As the right answers to comprehension are stored in the computer memory, the students' answers must match the right answer in the computer with all its characters, such as capital letters, spacing, punctuations, etc. Therefore, to avoid the complicacy of programming to check the answers, students were asked to choose their answers from a set of options. Hence, avoiding the problems that may arise if the students were asked to type their answers. The detail analysis of the comprehension of the four lessons are presented below.

4.3.1 LESSON-10: MR. NAIR'S CIRCUS

This Lesson was divided into three short paragraphs. The first paragraph was followed by three questions, second paragraph was followed by four questions and the third paragraph was followed by five questions in a multiple-choice format. The detailed analysis of the comprehension of this Lesson is presented below.

LESSON-10: MR. NAIR'S CIRCUS.

COMPREHENSION- 1:

Look at that big tent. Isn't it a colourful tent? Yes it is. It is a circus tent. It is Mr. Nair's circus. It is Sunday today. Vipul, Sujata and their friends are at Mr. Nair's circus.

QUESTIONS

1. Whose circus is it?
 - A. It is Mr. Jadeja's circus.
 - B. It is Vipul's circus.
 - C. It is Mr. Nair's circus
2. Who are at Mr. Nair's circus?
 - A. Dr. Jadeja and his family are at Mr. Nair's circus.
 - B. Vipul, Sujata and their friends are at Mr. Nair's circus.
 - C. Vipul and Sujata are at Mr. Nair's circus.
3. How is the circus tent?
 - A. The circus tent is big and colourful.
 - B. The circus tent is small.
 - C. The circus tent is not colourful.

COMPREHENSION- 2:

Look at that circus ring. It is a big ring. Are those men clowns? Yes, they are. Their faces are funny. Their dresses are funny, too. This clown is short. Is he fat?

Yes he is. His cap is red. It is small. He has a green umbrella. Those two clowns are tall. They are not fat. They are thin. Their caps are long. They have colourful umbrellas.

QUESTIONS

1. How many clowns are there in the circus?
 - A. There are two clowns in the circus.
 - B. There are four clowns in the circus.
 - C. There are three clowns in the circus.
2. Which clown has a red cap?
 - A. The tall clown has a red cap.
 - B. The short clown has a red cap.
 - C. The thin clown has a red cap.
3. Who has a long cap?
 - A. The short clown has a long cap.
 - B. The fat clown has a long cap.
 - C. The tall clown has a long cap.
4. How many tall clowns are there in the circus?
 - A. There are two tall clowns in the circus.
 - B. There are five tall clowns in the circus.
 - C. There are three tall clowns in the circus.

COMPREHENSION- 3:

Now look! Those are three cages. Are those tigers? No, they aren't. They are lions. They have thick manes. Their tails are long. Who is that man? Is he a ring master?

Yes, he is. He is tall. He has a whip. It is black. Look at those girls! They are cyclists. They have one-wheeled cycles. Now, look at that big animal. It is an elephant. It has a long trunk. Its tusks are also long. They are white. Isn't this a wonderful circus?

QUESTIONS

1. How many cages are there in the circus?
 - A. There are five cages in the circus.
 - B. There are three cages in the circus.
 - C. There are seven cages in the circus.
2. What does the ring master have in his hand?
 - A. The ring master has a camera in his hand.
 - B. The ring master has a cap in his hand.
 - C. The ring master has a whip in his hand.
3. What is the colour of the elephant's tusks?
 - A. The colour of the elephant's tusks is white.
 - B. The colour of the elephant's tusks is green.
 - C. The colour of the elephant's tusks is red.
4. Which animal has a thick mane?
 - A. The tiger has a thick mane.
 - B. The elephant has a thick mane.
 - C. The lion has a thick mane.
5. Which animal has a trunk?
 - A. The tiger has a trunk.
 - B. The elephant has a trunk.
 - C. The lion has a trunk.

4.3.2 LESSON-11: A RAILWAY STATION

This Lesson was divided into four short paragraphs. The first paragraph was followed by two questions, second paragraph was followed by three questions, third paragraph was followed by six questions and fourth paragraph was followed by two questions in a multiple-choice format. The detailed analysis of the comprehension of this Lesson is presented below.

LESSON-11: A RAILWAY STATION

COMPREHENSION- 1:

This is a railway station. It is a big railway station. It has five platforms. Those are ticket windows. That is a gate. That is a ticket-collector. Those are passengers. They have luggage.

QUESTIONS

1. Who have luggage with them?
 - A. Passengers have luggage with them.
 - B. The ticket-collector has luggage with him.
 - C. The guard has luggage with him.
2. How many platforms are there in the railway station?
 - A. There are nine platforms in the railway station.
 - B. There are five platforms in the railway station.
 - C. There are three platforms in the railway station.

COMPREHENSION- 2:

This is platform No.1. It is long. It is big. That is a book-shop. Those are tea-stalls. Look at that clock. It is big. It is round. That is a passenger train. It is not a long train. Has it a diesel-engine? No, it has a steam-engine. It is old. Who is that man? He is a guard. He has two flags. One is red. One is green.

QUESTIONS

1. Which train has a steam-engine?
 - A. The Gujarat Queen has a steam-engine.
 - B. The Passenger train has a steam-engine.
 - C. The goods train has a steam-engine.
2. What does the guard have?
 - A. The guard has two umbrellas.
 - B. The guard has two caps.
 - C. The guard has two flags.
3. How is the clock?
 - A. The clock is big and round.
 - B. The clock is small and flat.
 - C. The clock is not big and not round.

COMPREHENSION- 3:

This is platform No.2. Which train is this? It is 'Gujarat Queen'. It has twenty coaches. It has a diesel-engine. Who are these men? They are porters. Their

shirts are red. That is a vendor. He has newspapers. Has he magazines, too? Yes, he has. Who are those men? They are hawkers. They have push-carts. Their carts are full.

QUESTIONS

1. Which train is on platform No.2?
 - A. The Passenger train is on platform No.2.
 - B. The Gujarat Queen is on platform No.2.
 - C. The goods train is on platform No.2.
2. Which train has a diesel-engine?
 - A. The Gujarat Queen has a diesel-engine.
 - B. The Passenger train has a diesel-engine.
 - C. The goods train has a diesel-engine.
3. How many coaches the Gujarat Queen has?
 - A. The Gujarat Queen has twelve coaches.
 - B. The Gujarat Queen has nine coaches.
 - C. The Gujarat Queen has twenty coaches.
4. Whose shirts are red?
 - A. Vendors shirts are red.
 - B. Porters shirts are red.
 - C. Hawkets shirts are red.
5. What do the hawkers have?
 - A. The hawkers has push-carts.
 - B. The hawkers has newspapers.
 - C. The hawkers has magazines.

6. What does the vendor have?

- A. The vendor has push-carts.
- B. The vendor has newspapers and magazines.
- C. The vendor has luggage.

COMPREHENSION- 4:

Is this platform No.3.? No, it isn't. It is platform No.5. This is a goods train. Are these coaches? No, they are waggons. They are full. It is a busy railway station.

QUESTIONS

1. Which train is on platform No. 5?

- A. The Gujarat Queen is on platform No.5.
- B. The Passenger train is on platform No.5.
- C. The goods train is on platform No.5.

2. What does the goods train have?

- A. The goods train has waggons.
- B. The goods train has coaches.
- C. The goods train has push-carts.

4.3.3 LESSON-12: DR. JADEJA'S HOSPITAL

This Lesson was divided into three short paragraphs. The first paragraph was followed by four questions, second paragraph was also followed by four questions and third paragraph was followed by three questions in a multiple-choice format. The detailed analysis of the comprehension of this Lesson is presented as follows.

LESSON- 12: DR. JADEJA'S HOSPITAL

COMPREHENSION- 1:

This is Dr. jadeja's hospital. This is his room. The room is clean. It has white walls. The ceiling is white too. The room has a window. The window is small. The room has beautiful furniture. Dr. Jadeja has a telephone. The telephone is red.

QUESTIONS

1. Whose hospital is it?
 - A. It is Mr. Nair's hospital.
 - B. It is Dr. jadeja's hospital.
 - C. It is Kantilal's hospital.
2. What colour is Dr. Jadeja's telephone?
 - A. Dr. Jadeja's telephone is white.
 - B. Dr. Jadeja's telephone is black.
 - C. Dr. Jadeja's telephone is red.
3. Where is the furniture?
 - A. The furniture is in Dr. Jadeja's room.
 - B. The furniture is in Dr. Jadeja's house.
 - C. The furniture is in Dr. Jadeja's hospital.
4. What is the colour of the ceiling?
 - A. The colour of the ceiling is black.
 - B. The colour of the ceiling is white.
 - C. The colour of the ceiling is green.

COMPREHENSION- 2:

Look at that calendar. It has a beautiful picture. Look at the stars, the mountains, the river. The moon is bright. The mountains are tall. These are wards. The wards are big. They have windows. The windows are open. The wards are clean.

QUESTIONS

1. What does the calendar have?
 - A. The calendar has a hospital in it.
 - B. The calendar has Dr. Jadeja's picture.
 - C. The calendar has a beautiful picture.
2. How are the mountains?
 - A. The mountains are very short.
 - B. The mountains are tall.
 - C. The mountains are low.
3. How are the wards?
 - A. The wards are big and clean.
 - B. The wards are small and dirty.
 - C. The wards are small.
4. Which windows are open?
 - A. Dr. Jadeja's room windows are open.
 - B. The wards windows are open.
 - C. The kitchen's windows are open.

COMPREHENSION- 3:

That is the operation theatre. That is the x-ray room. The x-ray room is small. It is dark. Dr. Jadeja is a good doctor. He is kind. His fees are not high. He is a busy doctor. He has many patients. His hospital is full.

QUESTIONS

1. Which room is dark?
 - A. The operation room is dark.
 - B. The wards are dark.
 - C. The x-ray room is dark.
2. Is Dr. Jadeja's hospital full?
 - A. Yes. Dr. Jadeja's hospital is full.
 - B. No. Dr. Jadeja's hospital is not full.
 - C. Dr. Jadeja's hospital is not full.
3. Has Dr. Jadeja few patients?
 - A. Yes. Dr. Jadeja has few patients.
 - B. No., Dr. Jadeja has many patients.
 - C. Dr. Jadeja hasn't many patients.

4.3.4 LESSON-13: IN THE KITCHEN

This Lesson was divided into four short paragraphs. The first paragraph was followed by three questions, second paragraph was followed by four questions, third paragraph was followed by six questions and fourth paragraph was followed by eight questions in a multiple-

choice format. The detailed analysis of the comprehension of this Lesson is presented below.

LESSON- 13: IN THE KITCHEN

COMPREHENSION- 1:

This is Vasudevbbhai . That is Leelaben. They have a daughter. Her name is Maya. They have a son. His name is Falgun. They are in their kitchen. The kitchen is big.

QUESTIONS

1. Who are in the kitchen?

- A. Vasudevbbhai, Leelaben, Maya and Falgun are in the kitchen.
- B. Falgun and Maya are in the kitchen.
- C. Vasudevbbhai and Leelaben are in the kitchen.

2. Whose children are Falgun and Maya?

- A. Falgun and Maya are Dr. Jadeja's children.
- B. Falgun and Maya are Vasudevbbhai's children.
- C. Falgun and Maya are Mr. Nair's children.

3. Where are Vasudevbbhai, Leelaben, Maya and Falgun?

- A. They are in their balcony.
- B. They are in their bedroom.
- C. They are in their kitchen.

COMPREHENSION- 2:

There is a refrigerator in the kitchen. It is in a corner. It is full. What is there in the refrigerator?

There are fruits in it. Are there apples in the refrigerator? Yes, there are. Are there oranges in it? Yes, there are. They are fresh. Is there ice-cream in it? No, there isn't. Are the vegetables in the refrigerator? No, they aren't. They are in that basket.

QUESTIONS

1. What is there in the refrigerator?
 - A. There is ice-cream in the refrigerator.
 - B. There are fruits in the refrigerator.
 - C. There are vegetables in the refrigerator.
2. Where are the vegetables?
 - A. The vegetables are in the refrigerator.
 - B. The vegetables are on the gas-stove.
 - C. The vegetables are in the basket.
3. What is in a corner?
 - A. The refrigerator is in a corner.
 - B. The gas-stove is in a corner.
 - C. The basket is in a corner.
4. Which fruits are there in the refrigerator?
 - A. Bananas are there in the refrigerator.
 - B. Mangoes are there in the refrigerator.
 - C. Oranges and apples are there in the refrigerator.

COMPREHENSION- 3:

There is a pressure-cooker on the gas-stove. It is new. There is a dining-table near the refrigerator. What

is there on the table? They are bottles. Are they full?
One bottle is full. One is empty. Which bottle is full?
The big bottle is full. There is water in it. There are
jars on that shelf. The big jars are behind the small
jars. They are new.

QUESTIONS

1. Where is the pressure-cooker?
 - A. The pressure-cooker is on the gas-stove.
 - B. The pressure-cooker is on the refrigerator.
 - C. The pressure-cooker is on the shelf.
2. Where is the dining-table?
 - A. The dining-table is near the gas-stove.
 - B. The dining-table is near the window.
 - C. The dining-table is near the refrigerator.
3. What is there on the table?
 - A. There are vegetables on the table.
 - B. There are bottles on the table.
 - C. There are jars on the table.
4. What is there in the big bottle?
 - A. There is water in the big bottle.
 - B. There is milk in the big bottle.
 - C. There peps in the big bottle.
5. Where are the big jars?
 - A. The big jars are behind the refrigerator.
 - B. The big jars are behind the table.
 - C. The big jars are behind the small jars.

6. What is there on the shelf?

- A. There are bottles on the shelf.
- B. There are jars on the shelf.
- C. There are vegetables on the shelf.

COMPREHENSION- 4:

Maya's cat is under the table. It is black. Its eyes are green. It's a lovely cat. Vasudev bhai is near the gas-stove. He has a book in his hand. Which book is it? It is a cookery-book. Falgun is near Vasudev bhai. He has a spoon in his hand. Maya is behind Falgun. Leelaben is near the refrigerator. They are busy.

QUESTIONS

1. Where is Maya's cat?

- A. Maya's cat is above the table.
- B. Maya's cat is on the shelf.
- C. Maya's cat is under the table.

2. What colour is Maya's cat?

- A. The colour of Maya's cat is black.
- B. The colour of Maya's cat is green.
- C. The colour of Maya's cat is white.

3. Whose eyes are green?

- A. Falgun's eyes are green.
- B. Maya's cat eyes are green.
- C. Maya's eyes are green.

4. Which book Vasudev bhai has in his hand?

- A. Vasudev bhai has an English-book in his hand.
- B. Vasudev bhai has a science-book in his hand.
- C. Vasudev bhai has a cookery-book in his hand.

5. Who is near the gas-stove?

- A. Vasudev bhai is near the gas-stove.
- B. Leelaben is near the gas-stove.
- C. Maya is near the gas-stove.

6. What Falgun has in his hand?

- A. Falgun has a book in his hand.
- B. Falgun has a spoon in his hand.
- C. Falgun has a banana in his hand.

7. Who is behind Falgun?

- A. Leelaben is behind Falgun.
- B. Vasudev bhai is behind Falgun.
- C. Maya is behind Falgun.

8. Who is near the refrigerator?

- A. Leelaben is near the refrigerator.
- B. Vasudev bhai is near the refrigerator.
- C. Maya is near the refrigerator.

The comprehensions of the above four lessons were developed under separate files as follows,

- 1- The comprehension of Lesson- 10: has the file name COMP.
- 2- The comprehension of Lesson- 11: has the file name RAIL.

- 3- The comprehension of Lesson- 12: has the file name HOSP.
- 4- The comprehension of Lesson- 13: has the file name KIT.

To view the details of any of the above files all you have to do is to insert the given floppy in drive A or drive B and then type BASICA in front of the A> or B> prompt. After typing BASICA the directory will open and "OK " will appear on the screen. To LOAD the file ,you have to either type the word LOAD along with the file name as shown here, LOAD "COMP, or press F3 which will give you the word LOAD, and then you have to type the file name. And to run the file you have to either type the word RUN along with the file name as shown here, RUN "COMP, or press F2. *(Floppy given at the end of the thesis)*

4.4 ANALYSIS AND INTERPRETATION OF THE PILOT STUDY DATA

The data for the pilot study were collected and analyzed objectivewise as under. To find out the difficulties faced by the students in understanding the Vocabulary, Grammar and Comprehension of the four Lessons and the legibility of the language used, the data collected through informal interviews were analysed qualitatively as under.

The researcher collected the reactions and opinion of the teachers, experts, and students towards the package in terms of language, content, and logical sequence of the materials. Four of the English teachers have given their reaction about the Package in written and presented in Appendix (X). These data were collected through informal interviews with them. All the teachers and the experts opine that the contents of the package were well presented and the language used was very simple and easy for the students to follow. Most of the teachers also opine that the experiment is a new step in teaching English in Indian context where the computer can be utilized in teaching language instead of being used only for teaching computer as a subject. The researcher found that all the teachers and the experts have favorable opinion towards the package.

The researcher also interviewed the students in the Experimental group individually and asked them, whether they liked the package or not, and whether they have benefited from the package or not. The researcher also asked the students to give their opinion about the language, content, and logical sequence of the materials. All the twenty students opine that the content of the package and the language used were very easy to follow and learn. The researcher found that, irrespective of the students' IQ and Motivation levels, all the students have

developed a positive attitude about the package and they enjoyed learning English with the help of the computer. From the above analysis it was found that the package was found to be useful for teaching English as per the objectives.

The teachers, experts and students found the package to be interesting and its contents were comprehensive and logically well organized in a sequenced way. It was also found that irrespective of students levels of IQ and Motivation, they found the package easy and developed favorable attitude towards it.

To find out if there was any significant difference exists between the Mean scores of the Experimental group and the Control group in their IQ level, Motivation level, Pre-test Achievement scores, and Post-test Achievement scores, "t" tests were used for the analysis of data. To find out if there was any significant difference exists between the Mean Achievement scores of the Experimental group with respect to their IQ and Motivation level, a 2x2 Analysis of Variance was applied.

Table-4.9, presents the Mean, SD, and t.value of the IQ Scores of the Experimental group and the Control group.

TABLE- 4.9

MEAN, SD, t-VALUE OF THE IQ SCORES OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

	N	M	SD	t.value
EXPERIMENTAL GROUP	20	43.00	33.8142	1.23161* Not significant at .05 level with df=46
CONTROL GROUP	28	31.96429	23.30157	

From table 4.9, it was found that, there was no significant difference exist between the Mean IQ scores of the Experimental group and the Control group . It showed that both the groups were of same level and equal in their level of IQ.

Table- 4.10, presents the Mean. SD, and t.value of the Motivation Scores of the Experimental group and the Control group.

TABLE- 4.10

MEAN, SD, t-VALUE OF THE MOTIVATION SCORES OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

	N	M	SD	t.value
EXPERIMENTAL GROUP	20	98.8	24.33844	1.175* Not significant at .05 level with df=46
CONTROL GROUP	28	105.0	11.525797	

From table 4.10, it was found that there was no significant difference exist between the Mean Motivation

scores of the Experimental group and the Control group. It showed that both the groups were same in their level of Motivation. Table 4.11, presents the Mean, SD, and t.value of the Pre-test Achievement scores of the Experimental group and the Control group.

TABLE-4.11

MEAN, SD, t-VALUE OF THE PRE-TEST SCORES OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

	N	M	SD	t.value
EXPERIMENTAL GROUP	20	28.45	3.122098	.396* Not significant at .05 level with df=46
CONTROL GROUP	28	28.857142	3.823922	

From table 4.11, it can be seen that there was no significant difference exist between the Mean scores of the Experimental group and the Control group in their Pre-test. It showed that both the groups were equal in their Pre-test scores.

Table 4.12, presents the Mean, SD, and t.value of the Post-test Scores the Experimental group and the Control group.

TABLE-4.12

MEAN, SD, t-VALUE OF THE POST-TEST SCORES OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

	N	M	SD	t.value
EXPERIMENTAL GROUP	20	60.75	8.377798	2.454* Significant at .05 level with df=46
CONTROL GROUP	28	55.464285	5.046072	

From table 4.12, it was found that a significant difference exists between the Mean Achievement scores of the Experimental group and the Control group in the Post-test Achievement. This shows that the package is effective and had a significant effect on the English Achievement score of the Experimental group.

To find out if there were any differences exist between the Mean Achievement scores of the members of the Experimental group with respect to their IQ and Motivation scores the Analysis of Variance (2x2 ANOVA) was used.

The twenty students in the Experimental group were divided into four groups based on their IQ and Motivation scores. The four groups were formed by taking students who are on the Mean and above and those who are below Mean. The Mean of the IQ is 43, and the Mean of the Motivation is 98.80. Table 4.13, show the number of students in each group.

TABLE-4-13

NUMBER OF STUDENTS IN EACH GROUP

		IQ		Total
		HIGH	LOW	
M O T I V A T I O N	HIGH	6	5	11
	LOW	3	6	9
N Total		9	11	20

Table 4.14, presents the summary of the 2x2 ANOVA for the following groups

- 1 st Group= High IQ and High Motivation.
- 2 nd Group= High IQ and Low Motivation.
- 3 rd Group= Low IQ and High Motivation.
- 4 th Group= Low IQ and Low Motivation.

TABLE- 4.14

SUMMARY OF THE 2x2 ANOVA OF THE FOUR GROUPS

SOURCES OF VARIANCE	DF	VALUE	MSS	F-VALUE
AMONG MEANS				
SS IQ	1	4.6	4.6	0.065
SS MOT	1	244	244	3.46
SSIQxSSMOT	1	28.5	28.5	0.4048
WITHIN GROUPS				
SS WITHIN	16	1126.65	70.4	Non of the above 'F' values is significant at .05 level
TOTAL	19	1403.75		

From table 4.14, it was found that there does not exist any significant difference between the members of the

Experimental group by taking different levels of their IQ and Motivation. It was also found that there was no interaction between students' IQ and Motivation on Post-test Achievement score. So it can be said that there was no significant difference in the Post-test Achievement scores of the students in the Experimental group with respect to their IQ and Motivation scores. This shows that irrespective of the students' IQ and Motivation levels they were equally benefited from the package and they were also equal in their Achievement.

4.5 FINDINGS OF THE PILOT STUDY

The following were the findings of the pilot study.

1. The package as a whole affected the Achievement of the Experimental group, and it had served the purpose it was meant for.
2. Irrespective of the students differences in terms of IQ and Motivation levels the students achieved the same, which means that, the package can be used with bright and dull, highly motivated and low motivation students alike.
3. Irrespective of the students differences in terms of IQ and Motivation levels, the students have favorable attitude towards the package.
4. The teachers and the experts have a favorable attitude towards the package.

4.6 CHANGES MADE IN THE PACKAGE AFTER PILOT STUDY

The following changes were done after the Pilot study and they are as under.

4.6.1 THE VOCABULARY FILES

1. The pictures of the following words were modified. The words are Tall, Thin, Fat, Tail, Tusk.
2. Some of the sentences were changed after it was found it is difficult for the students to understand.

4.6.2 THE GRAMMAR FILES

1. Many examples were added to clarify the meaning of the four parts of speech viz., Noun, Pronoun, Adjective, and Preposition.
2. The structure of many sentences were corrected according to the experts' and the teachers' suggestions.

4.6.3 THE COMPREHENSION FILES

1. Sequence of the questions followed each paragraph were changed.
2. Many questions were modified according to the experts' and the teachers' suggestions.