

# APPENDICES

## **APPENDIX – A**

# **LIST OF GRAMMAR TEACHING POINT**

## APPENDIX - A

## LIST OF GRAMMAR TEACHING POINTS

	UNIT	Grammatical points covered under the unit
1	Stories from the Panchtantra	<i>(Complete the following dialogue, Use of Past Tense)</i>
2	Life – Their School	<i>(Use of ‘Therefore’, ‘So’ and ‘Because’)</i>
3	Quiz Time	<i>(Use of Phrases – E.g.: By the way, come on, etc.) (Look the Picture and prepare dialogue) (Use of proper expression in the sentences) (Use of Interrogative words like what, when, who, where, et.)</i>
4	Money Matters	<i>(Use of ‘How Much, How Many, Few, A Few, Little, A little’)</i>
5	The Grandmaster	<i>(Use of ‘Simple Past Tense’, ‘Past Continuous and ‘Paragraph writing’)</i>
6	Cheetah’s Tears	<i>(Use of ‘Simple Past Tense’ and ‘Story Writing’)</i>
7	26th January 2001	<i>(Use of different forms of verb)</i>
8	Reduce Waste	<i>(Use of Past Perfect Tense)</i>
9	Uncle Ken at the wicket	<i>(Use of Past Perfect Tense)</i>
1	The Blue Whale	<i>(Interrogative words and Prepositions)</i>
11	Let’s Laugh	<i>(Question Tag)</i>
12	The Experiment	<i>(Degrees of Comparison)</i>
13	Adolescents Speak	<i>(Adverb Clause of Results—So...that, Such...that)</i>
14	How it Works	<i>(Question Tag)</i>
15	The Gift	<i>(Subordinates Conjunctions—‘After’, ‘Although’, ‘As’, ‘Because’, ‘Than’, ‘If’, ‘Before’, ‘While’, ‘Till’, ‘When’, ‘Since’) (Correlative Conjunctions — ‘Either...or’, ‘Neither...nor’, ‘Both...and’, ‘Whether...or’) and ( Interjections)</i>
	<b>Supplementary Reading :</b>	
1	Magic in Fantaland	<i>(Use of tenses in Story Telling – ‘Simple Past’, ‘Continuous Past’ and ‘Past Perfect’)</i>
2	Thank you, Bozo	<i>(Use of ‘Simple Past Tense’ and ‘Prepositions’)</i>

3	The Fun They Had	<i>(Use of 'Simple Past Tense' and 'Conjunctions')</i>
4	The Sidewalkers	<i>(Use of 'Simple Present Tense' and 'Conjunctions')</i>
5	Butter Finger	<i>(Use of 'Simple Past Tense' and 'Present Perfect Tense')</i>
	<b>Poems :</b>	
1	Growing Smiles	<i>(Use of Simple Present Tense)</i>
2	Rain in the Summer	<i>(Use of Exclamatory Sentences)</i>
3	Storm	<i>(Use of 'Simple Past Tense' and 'Prepositions')</i>
4	Washing	<i>(Use of Correlative Conjunctions — 'Either...or', 'Neither...nor', 'Both...and', 'Whether...or')</i>
5	Then Laugh	<i>Conjunctions</i>
6	The Vagabond	<i>(Use of 'Let', 'Simple Present Tense' &amp; 'Conjunction')</i>

## **APPENDIX – B**

# **LIST OF TEACHERS FOR AN INTERVIEW**

**APPENDIX - B**  
**LIST OF TEACHERS FOR AN INTERVIEW**

<b>Sr. No.</b>	<b>Name of a Teacher</b>	<b>Name of the institution</b>
1	Dr. Bhavin Chauhan	Assistant Professor, Department of Education, The M. S. Uni. of Baroda, Vadodara
2	Mr. Pravin Parmar	Assistant Teacher, Zenith School, Pratapnagar, Vadodara
3	Mr. Girish C. Solanki	Assistant Teacher, Jai Ambe School, Karelibaug, Vadodara
4	Mr. Nitesh Thakar	Assistant Teacher, Vakal Vidhyalaya, Bajwa, Vadodara
5	Mr. Dipak Parikh	Principal, Baroda High School, ONGC, Vadodara
6	Mr. Jashvant Sutaria	Assistant Teacher, Vakal Vidhyalaya, Bajwa, Vadodara
7	Mr. Alpesh Parmar	Assistant Teacher, Narayan Vidhyalay, Vadodara
8	Mr. Hemant G. Bariya	Assistant Teacher, Narayan Vidhyalay, Vadodara
9	Mrs. Manish C. Dabhi	Assistant Teacher, Narayan Vidhyalay, Vadodara
10	Mrs. Geetaben P. Rathwa	Assistant Teacher, Narayan Vidhyalay, Vadodara
11	Mrs. Lata J. Rathva	Assistant Teacher, Vallabh Vidyamandir, Vadodara
12	Mr. Arun R. Prajapati	Assistant Teacher, Navpad Sarvajanic High School, Dabhoi, Vadodara.
13	Mr. Hareshbhai K. Patil	Assistant Teacher, Sharda Mandir High School, Gundicha, Chhotaudepur.
14	Mrs. B.A. Patel	Assistant Teacher, Shree Mahireva, Bajwa, Vadodara
15	Mr. Hemant Koli	Assistant Teacher, Eklavya Model Residential School, Linda Tekra, Naswadi, Chhotaudepur.
16	Mr. Virendra Rathva	Assistant Teacher, Shreyas School, Manjalpur, Vadodara

## **APPENDIX – C**

# **SEMI STRUCTURED INTERVIEW SCHEDULE**



RAJESH PARMAR  
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 CASE, Faculty of Education & Psychology,  
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### ધો.-૯ અંગ્રેજી વિષયના શિક્ષકો માટેનું રૂબરૂ મુલાકાત પત્રક

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the School: \_\_\_\_\_ Gender: Male / Female

Subject: \_\_\_\_\_ Qualification: \_\_\_\_\_ Teaching Exp.: \_\_\_\_\_ years

પ્રશ્ન-૧: આપની દ્રષ્ટિએ અંગ્રેજી વ્યાકરણનું મહત્વ શું હોઈ શકે?

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પ્રશ્ન-૨: ધો.-૯ માં આપની દ્રષ્ટિએ અંગ્રેજી વ્યાકરણના મહત્વના મુદ્દાઓ કયા કયા હોઈ શકે?

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પ્રશ્ન-૩: ધો.-૯ના અંગ્રેજી વ્યાકરણના કયા મુદ્દાઓ પાછળના ધોરણો(ધો. ૫, ૬, ૭, ૮) થી ચાલ્યાં આવે છે?



પ્રશ્ન-૪: ધો.-૯ના અંગ્રેજી વ્યાકરણના કયા મુદ્દાઓ ઉપલા ધોરણો(ધો. ૧૦, ૧૧, ૧૨) માં વિકાસાત્મક આવર્તન પામે છે?

પ્રશ્ન-૫: આપના મતે ધો.-૯ ના અંગ્રેજી વ્યાકરણના કયા મુદ્દાઓ વિદ્યાર્થીઓને વધુ સરળ લાગે છે?

પ્રશ્ન-૬: આપના મતે ધો.-૯ ના અંગ્રેજી વ્યાકરણના કયા મુદ્દાઓ વિદ્યાર્થીઓને વધુ કઠીન લાગે છે? શા માટે?

પ્રશ્ન-૭: ધો.-૯ના અંગ્રેજી વ્યાકરણના શિક્ષણને વધુ રસપ્રદ બનાવવા આપ કેવી યુક્તિ- પ્રયુક્તિ અજમાવો છો? તેનું શું પરિણામ જોવા મળે છે? (તેની અસરકારકતા અંગે આપ શું માનો છો?)

પ્રશ્ન-૮: વિદ્યાર્થીઓને કઠીન લાગતા ધો.-૯ના અંગ્રેજી વ્યાકરણને વધુ સરળ બનાવવા કેવા નૂતન/નવીન અભિગમ અપનાવી શકાય? (યાદી દર્શાવો)

પ્રશ્ન-૮: અંગ્રેજી વ્યાકરણ શીખવવામાં સામાન્ય રીતે આપને કઈ કઈ મુશ્કેલીઓ નડે છે?

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## **APPENDIX – D**

# **SCRIPTS ON DIFFERENT TEACHING POINTS COVERED UNDER CAI**

## APPENDIX - D

## SCRIPTS ON DIFFERENT TEACHING POINTS COVERED UNDER CAI

1. ARTICLES (A, An, The)	
<p>Scene-1</p> <p>- IMAGES -</p> <p>Teacher's image with students in the class.</p>	<p>(Teacher is giving instruction regarding school picnic)</p> <p><b>Teacher:</b> Our school has organized one day school picnic to Nareshwar next month. Interested students should bring a consent letter from their parents. (School bell rang)</p>
<p>Scene-2</p> <p>Chinki and Pintu meet in the school ground during the recess (wears school uniform)</p>	<p><b>Pintu:</b> Hi! Chinki. Have you heard about <b>the</b> school picnic?</p> <p><b>Chinki:</b> Oh! Yes, I am really excited to join. Where are we going?</p> <p><b>Pintu:</b> Nareshwar, at <b>the</b> bank of <b>the</b> river Narmada. (imagine about the place-put images of Nareshwar &amp; Narmada river)</p> <p><b>Chinki:</b> Wonderful! We will enjoy <b>the</b> nature. I have <b>an</b> idea. Let's make <b>a</b> plan for it.</p> <p><b>Pintu:</b> O.K. I will bring <b>a</b> water bottle, <b>a</b> pen, <b>a</b> diary, some snacks. (suddenly he reminds something) Oh! Yes, it's the rainy season. Can you manage <b>an</b> umbrella?</p> <p><b>Chinki:</b> Of course. I will also manage <b>a</b> camera, <b>a</b> first-aid box and <b>a</b> video game.</p> <p><b>Pintu:</b> Nice, <b>the</b> breakfast and <b>the</b> lunch will be given there.</p> <p>(School bell rang &amp; Recess is over, )</p> <p><b>Chinki:</b> O.K. Pintu, see you again.</p>

2. PREPOSITIONS (In, on, under, to, at, in, into, between, among, etc.)	
<p>Scene-1</p> <p>-<b>IMAGES</b>-New Society 'Sun Residency' near Kutub Minar.</p> <p>- Chinki has invited her cousin Pintu in Delhi.</p> <p>- Chinki receives Pintu at society's gate.</p> <p>- Pintu comes out from a Taxi.</p>	<p><b>Chinki:</b> Hi! Pintu.</p> <p><b>Pintu:</b> Hi! Chinki.</p> <p><b>Chinki:</b> I am happy <b>to</b> see you <b>in</b> Delhi. (Pointing her new house) Look <b>at</b> our new house <b>in</b> Sun Residency. It is near Kutub Minar. (Then they are walking towards the house, loan both side the road, garden, near the house)</p> <p><b>Pintu:</b> See the terrace! How a group <b>of</b> birds are flying! (Dish TV, terrace garden, birds flying)</p> <p><b>Chinki:</b> (Reached at a gate) now we are <b>in front of</b> our new house.</p>
<p>Scene-2</p>	<p>(enter into the drawing room)</p> <p><b>Pintu:</b> (looking at a cultural painting <b>on</b> the wall, wall clock, fan) This painting is looking very beautiful <b>on</b> this wall.</p> <p><b>Chinki:</b> Yes, it is based <b>on</b> the culture of Rajasthan.</p> <p><b>Pintu:</b> This corner is very beautiful <b>between</b> two sofas. This dining table looks attractive <b>among</b> the chairs. (passes through a kitchen towards terrace)</p>
<p>Scene-3</p>	<p><b>Chinki:</b> Pintu now come <b>with</b> me <b>on</b> terrace. (on the terrace, they are taking view of the terrace)</p> <p><b>Pintu:</b> Is there any shopping mall <b>nearby</b>?</p> <p><b>Chinki:</b> Yes, it is just <b>across</b> the road. (pointing to shopping mall)</p>
<p>Scene-4</p>	<p><b>Pintu:</b> It's really a very beautiful place. (Return to drawing room)</p> <p><b>Chinki:</b> Pintu, please, <b>switch off</b> the fan. (come outside the house)</p> <p><b>Pintu:</b> Chinki, this is a small gift <b>for</b> you (Pintu gives a gift from his pocket)</p> <p><b>Chinki:</b> So nice <b>of</b> you.</p>

### 3. Conjunction (and, but, so, because, either...or, neither...nor, etc.)

**Situation:** Pintu and Chinki meet on the sea shore while jogging. And dialogues go on.

Scene	Dialogues
<ul style="list-style-type: none"> <li>પીંટુ અને ચીંકી દરિયા કિનારે દોડતા હોય છે ત્યારે મળે છે.</li> <li>ચાલતાં-ચાલતાં વાતો કરે છે.</li> <li>આજુ-બાજુ નાળીયેર પાણીની લારીઓ ઉભેલી હોય છે.</li> <li>દરિયામાં બે-ત્રણ બોટ ચાલી રહી હોય છે.</li> </ul>	<p><b>Pintu:</b> Hi! Chinki. Have you completed your breakfast?</p> <p><b>Chinki:</b> Yes, Pintu. I have completed my breakfast.</p> <p><b>Pintu:</b> What did you have in your breakfast?</p> <p><b>Chinki:</b> I have eaten bread <b>and</b> butter.</p> <p><b>Pintu:</b> Did you drink a glass of milk?</p> <p><b>Chinki:</b> Yes, I drank <b>but</b> I could drink only half a glass. <b>And</b> do you like to drink milk?</p> <p><b>Pintu:</b> No, I <b>neither</b> drink tea <b>nor</b> milk.</p> <p><b>Chinki:</b> Why?</p> <p><b>Pintu:</b> <b>Because</b>, I like to drink fruit juice only.</p> <p><b>Pintu:</b> OK then, Shall we go to play?</p> <p><b>Chinki:</b> Yes but we will <b>either</b> go to play table tennis <b>or</b> badminton.</p> <p><b>Pintu:</b> OK, Chinki. Let's go.</p>

4. Quantifiers (little, a little, few, a few, anything, many, some, etc.)	
<b>Situation:</b> Chinki comes at Pintu's home because they have planned to go to Indian Market.	
Scene	Dialogues
<ul style="list-style-type: none"> <li>Chinki has a purse</li> <li>She comes to Pintu's home</li> <li>Pintu is taking his breakfast</li> <li>Chinki enters into Pintu's home</li> <li>Pintu offers coffee</li> </ul>	<p><b>Chinki:</b> Hi! Pintu, How are you?</p> <p><b>Pintu:</b> I am fine. What about you?</p> <p><b>Chinki:</b> I am fine, too.</p> <p><b>Pintu:</b> Will you have <b>some</b> coffee?</p> <p><b>Chinki:</b> No thanks. Are you ready?</p> <p><b>Pintu:</b> For what?</p> <p><b>Chinki:</b> You forget? We have planned to go to Indian Market today. It's 11 o'clock. Hurry up; there's <b>little</b> time left!</p> <p><b>Pintu:</b> Ahh! I am ready. Let me take my bag.</p>
<ul style="list-style-type: none"> <li>Chinki &amp; Pintu come out of the home.</li> <li>They go by cycle.</li> <li>They reached in Indian Market.</li> <li>They park their bicycles at cycle stand.</li> <li>They are walking and shops are on both sides.</li> <li>They reach at Maharaja Store.</li> </ul>	
<ul style="list-style-type: none"> <li>Enters into the store</li> <li>see the antique items and other things in a shop like (observing each item carefully), - flower vase, pots, wall clocks, furniture, lamps, etc.</li> </ul>	<p><b>Pintu:</b> What are you looking for?</p> <p><b>Chinki:</b> Oh I'm just looking for <b>some</b> antiques in this store.</p> <p><b>Pintu:</b> Have you found <b>anything</b> yet?</p> <p><b>Chinki:</b> Well there seems to be <b>few</b> things of interest.</p>
<ul style="list-style-type: none"> <li>Seeing the antique furniture</li> </ul>	<p><b>Pintu:</b> How <b>many</b> antique furniture do you think there are?</p> <p><b>Chinki:</b> Oh! I'd say there must be <b>several</b>. However, only <b>a few</b> are really worth but having <b>the high</b> price.</p>
<ul style="list-style-type: none"> <li>Come out from store</li> <li>COFFEE HOUSE is to opposite the store</li> <li>pointing finger towards COFFEE HOUSE</li> </ul>	<p><b>Pintu:</b> We have <b>a little</b> time to spare, so let's stop and have a cup of coffee.</p> <p><b>Chinki:</b> Sure I'd love to have <b>one</b>. I could use <b>a few</b> minutes of break time.</p> <p><b>Pintu:</b> Great, let's go over there. (by pointing to COFFEE HOUSE)</p>



<b>5. WH - questions (what, who, where, whom, where, when, etc.)</b>	
<b>Situation:</b> Chinki comes to Pintu's home. Pintu is going to participate in Role play competition at school level. Chinki helps Pintu in performing a role of doctor by mugging up the dialogue.	
<b>Scene</b>	<b>Dialogues</b>
<ul style="list-style-type: none"> <li>• Chinki comes to Pintu's home.</li> <li>• Pintu is going to participate in school competition .</li> <li>• He is practicing to play a role of doctor by mugging up the dialogue of a doctor.</li> <li>• Speaking a dialogue repeatedly. (Give pause)</li> <li>• Having a script in his hand.</li> </ul>	<p><b>Chinki:</b> Good morning Pintu, <b>how are you?</b>  <b>Pintu:</b> Good morning, I am fine. <b>What about you?</b>  <b>Chinki:</b> I am fine too. <b>Why didn't you come yesterday?</b>  <b>Pintu:</b> Sorry, yesterday I was busy.  <b>Chinki:</b> <b>What are you doing now?</b>  <b>Pintu:</b> I am rehearsing for the role play of a doctor in the competition. Will you please help me by performing as a patient?  <b>Chinki:</b> Hhmmm . . . OK. <b>When will you perform?</b>  <b>Pintu:</b> I'll perform on next Monday.  <b>Chinki:</b> I will help you but only on one condition.  <b>Pintu:</b> <b>What is that?</b>  <b>Chinki:</b> You will have to give me a party.  <b>Pintu:</b> <b>What do you want?</b>  <b>Chinki:</b> I want pizza party.  <b>Pintu:</b> Oh ! Why not. I will surely give you a pizza party, Chinki.  <b>Pintu:</b> OK. Then let's start. As a doctor, I will ask you some questions. And you have to answer. First you go out of the room, knock on the door and enter as a patient.</p>
<ul style="list-style-type: none"> <li>• Pintu wears apron &amp; Chinki goes out of the room and knocks on the door.</li> </ul>	<p><b>Chinki:</b> May I come in doctor?  <b>Pintu:</b> Yes, you may come in.  <b>Chinki:</b> Good morning doctor.  <b>Pintu:</b> Good morning. Tell me, <b>What can I do for you?</b>  <b>Chinki:</b> Doctor, I doubt that I have Malaria.  <b>Pintu:</b> Hmmm . . . <b>Why do you think so?</b> (Pause) <b>What are the symptoms do you have?</b>  <b>Chinki:</b> Because I am feeling very much tired. I had a headache, vomiting and I felt cold last night. Because...  <b>Pintu:</b> Wait, wait, wait. Let me diagnose through blood test. (લખતા-લખતા બોલે છે.) Take this and go to the medical laboratory. (બ્લડ ટેસ્ટનું કાગળ લખીને સામે ધરે છે.)  <b>Chinki:</b> <b>Where is it?</b>  <b>Pintu:</b> It is near the crossroads.  <b>Chinki:</b> <b>To whom should I contact in a laboratory?</b>  <b>Pintu:</b> There may be a doctor who will take your blood sample for testing.  <b>Chinki:</b> OK. Thank you doctor.</p>

<b>6. Question Tag</b>	
<b>Situation:</b> Pintu and Chinki sit in a dining hall. Pintu wants to watch a T.V. But Chinki is busy in reading books so she refuses and.....	
<b>Scene</b>	<b>Dialogues</b>
<ul style="list-style-type: none"> <li>• પીટુ અને ચીંકી હોલમાં સોફા ઉપર સાથે બેઠાં છે.</li> <li>• કેલેન્ડર ટી.વી. ની પાસે લટકાવેલું હોય છે.</li> <li>• ચીંકી વાંચી રહી હોય છે.</li> </ul>	<p><b>Pintu:</b> It's Sunday today, <b>isn't it?</b></p> <p><b>Chinki:</b> Yes, it is.</p> <p><b>Pintu:</b> Will you turn on the television?</p> <p><b>Chinki:</b> No, you can turn it on yourself, <b>can't you?</b></p> <p><b>Pintu:</b> You are never nice to me, <b>are you?</b></p> <p><b>Chinki:</b> You are just lazy. You can see I am busy, <b>can't you?</b></p> <p><b>Pintu:</b> Busy! I don't call reading a stupid book busy. Anyway, you have read it before, <b>haven't you?</b></p> <p><b>Chinki:</b> That's none of your business, <b>is it?</b> I can read what I like, <b>can't I?</b></p>
<ul style="list-style-type: none"> <li>• પીટુ જાતેજ ઊભો થઈને ટી.વી. ચાલુ કરે છે.</li> <li>• ટી.વી.ની સ્ક્રિન પર ગઝલ વાગતું દ્રશ્ય.</li> <li>• તે જોઈને પીટુ બોલે છે.</li> </ul>	<p><b>Pintu:</b> Alright, I'll turn the television on. Pass me the remote control.</p> <p><b>Chinki:</b> You should not be watching this programme on 'Gazals', <b>should you?</b> You are disturbing me.</p> <p><b>Pintu:</b> Oh! Really! Am I disturbing you?</p>
<ul style="list-style-type: none"> <li>• ગુસ્સામાં બોલે છે.</li> </ul>	<p><b>Chinki:</b> Go and watch it in your bedroom. (with anger)</p> <p><b>Pintu:</b> OK. Now, don't expect me back until closing time, <b>do you?</b> Good bye.</p>

### 7. Types of sentences (Declarative, Interrogative, Exclamatory and Imperative Sentences)

**Situation:** Pintu is watching T.V. And Chinki comes to meet Pintu. Pintu welcomes her.

Scene	Dialogues
<ul style="list-style-type: none"> <li>• Pintu is watching T.V.</li> <li>• Door is open &amp; T.V. is besides the door.</li> <li>• Chinki comes to meet Pintu.</li> <li>• Pintu welcomes her.</li> <li>• Chinki sits on a sofa.</li> </ul>	<p><b>Pintu:</b> Hey ! Chinki.</p> <p><b>Chinki:</b> Hi ! Pintu.</p> <p><b>Pintu:</b> Sit down.</p> <p><b>Chinki:</b> It's OK. How beautiful your house is!</p> <p><b>Pintu:</b> Oh! Thanks.</p> <p><b>Pintu:</b> Where is your mother?</p> <p><b>Chinki:</b> She has gone to the market to buy some fruits.</p> <p><b>Pintu:</b> Will you take tea or coffee?</p> <p><b>Chinki:</b> No thanks. Fetch me a glass of water, please.</p> <p><b>Pintu:</b> OK</p>
<ul style="list-style-type: none"> <li>• પીટુ ચીંકી માટે પાણી લાવે છે.</li> <li>• ચીંકી પાણી પીવે છે અને પીટુને પૂછે છે.</li> <li>• બંને સાથે ગૃહકાર્ય કરે છે.</li> <li>• પીટુ લખતો હોય છે.</li> </ul>	<p><b>Chinki:</b> Do you have your homework ready?</p> <p><b>Pintu:</b> No, I haven't done.</p> <p><b>Chinki:</b> Why? What is the reason?</p> <p><b>Pintu:</b> I felt it very difficult.</p> <p><b>Chinki:</b> May I help you to complete it ?</p> <p><b>Pintu:</b> Yes, of course. (Both are doing homework together)</p> <p><b>Chinki:</b> Did you get it ?</p> <p><b>Pintu:</b> Oh! Yes. How simple it is ! Thank you so much Chinki.</p> <p><b>Chinki:</b> It's OK. Bye. We'll meet in school.</p> <p><b>Pintu:</b> Bye.</p>

### 8. Modal Auxiliaries (can, could, may, might, will, would, should, etc.)

**Situation:** On holiday, Pintu goes to buy a gift for his friend from a shopping mall. There Pintu meets to Chinki.

Scene	Dialogues
<ul style="list-style-type: none"> <li>• પીટુ અને ચીકી શોપીંગ મોલમાં મળે છે.</li> </ul>	<p><b>Chinki:</b> Hi ! Pintu. Are you here for shopping?  <b>Pintu:</b> Yes, I want to buy number of things and that <b>may</b> be available here. You know, Neha has invited me on her birthday. Hence, I <b>ought to</b> buy a present. What <b>should</b> I gift her?</p>
<ul style="list-style-type: none"> <li>• બંને દુકાન શોધતા આગળ ચાલતા જાય છે.</li> </ul>	<p><b>Chinki:</b> I think backpacks. (searching shop for backpacks) The shop <b>must</b> be in that corner.</p>
<ul style="list-style-type: none"> <li>• દુકાને સામે જોઈને બોલે છે.</li> <li>• ચીકી દુકાન સામે આવીને ઉભી રહે છે</li> <li>• દુકાનના બેનર સામે જુએ છે.</li> <li>• પીટુ તરફ જાઈને બોલે છે.</li> </ul>	<p><b>Chinki:</b> Yes, here we are, and I <b>can</b> see now what you want. (બેગપેકની દુકાન જોઈને કહે છે.)  <b>Pintu:</b> (See two three bags and select one) How much?  <b>Shop keeper:</b> Five hundred rupees only.  <b>Pintu:</b> OK. Take it. (દુકાનદારને પૈસા આપે છે.)  <b>Chinki:</b> Now let's go to the first floor. I want to buy shoes.  <b>Pintu:</b> OK.</p>
<ul style="list-style-type: none"> <li>• બંને escalator પર પગ મૂકી આજુ બાજુ નજર કરે છે.</li> <li>• 3<sup>rd</sup> floor તરફ ઉપર નજર જાય છે.</li> <li>• 3<sup>rd</sup> floor નું પાટીયું દેખાય છે.</li> <li>• ઉપર ચઢી રહ્યા હોય છે. ત્યારે વાર્તાલાપ થઈ રહ્યો હોય છે.</li> </ul>	<p><b>Chinki:</b> What is there on the 3<sup>rd</sup> floor?  <b>Pintu:</b> There <b>may</b> be a multiplex. (ઉપર આંગળી કરીને બતાવે છે.)  <b>Chinki:</b> Yes, now we are on the 1<sup>st</sup> floor. (માથુ હકારમાં હલાવે છે.)</p>
<ul style="list-style-type: none"> <li>• 1<sup>st</sup> floor ની લોબીમાં escalator થી ઉતરે છે.</li> <li>• 1<sup>st</sup> floor પર અલગ અલગ દુકાનો જુએ છે</li> </ul>	
<ul style="list-style-type: none"> <li>• જૂતાની દુકાને ઉભા રહે છે</li> <li>• ચીકી પીટુને હાથ કરી સફેદ બુટ બતાવે છે.</li> </ul>	<p><b>Chinki:</b> Do you like those white shoes? (સામેની રેકમાં પડેલા અલગ અલગ જૂતાઓમાં પડેલા સફેદ જૂતા તરફ આંગળી કરીને બતાવે છે.)  <b>Pintu:</b> I like them very much, indeed. They are perfect for summer wear.  <b>Chinki:</b> Do you think they <b>may</b> fit me?  <b>Pintu:</b> You <b>should</b> try.</p>

## 9. Degrees of Comparison

**Situation:** ચીંકી ઉદાસ ચહેરે તેના મકાનના ઓટલા પર હિંચકા ઉપર બેઠી છે. પીંટુ બાગમાં રમી રહ્યો છે. પીંટુ તેની પાસે જઈને તેની ઉદાસીનું કારણ પૂછી રહ્યો છે.

Scene	Dialogues
<ul style="list-style-type: none"> <li>ચીંકી ઉદાસ ચહેરે તેના મકાનના ઓટલા પર હિંચકા ઉપર બેઠી છે. (બાજુમાં સોસાયટી નો બાગ છે)</li> <li>પીંટુ બાગમાં રમી રહ્યો છે.</li> <li>પીંટુ તેની પાસે જઈને પૂછે છે.</li> </ul>	<p><b>Pintu:</b> Hi! CHINKI. What happened? Why are you looking so sad?</p> <p><b>Chinki:</b> Oh! Actually, I lost my ball.</p> <p><b>Pintu:</b> You lost your ball again. Don't worry. I have many balls in my room. You can take this <b>small ball</b>. (પીંટુ ચીંકીને ટેનીસ બોલ આપતા કહે છે.)</p> <p><b>Chinki:</b> It is <b>smaller than</b> my ball.</p> <p><b>Pintu:</b> OK. Wait, I come with a <b>big</b> ball.</p>
<ul style="list-style-type: none"> <li>પીંટુ બીજા બે બૉલ લઈને આવે છે.</li> <li>પહેલા કરતા બીજો બોલ મોટો હોય છે.</li> </ul>	<p>(પીંટુ થોડી વાર પછી ઘરેથી બીજા બે બોલ લઈને આવે છે.)</p> <p><b>Pintu:</b> Take this ball. It is <b>bigger than</b> the first one. Take this.</p> <p><b>Chinki:</b> But it is <b>as big as</b> my ball.</p>
<ul style="list-style-type: none"> <li>અને ત્રીજો બીજા બે બોલ કરતા મોટો હોય છે.</li> <li>ચીંકી હાથ મીલાવી આભાર માને છે.</li> </ul>	<p><b>Pintu:</b> OK. (પીંટુ સૌથી મોટો બોલ આપતા કહે છે.) It is <b>the biggest one</b>.</p> <p><b>Chinki:</b> Thank you for the <b>biggest</b> ball.</p> <p><b>Pintu:</b> You are welcome, Chinki.</p>

## 10. Simple Past Tense

**Situation:** પીટુ અને ચીકી બજારમાં મળે છે. ત્યારબાદ વાત-ચીત કરતા સાથે ચાલતા ચાલતા બજારમાંથી પસાર થાય છે.

Scene	Dialogues
<ul style="list-style-type: none"> <li>પીટુ અને ચીકી બજારમાં મળે છે.</li> <li>આજુ બાજુમાં દુકાનો છે</li> <li>બે-ત્રણ ફેરીયાઓ પસાર થઈ રહ્યા છે.</li> <li>વાત-ચીત કરતા સાથે ચાલતા બજારમાંથી પસાર થઈ રહ્યા છે.</li> </ul>	<p><b>Pintu:</b> Hi, Chinki.</p> <p><b>Chinki:</b> Hello, Pintu.</p> <p><b>Pintu:</b> Yesterday, I <b>didn't see</b> you at school.</p> <p><b>Chinki:</b> Yes. I was not well, so I <b>went</b> to the doctor.</p> <p><b>Pintu:</b> Oh! <b>Was</b> it something serious? (પીટુ આશ્ચર્યથી પૂછે છે.)</p>
<ul style="list-style-type: none"> <li>આજુ બાજુ ચાલતા સમયે અલગ અલગ દુકાનો બતાવવી.</li> </ul>	<p><b>Chinki:</b> No, the doctor <b>examined</b> me and <b>told</b> me that I <b>had</b> fever. He <b>prescribed</b> some medicines and <b>suggested</b> to take rest.</p>
<ul style="list-style-type: none"> <li>લારીવાળો કેળા વેચી રહ્યો છે</li> <li>કુગ્ગા વાળો પસાર થાય છે</li> </ul>	<p><b>Pintu:</b> Did you <b>stay</b> home all day?</p> <p><b>Chinki:</b> Yes, I <b>took</b> rest. I <b>felt</b> well in the evening and I <b>did</b> home work.</p> <p><b>Pintu:</b> Nice. (પીટુ ચીકીને આશ્ચર્યથી પ્રશ્ન પૂછે છે.)</p> <p><b>Chinki:</b> Did you <b>do</b> your home work?</p>
<ul style="list-style-type: none"> <li>શાકભાજી વાળો પસાર થઈ રહ્યો છે.</li> </ul>	<p><b>Pintu:</b> Yes, I <b>did</b> it. OK. Chinki. I have to go. I'll meet you in the school. Bye.</p> <p><b>Chinki:</b> Bye.</p>

## 11. Present Perfect Tense

**Situation:** Chinki comes to meet Pintu. Chinki saw a boy who is coming out the gate and she enters into Pintu's home.

Scene	Dialogues
<ul style="list-style-type: none"> <li>ચીંકી પીંટુના ઘરે મળવા આવે છે.</li> <li>ચીંકી છોકરાને પીંટુના ગેટની બહાર નીકળતા જુએ છે.</li> <li>ઘરમાં બંને ઉભા છે.</li> <li>ટી.વી., માછલીઘર, સોફા, વોલપીસ, ઘડીયાળ, કમ્પ્યુટર, વગેરે દર્શાવવા.</li> </ul>	<p><b>Pintu:</b> Hey! Chinki.</p> <p><b>Chinki:</b> Hi! Pintu. Who <b>has come</b> to meet you?</p> <p><b>Pintu:</b> Rahul <b>has just gone</b> to his home. (ગેટ તરફ હાથ કરી કહે છે.)</p> <p><b>Chinki:</b> Rahul loves football and plays very well. He <b>has hired</b> a new trainer and now he plays even better than before.</p> <p><b>Pintu:</b> Yes, Rahul is the team captain because he <b>has never lost</b> a match.</p>
<ul style="list-style-type: none"> <li>અલગ-અલગ તરફથી દ્રશ્ય બતાવવા.</li> </ul>	<p><b>Chinki:</b> He <b>has played</b> beautifully recently.</p> <p><b>Pintu:</b> Yes, indeed. Chinki, <b>have you ever played</b> football?</p> <p><b>Chinki:</b> No, I <b>have never played</b> football. <b>Have you done</b> your homework?</p> <p><b>Pintu:</b> No, I <b>haven't</b>.</p> <p><b>Chinki:</b> OK bye, see you tomorrow in school.</p> <p><b>Pintu:</b> Bye.</p>

## 12. Past Perfect Tense

**Situation:** Chinki comes at Pintu's home. Pintu talks about his trip to Shimla and Kashmir during the vacation.

Scene	Dialogues
<ul style="list-style-type: none"> <li>ચીંકી પીંટુના ઘરે મળવા આવે છે.</li> <li>ચીંકી પીંટુના વેકેશન અંગેની વાત કરે છે.</li> <li>ઘરમાં બંને ઉભા છે.</li> <li>ટી.વી., માછલીઘર, સોફા, વોલપીસ, ઘડીયાળ, કમ્પ્યુટર, વગેરે દર્શાવવા.</li> </ul>	<p><b>Chinki:</b> Hello, Pintu!</p> <p><b>Pintu:</b> Hello.</p> <p><b>Chinki:</b> How was your vacation?</p> <p><b>Pintu:</b> I really enjoyed it because I <b>had visited</b> Kashmir.</p> <p><b>Chinki:</b> Did you visit any other place?</p> <p><b>Pintu:</b> Yes, before I visited Kashmir I <b>had gone to</b> Shimla. (કશ્મિર અને સીમલાનું ચીત્ર દર્શાવવું)</p>
<ul style="list-style-type: none"> <li>અલગ-અલગ તરફથી દ્રશ્ય બતાવવા.</li> </ul>	<p><b>Chinki:</b> Had you <b>ever seen</b> Kashmir before?</p> <p><b>Pintu:</b> No, I <b>had not seen</b> Kashmir before.</p> <p><b>Chinki:</b> Had you <b>booked</b> the tickets well in advance?</p> <p><b>Pintu:</b> Yes, we <b>had booked</b> the tickets before three months. (ટીકીટનું ચીત્ર દર્શાવવું)</p> <p><b>Chinki:</b> Was that fun?</p>
<ul style="list-style-type: none"> <li>પીંટુ ઉત્સાહ સાથે બોલે છે.</li> </ul>	<p><b>Pintu :</b> Yes, it was.</p> <p><b>Chinki:</b> Did you enjoy in the boathouse?</p> <p><b>Pintu:</b> Yes, I <b>had enjoyed</b> the boathouse. (ઉત્સાહ સાથે બોલે છે.)</p> <p><b>Chinki:</b> I think it might be cold in Kashmir.</p> <p><b>Pintu:</b> Yes, I <b>had worn heavy jacket when it was cold.</b></p> <p><b>Chinki:</b> OK. Bye, I have to go now. I'll meet you in the school.</p> <p><b>Pintu:</b> OK. Bye.</p>



### 13. Adverb Clause of Result (so...that, such...that, so that)

**Situation:** Pintu and Chinki meet in the garden and they discuss about the weekend.

Scene	Dialogues
<ul style="list-style-type: none"> <li>પીટુ બાગમાં ફૂટબોલ રમી રહ્યો હોય છે.</li> <li>સામેથી ચીંકી કુતરાને લઈને આવે છે.</li> <li>બંને એકબીજા સાથે વાતો કરે છે.</li> <li>બાજુમાં કુતરો રમતો હોય છે.</li> </ul>	<p><b>Chinki:</b> Hi! Pintu. Why don't you play, today?</p> <p><b>Pintu:</b> It's <b>so</b> hot <b>that</b> I cannot go out to play, Chinki.</p> <p><b>Chinki:</b> How was your weekend?</p> <p><b>Pintu:</b> Good. Yesterday, we had much time <b>so that</b> we went out for shopping.</p> <p><b>Chinki:</b> Did you buy something?</p> <p><b>Pintu:</b> There were many choices <b>so that</b> I got confused.</p> <p><b>Chinki:</b> Did you watch a movie?</p> <p><b>Pintu:</b> Yes, It's <b>such</b> a great movie <b>that</b> I've watched it several times.</p>
<ul style="list-style-type: none"> <li>ચીંકી પીટુના જેકેટ તરફ હાથ બતાવી કહે છે.</li> </ul>	<p><b>Chinki:</b> Nice jacket Pintu?</p> <p><b>Pintu:</b> Thanks, Jacket was <b>so</b> wonderful <b>that</b> I couldn't take my eyes off it.</p> <p><b>Chinki:</b> OK. Bye Pintu.</p> <p><b>Pintu:</b> Bye.</p>

#### 14. Active - Passive Voice

**Situation:** Pintu comes late in the school because of heavy traffic and an accident on the road. Pintu meets Chinki in school corridor during the recess time.

Scene	Dialogues
<ul style="list-style-type: none"> <li>શિક્ષક ભણાવી રહ્યા હોય છે.</li> <li>પીટુ વર્ગમાં પ્રવેશવા શિક્ષકની પરવાનગી માંગે છે.</li> <li>શિક્ષક પરવાનગી આપે છે.</li> <li>પીટુ બેચ પર બેસે છે</li> <li>રીસેસનો બેલ વાગે છે.</li> </ul>	<p><b>Pintu:</b> May I come in Ma'm?</p> <p><b>Teacher:</b> Yes, why do you come late?</p> <p><b>Pintu:</b> There was heavy traffic due to an accident on the road.</p> <p><b>Teacher:</b> OK, Sit down. (પીટુ બેચ પર બેસે છે અને રીસેસનો બેલ વાગે છે.)</p> <p>( Pause -શિક્ષક ભણાવી રહ્યા હોય છે.)</p>
<ul style="list-style-type: none"> <li>પીટુ અને ચીકી રીસેસમાં શાળાની લોબીમાં મળે છે.</li> <li>બંને એકબીજા સાથે વાત કરે છે.</li> <li>આજુબાજુમાંથી બીજા વિદ્યાર્થીઓ પસાર થઈ રહ્યા હોય છે.</li> <li>અકસ્માતનું ચીત્ર દર્શાવવું.</li> </ul>	<p><b>Pintu:</b> Hey! Chinki.</p> <p><b>Chinki:</b> Hi! Pintu. Why do you come late?</p> <p><b>Pintu:</b> Today, I have seen an accident. A man <b>was hit</b> by a car. He <b>was injured</b>. (image of an accident with ambulance)</p> <p><b>Chinki:</b> Did he survive or not?</p> <p><b>Pintu:</b> Yes, the man <b>has been given</b> first aid and now he <b>is being taken</b> to hospital.</p> <p><b>Chinki:</b> Thank God.</p>
<ul style="list-style-type: none"> <li>શાળાની લોબીમાં બેસી રહ્યો હોય છે.</li> <li>રીસેસ પુરી થવાનો બેલ વાગે છે.</li> </ul>	<p><b>Pintu:</b> Have you heard something about the annual examination?</p> <p><b>Chinki:</b> The exam dates <b>have already been declared</b>.</p> <p><b>Pintu:</b> Have they declared our midterm examination results?</p> <p><b>Chinki:</b> Yes, that <b>may be declared</b> in the next week.</p> <p><b>Pintu:</b> OK. Bye Chinki.</p> <p><b>Chinki:</b> Bye.</p>

### 15. Direct - Indirect speech

**Situation:** Chinki comes to Pintu's house and she sees that his father loses his voice. Chinki helps Pintu to get his father's voice back.

Scene	Dialogues
<ul style="list-style-type: none"> <li>• પીંટુના પપ્પા સોફા પર બેસીને લેપટોપ પર કામ કરતા હોય છે</li> <li>• ટીપોઈ પર લેપટોપ મુકી કામ કરતા હોય છે.</li> <li>• ચીંકી પીંટુના ઘરમાં પ્રવેશ કરે છે.</li> <li>• અંદર આવી પીંટુ સાથે વાત કરે છે.</li> <li>• બંને એક બીજાની સામે ઉભા રહી વાત કરે છે.</li> </ul>	<p><b>Chinki:</b> Good morning, dear.  <b>Pintu:</b> Good morning.  <b>Chinki:</b> What's the matter?  <b>Pintu:</b> Dad says that he has lost his voice.  <b>Chinki:</b> He has lost his voice! Come on, dear. Don't joke.  <b>Pintu:</b> He says that it isn't a joke. He has really lost his voice.  <b>Chinki:</b> How did your dad lose his voice? (look at Pintu's father and asks)</p>
<ul style="list-style-type: none"> <li>• પીંટુના પપ્પાને ધ્યાનમાં રાખી આગળનો વાર્તાલાપ ચાલે છે.</li> </ul>	<p><b>Pintu:</b> He says that he went to see a cricket match last night.  <b>Chinki:</b> Did he take his medicine?  <b>Pintu:</b> Dad says that he has taken medicine.  <b>Chinki:</b> Still no recovery.  <b>Pintu:</b> Not yet.  <b>Chinki:</b> My grandmother says that you should take ginger for throat infection.  <b>Pintu:</b> OK. We'll try.</p>
<ul style="list-style-type: none"> <li>• મધ અને ટોસ્ટનું ચીત્ર દર્શાવવું.</li> </ul>	<p><b>Chinki:</b> Did he ask you to eat?  <b>Pintu:</b> Yes. Dad says that he would like to drink juice. And juice having ingredients like lemon, ginger, and honey mixed up with warm water.  <b>Chinki:</b> Why honey?  <b>Pintu:</b> Dad says that lemon, ginger and honey are good for his throat.</p>
<ul style="list-style-type: none"> <li>• ચીંકી રસોડામાં જાય છે.</li> </ul>	<p><b>Chinki:</b> OK I'll come with juice in a moment. (She goes in kitchen)</p>

## **APPENDIX – E**

# **A LIST OF EXPERTS FOR THE VALIDATION OF CAI**

## APPENDIX - E

## A LIST OF EXPERTS FOR THE VALIDATION OF CAI

Sr. No.	Name of a Teacher	Name of the institution
1	Dr. H. M. Barot	Assistant Professor, M.N.C. College of Education, Dabhoi, Vadodara
2	Dr. Kamalnayan Parmar	Associate Professor, Shree R. P. Anada College of Education, Borsad, Anand
3	Dr. Shamal Solanki	Associate Professor, A.G. Teachers college of Education, Navrangpura, Ahmedabad.
4	Dr. Bhavin Chauhan	Assistant Professor, Department of Education, The M. S. Uni. of Baroda, Vadodara
5	Mr. Pravin Parmar	Assistant Teacher, Zenith School, Pratapnagar, Vadodara
6	Mr. Girish C. Solanki	Assistant Teacher, Jai Ambe School, Karelibaug, Vadodara
7	Mr. Nitesh Thakar	Assistant Teacher, Vakal Vidhyalaya, Bajwa, Vadodara
8	Mr. Alpesh Parmar	Assistant Teacher, Narayan Vidhyalay, Waghodiya Road, Vadodara
9	Mr. Ritesh Vaniya	Assistant Teacher, Primary school, Ambav, Ta-Anklav, Anand
10	Dr. Jatin Gamit	Assistant Teacher, Government Higher Secondary School, Aamba, Ta - Songadh, Dist - Tapi.
11	Mr. Naresh Parmar	Assistant Teacher, My Shannen School, Bodeli, Dist - Chhotaudepur.
12	Mrs. Rakhee Gohil	Freebird Animation, Gotri, Vadodara
13	Mr. Dipak Patil	Freebird Animation, Gotri, Vadodara

## **APPENDIX – F**

# **A LIST OF TEACHERS FOR ACHIEVEMENT TEST VALIDTION**

**APPENDIX - F****A LIST OF TEACHERS FOR ACHIEVEMENT TEST VALIDATION**

<b>Sr. No.</b>	<b>Name of a Teacher</b>	<b>Name of the institution</b>
1	Prof. Sujata Srivastava	Professor, Department of Education, The M. S. Uni. of Baroda, Vadodara
2	Dr. Bhavin Chauhan	Assistant Professor, Department of Education, The M. S. Uni. of Baroda, Vadodara
3	Dr. Kamalnayan Parmar	Associate Professor, Shree R. P. Anada College of Education, Borsad, Anand
4	Dr. Shamal Solanki	Associate Professor, A.G. Teachers college of Education, Navrangpura, Ahmedabad.
5	Mr. Dipak Parikh	Principal, Baroda High School, ONGC, Vadodara
6	Mr. Nitesh Thakar	Assistant Teacher, Vakal Vidhyalay, Bajwa, Vadodara
7	Mrs. Malini S. Pathak	Creative Writer
8	Mr. Hiren P. Joshi	Assistant Teacher, Utkarsh Vidhyalay, Vadodara
9	Mr. Pravin A. Prajapati	Assistant Teacher, Utkarsh Vidhyalay, Vadodara
10	Mrs. Jigisha Amrelia	Assistant Teacher, Utkarsh Vidhyalay, Vadodara
11	Mr. Kirit Vaniya	Assistant Teacher, Smt. K. D. Patel Vidyamandir, Gana (Mogri), Anand
12	Dr. Ritesh Vaniya	Assistant Teacher, Primary school, Ambav, Ta-Anklav, Anand
13	Dr. Jatin Gamit	Assistant Teacher, Government Higher Secondary School, Aamba, Ta - Songadh, Dist - Tapi.

## **APPENDIX – G**

# **ACHIEVEMENT TEST**



## ACHIEVEMENT TEST

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of the School:** \_\_\_\_\_ **Time:** 1 hour **Total Marks:** 75

**Subject:** English **Standard:** 9<sup>th</sup> **Div.:** \_\_\_\_\_ **Roll No.:**

### General Instructions

- 1) This test is based on English Grammar. It contains 75 questions having equal weight age. Attempt all the questions.
- 2) This test is just to check your knowledge of English grammar related to Article, Preposition, Conjunction, Use of How much, how many, few, a few, little, a little, therefore, so, etc., 'Wh' questions, Question Tag, Kinds of sentence, Modal Auxiliaries, Degrees of Comparison, Simple Past Tense, Present Perfect Tense, Past Perfect Tense, Adverb Clause of Result, Active – Passive Voice and Direct - Indirect speech.
- 3) Read the instruction carefully and select the correct option as your answer to the question.
- 4) Tick mark (✓) the correct option as your answer for all the questions.
- 5) Your achievement from this test will not be considered as a part of your evaluation at school level. Your achieved score will be used only for the research purpose and your responses will be kept confidential.

### PART – A

**In this part there are 70 multiple choice type test items. Choose the correct answer from the given options and tick mark it for each test item.**

1. I left it at \_\_\_\_\_ office.

(a) A

(b) An

(c) the

(d) None

2. He made his escape by jumping \_\_\_\_\_ the fence.
- (a) Over (b) On  
(c) Under (d) None
3. Summer days are hot \_\_\_\_\_ sunny.
- (a) But (b) And  
(c) So (d) None
4. The girl has many chocolates but the boy has only \_\_\_\_\_ .
- (a) a few (b) Few  
(c) a little (d) None
5. \_\_\_\_\_ did your mother tell you?
- (a) Who (b) What  
(c) Which (d) None
6. This fat man hardly does any work, \_\_\_\_\_ .
- (a) does he? (b) doesn't he?  
(c) don't he? (d) None
7. Students \_\_\_\_\_ pass an entrance examination to study at this school.
- (a) Must (b) Should  
(c) Can (d) None
8. No other boy is as \_\_\_\_\_ as Jigar.
- (a) tall (b) Taller  
(c) Tallest (d) None

9. Mozart \_\_\_\_\_ more than 600 pieces of music.
- (a) Write (b) wrote  
(c) Written (d) None
10. Someone \_\_\_\_\_ my CD player.
- (a) Steal (b) Stole  
(c) have stole (d) has stolen
11. She \_\_\_\_\_ the palace before she moved to Baroda.
- (a) had never seen (b) was never see  
(c) has never seen (d) never saw
12. It was \_\_\_\_\_ hot \_\_\_\_\_ we didn't go out.
- (a) so....that (b) such....that  
(c) such...as (d) None
13. The robbers \_\_\_\_\_ by the police.
- (a) have arrested (b) have been arrested  
(c) had arrested (d) Arrested
14. I asked him if he \_\_\_\_\_ marry me?
- (a) Would (b) Will  
(c) May (d) Can
15. He is \_\_\_\_\_ doctor.
- (a) a (b) An  
(c) the (d) None

16. I watched something about it \_\_\_\_\_ television.
- (a) Over (b) In  
(c) on (d) None
17. Reshma was suffering from cold, \_\_\_\_\_ she put on a coat.
- (a) So (b) And  
(c) Or (d) None
18. I can't give you any more as I have only \_\_\_\_\_ milk in the cup.
- (a) Much (b) Little  
(c) a little (d) None
19. \_\_\_\_\_ car are you driving?
- (a) Who (b) What  
(c) Which (d) None
20. It won't be hard to convince her, \_\_\_\_\_ .
- (a) will not it? (b) won't it?  
(c) will it? (d) None
21. When he was young, he \_\_\_\_\_ swim very well.
- (a) had to (b) Can  
(c) Could (d) None
22. Which is the \_\_\_\_\_ river in the world?
- (a) long (b) Longer  
(c) Longest (d) None

23. We \_\_\_\_\_ David in town a few days ago.
- (a) had seen (b) see  
(c) Saw (d) None
24. He \_\_\_\_\_ hard this week at his job.
- (a) Worked (b) has been working  
(c) had worked (d) None
25. The teacher \_\_\_\_\_ out when I arrived in the classroom.
- (a) was gone (b) have gone  
(c) Went (d) had gone
26. She spoke in \_\_\_\_\_ a low voice \_\_\_\_\_ nobody could hear her.
- (a) so....that (b) such....that  
(c) such...as (d) None
27. The students \_\_\_\_\_ to submit their reports by the end of this week.
- (a) are asked (b) Asked  
(c) was asked (d) were asked
28. Neha said that she \_\_\_\_\_ in an office.
- (a) Worked (b) is working  
(c) Work (d) None
29. He will be back in \_\_\_\_\_ hour.
- (a) a (b) An  
(c) the (d) None

30. She took the key out \_\_\_\_\_ her pocket.
- (a) On (b) In  
(c) of (d) None
31. I like chicken \_\_\_\_\_ not fish.
- (a) Or (b) Because  
(c) But (d) None
32. You have given me too \_\_\_\_\_ milk.
- (a) a few (b) More  
(c) Few (d) Much
33. \_\_\_\_\_ will the train arrive?
- (a) Who (b) When  
(c) Where (d) None
34. They have not arrived, \_\_\_\_\_
- (a) have they? (b) haven't they?  
(c) hasn't they? (d) None
35. The company \_\_\_\_\_ go financially ruined if they don't find a lot of money quickly.
- (a) Should (b) shouldn't  
(c) Might (d) None
36. Shimla is \_\_\_\_\_ than most other hill stations in India.
- (a) famous (b) more famous  
(c) most famous (d) None

37. It was cold, so I \_\_\_\_\_ the window.
- (a) shut (b) was shut  
(c) was shutting (d) None
38. That house \_\_\_\_\_ painted green for ten years.
- (a) was (b) shall have been  
(c) had been (d) has been
39. I \_\_\_\_\_ my document before the power went out in the computer lab.
- (a) was saved (b) have saved  
(c) had saved (d) Saved
40. She was \_\_\_\_\_ weak \_\_\_\_\_ she couldn't walk.
- (a) so....that (b) such....that  
(c) such...as (d) None
41. He \_\_\_\_\_ by them.
- (a) Targeted (b) has targeted  
(c) is being targeted (d) None
42. He wanted to know when \_\_\_\_\_ leaving.
- (a) I was (b) was I  
(c) I will be (d) I am
43. Ganga is \_\_\_\_\_ longest river of all.
- (a) A (b) An  
(c) the (d) None

44. We finished the test \_\_\_\_\_ the same time.
- (a) In (b) At  
(c) Of (d) None
45. \_\_\_\_\_ my mother \_\_\_\_\_ my father will be able to attend the party on Sunday.
- (a) No sooner ... than (b) Neither ... nor  
(c) Either ... or (d) Both (b) and (c)
46. Only \_\_\_\_\_ people attended the seminar as it was so boring.
- (a) Few (b) a few  
(c) Little (d) More
47. \_\_\_\_\_ do you want to go home?
- (a) Why (b) What  
(c) Which (d) None
48. He could have bought a new car, \_\_\_\_\_
- (a) could he? (b) couldn't he?  
(c) can't he? (d) None
49. You look very confused by the homework, Ravi. \_\_\_\_\_ I help you?
- (a) Will (b) Can  
(c) Must (d) Shall
50. Gold is one of the \_\_\_\_\_ metals.
- (a) Precious (b) more precious  
(c) most precious (d) None



51. I \_\_\_\_\_ to the cinema three times last week.
- (a) was gone (b) went
- (c) go (d) was going
52. The car \_\_\_\_\_ down.
- (a) Break (b) broke
- (c) had broken (d) has broken
53. When they arrived, we \_\_\_\_\_ the test.
- (a) had already started (b) have already started
- (c) already started (d) were already started
54. It was \_\_\_\_\_ a hot afternoon \_\_\_\_\_ we stopped playing.
- (a) so....that (b) such....that
- (c) such...as (d) None
55. The boy \_\_\_\_\_ by the committee.
- (a) Rewarded (b) was rewarded
- (c) has rewarded (d) None
56. Nobody told me why \_\_\_\_\_ to sign the paper.
- (a) I had (b) did I have
- (c) I have (d) None
57. It's \_\_\_\_\_ third road on the left.
- (a) A (b) An
- (c) the (d) None

58. I started this website \_\_\_\_\_ 1990.
- (a) In (b) At  
(c) Out (d) None
59. You should stay away from bears \_\_\_\_\_ they are dangerous.
- (a) Or (b) But  
(c) Because (d) None
60. \_\_\_\_\_ pupils were present during the prayer?
- (a) How much (b) How many  
(c) Few (d) None
61. \_\_\_\_\_ notebook is the teacher checking now?
- (a) Who (b) What  
(c) Whose (d) None
62. Julie used to work here, \_\_\_\_\_
- (a) was she? (b) did she?  
(c) didn't she? (d) None
63. I left my purse at home. Maya, \_\_\_\_\_ you lend me ten rupees?
- (a) May (b) Could  
(c) shouldn't (d) None
64. A train is \_\_\_\_\_ than a car.
- (a) fast (b) Faster  
(c) Fastest (d) None

65. The police \_\_\_\_\_ me on my way home last night.
- (a) was stopped (b) Stopped  
(c) stops (d) was stopping
66. Reena \_\_\_\_\_ two pieces of cake.
- (a) ate (b) had eaten  
(c) was eaten (d) has eaten
67. I \_\_\_\_\_ a little Spanish before I went to Mexico.
- (a) Studied (b) had studied  
(c) was studied (d) have studied
68. It was \_\_\_\_\_ cold \_\_\_\_\_ we stopped playing.
- (a) so....that (b) such....that  
(c) such...as (d) None
69. The injured men \_\_\_\_\_ to the hospital in an ambulance.
- (a) had taken (b) have taken  
(c) were taken (d) has been taken
70. He suggested \_\_\_\_\_ consult a doctor.
- (a) that I should (b) me to  
(c) That (d) None

## PART – B

**In this part, there are five sentences. Read the given sentences carefully. Find the incorrect part (if any) keeping in mind types of sentences. Tick mark (✓) the selected option, as an incorrect part for each sentence.**

71. Hiren is / just / ten years / old!  
 (a) (b) (c) (d)  
 (a) Hiren is (b) Just  
 (c) ten years (d) old!
72. Why didn't / you come to / the party / last night.  
 (a) (b) (c) (d)  
 (a) Why didn't (b) you come to  
 (c) the party (d) last night.
73. Stay / where / you are .  
 (a) (b) (c)  
 (a) Stay (b) Where  
 (c) you are. (d) None
74. How / well / she / sings.  
 (a) (b) (c) (d)  
 (a) How (b) Well  
 (c) She (d) sings.
75. Did say I / anything to / make you / angry?  
 (a) (b) (c) (d)  
 (a) Did say I (b) anything to  
 (c) make you (d) angry?

## **APPENDIX – H**

# **A LIST OF TEACHERS FOR THE VALIDTION OF REACTION SCALE**

**APPENDIX - H****A LIST OF TEACHERS FOR THE VALIDATION OF REACTION SCALE**

<b>Sr. No.</b>	<b>Name of a Teacher</b>	<b>Name of the institution</b>
1	Dr.Kamalnayan Parmar	Associate Professor, Shree R. P. Anada College of Education, Borsad, Anand
2	Dr. Shamal Solanki	Associate Professor, A.G. Teachers college of Education, Navrangpura, Ahmedabad.
3	Dr. Bhavin Chauhan	Assistant Professor, Department of Education, The M. S. University of Baroda, Vadodara.
4	Mr. Dipak Parikh	Principal, Baroda High School, ONGC, Vadodara
5	Mr. Nitesh Thakar	Assistant Teacher, Vakal Vidhyalaya, Bajwa, Vadodara
6	Dr. H. M. Barot	Assistant Professor, MNC College of Education, Dabhoi, Vadodara
7	Mr. Kirit Vaniya	Assistant Teacher, Smt. K. D. Patel Vidyamandir, Gana (Mogri), Anand
8	Dr. Ritesh Vaniya	Assistant Teacher, Primary school, Ambav, Ta-Anklav, Anand
9	Dr. Jatin Gamit	Assistant Teacher, Government Higher Secondary School, Aamba, Ta-Songadh, Dist-Tapi.

## **APPENDIX – I**

# **REACTION SCALE**

## REACTION SCALE

Dear students,

You have studied English grammar with the help of Computer Assisted Instruction (CAI) package. Here are some statements to know your reactions about the implemented CAI package. Read each statement carefully and give your respond by putting a tick mark (✓) in any one appropriate box out of the given five provided options shown as below:

SA	A	UD	DA	SD
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Please give your reactions for all the given statements. Your responses will be used only for the research purpose and kept confidential.

Sr. No.	Statements	SA	A	UD	DA	SD
1	Teaching points in each picture slide was logically sequenced.					
2	Objectives framed in CAI package for each topic were appropriate.					
3	Material provided in the package helped me a lot for self- study.					
4	CAI package helped me in proper understanding of English grammar.					
5	Combination of animation, text & sound made the learning interesting through CAI.					
6	CAI package didn't help me in learning of proper voice modulation.					
7	CAI package helped in learning of proper speed of delivery of conversation.					
8	Language used in CAI package was not found easy.					
9	I could use CAI package independently for self-learning.					
10	Learning through CAI package was a joyful experience.					



11	CAI package was easy to use and understand.					
12	The instructions used in CAI package were clear.					
13	CAI package is helpful to learn grammar.					
14	CAI package helped me to improve the achievement of lower grammar.					
15	I am willing to continue learning English grammar through CAI package.					
16	Illustrations given in CAI are enough to understand the concept clearly.					
17	In CAI package I can't learn with my own speed.					
18	Background music in the presentation of CAI was found a disturbance in learning.					
19	I could immediately test/evaluate my understanding while using CAI package.					
20	Animations used in CAI package found distracting in understanding the concepts.					
21	CAI took more time to understand the concept than the traditional classroom teaching.					
22	Learning through CAI package was found a waste of time.					
23	Topics used in CAI were not introduced properly.					
24	Instructions given in each slide of CAI package found easy and clear to follow.					
25	Scores obtained at the end of each exercise has given me feedback about my learning.					
26	The solutions provided under each 'practice' in CAI found not easy to understand.					
27	The exercises given for each topic under CAI package is adequate and useful.					
28	Learning through CAI package means having more freedom to learn.					

## **APPENDIX – J**

# **LIST OF PAPER PUBLICATION**



## Computer Assisted Instruction in Teaching of English Grammar: A Pedagogical Innovation

### INTRODUCTION

English has been one of the most used languages in the world and it has a significant importance in the field of education. It plays a vital role to have the better view of the world and to have better access of the latest sources of knowledge and information. In other words, it can be called as a living stream of knowledge that plays a vital role in producing changes and accepting new trends in the society. English language teaching is used as an important measure to judge the effectiveness of different pedagogies. The pedagogy used impacts students' achievement and attitude. In this modern era of Information and Communication Technology (ICT) English can be taught effectively with the help of computers and in that Computer Assisted Instruction (CAI) is very useful as it lessens the burden of the teacher and makes teaching and learning interesting. Many studies have proved that students learn things at their own pace and convenience through CAI. It can also satisfy the need of the students of different age groups and proved to be effective in teaching different subjects so the present study is undertaken to find out the effect of CAI by integrating ways of different presentation that is by using only CAI, with adequate repetition and followed by discussion. The study may be useful to find more pedagogical innovative use of CAI for teaching learning processes. Educators should have knowledge of content as well as pedagogy expertise because CAI should not be developed without consideration of content and pedagogy. This paper provides an overview of some important teaching and learning concepts that should be considered when developing CAI.

The purpose of present study is to examine the potential of the CAI in helping students in secondary schools to learn English as a second language. The study is intended using computer as a tool to integrate teaching materials through the use of CAI to motivate students to learn English grammar more effectively. Further it also focuses on how to learn English Grammar more easily and to use it correctly.

### RATIONALE OF THE STUDY

English is taught as a compulsory subject at all the stages, starting from V to XII standards of school education. The apprehension of National Curriculum Framework (NCF-2005) is very true in the context that, "If in the next five years we are not able to achieve considerable success in the teaching of English, we will face the political demand for all schools to become English medium...".

NCERT (2006), also reports that the failure of a large number of children in class X examination on account of English is an issue of worry. Here, the failure of students is considered with respect to their poor achievement or performance in English subject. The existing syllabus of Std. IX has potential to build up a strong language proficiency in the students, which will help them a lot in pursuing their higher studies in future. But the poor performance of the learners at this level proves the significance of Std. IX English as a base for the upcoming standards in the ladder of education. Hence, the investigator has focused on developing CAI mainly in English grammar for Std. IX which will be further helpful to the learner's at large scale in developing language proficiency.

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular

language, consciously or unconsciously becomes aware of the grammar of that language. This can be understood with the help of the following example given by Kohli (1984), "A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he is doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue." Therefore, to speak in a clearer and more effective manner one has to study grammar. If the person who wishes to communicate in the artistic manner with well-defined structures, he must go for the greater depth of understanding and proficiency what the study of grammar offers. Now a day, the situation of English Grammar teaching needs to be strengthened through innovative approaches. Computer has been proved a useful tool under such approaches through various research studies. Computer as a medium, because of its suitable attributes can help in realizing the objectives of English grammar. Though Std. IX students are at formal operational level but learning English through grammar becomes little bit abstract in the absence of sound effects, visualization and colors. Hence, the investigator has decided to develop a CAI for teaching and Learning of English grammar at Std. IX level.

Advancement of technology has influenced each and every aspect of human life. The system of education is not an exception. The objectives of education have also become multidimensional. CAI has unique features because it can store, retrieve and transform the information. Many researchers like, Acharya (2005), Badiyani (2008), Das (1998), Patel (2009), Sakhiya (2006), Zyoud (1999), attempted to develop multi-media packages i.e. Programmed Learning Material, Computer Assisted programs to enhance learning in English language. The studies further suggested that more packages and programs need to be developed so as to enhance the learning of English language, especially focusing on grammar. It is observed that most of the studies were conducted at school levels in different subjects for studying effectiveness of Computer Assisted Instruction. No study was found focusing on the English language subject covering the major hard spots of learning in English grammar based on prescribed syllabus of Std. IX.

It seems that simply developing CAI for English grammar may not serve the purpose of quality improvement in English. It necessitates identification of the major hard spots of learning especially in English grammar basically to serve as the basis for the development of CAI. Hence, the investigator will identify the major hard spots of English grammar on the basis of the opinion of some experienced English teachers.

A logical analysis of the reviewed studies revealed that most of the CAI developed in English language under the studies were in the form of Microsoft PowerPoint presentations. They were lacking the innovative approaches based on integration of applications like animation, visualization, colour – sound and imaginary effects, etc. So, the investigator has decided to integrate all such applications in the development of CAI under the present study.

## **OBJECTIVES OF THE STUDY**

- i) To develop Computer Assisted Instruction (CAI) in English grammar for Std. IX students.
- ii) To implement the Computer Assisted Instruction (CAI) as a pedagogical innovation.
- iii) To study the effectiveness of a CAI in terms of achievement of the students.

## **HYPOTHESES**

- i) There will be no significant difference in the mean scores of experimental and control group.

## EXPLANATION OF THE TERM

- **Computer Assisted Instruction (CAI) in English:**

CAI in English grammar refers to the Computer Assisted Instructional Package developed by the investigator using various software to teach English grammar to the students of Std. IX. The CAI was based on selected grammar points, which would be identified on the basis of opinion of some experienced English teachers. The CAI was included explanation of various topics with examples, exercise, self-practice and self-evaluation in different forms.

## OPERATIONALIZATION OF THE TERMS

- **Achievement:**

Achievement means the marks obtained by the students of Std. IX in the achievement test based on English grammar.

- **Effectiveness of CAI:**

Effectiveness of CAI was judged on the basis of the significance of difference in mean achievement scores of the experimental and control groups in pre-test and post-test.

## DELIMITATION OF THE STUDY

The present study delimited to the students of Gujarati medium grant-in-aid secondary schools of Vadodara, following the prescribed syllabus of Gujarat Secondary and Higher Secondary Education Board (GSHSEB).

## METHODOLOGY

### POPULATION

There are total four clusters of schools in Vadodara city known as 'Shala Vikas Sankul' (SVS) and under these four SVS there are total 106 Gujarati medium grant in aid secondary schools. So, total 9976 students of Std. IX grant-in-aid secondary schools of Vadodara city of Gujarat state under GSHSEB constituted the population for the study.

### SAMPLE

EXPERIMENTAL GROUP	CONTROL GROUP
9th Std. Students	9th Std. Students
Jeevan Bharti School	Narayan School

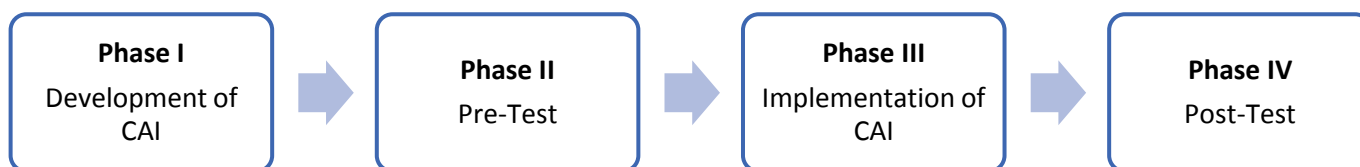
The list of grant-in-aid Gujarati medium secondary schools Vadodara city was collected from the District Education Office (DEO) office, Vadodara. Then, two schools (Jeevan Bharti School and Narayan School) were selected purposively for the selection of the students. An intact class of Std. IX from each school considered as the sample for the present study. Then, students from Jeevan Bharti School was treated as the experimental group whereas the Narayan School's students were treated as the control group.

## DESIGN OF THE STUDY

The proposed study was a developmental cum experimental in nature wherein Quasi-Experimental Design was used. The pretest – posttest Nonequivalent Group Design was followed under the study.

## PLAN AND PROCEDURE

The study was conducted in four different phases. The phase wise detail is described as under.



### Phase I – Development of CAI

Prior to develop the CAI, content of the English text book (Std. IX) was analysed and overall grammar points were identified. Then by conducting the interview of the selected experienced English teachers, difficult teaching points of English grammar was identified.

### Phase II – Administration of Pre-test

Under this phase, a pretest (an achievement test in English grammar) was administered to the students of experimental and control groups with a view to measure their achievement level in English grammar.

### Phase III – Implementation of pedagogical innovation

The developed CAI was implemented only in Experimental Group. For each grammar point under pedagogical innovation researcher had prepared a CAI, three periods (under the regular time table) were allotted during a week. The CAI was implemented under the three allotted periods within a week.

### Phase IV- Administration of Post test

Under this phase, the post test was administered to both the experimental and control groups with a view to study the effectiveness of the implemented CAI.

## TOOLS FOR DATA COLLECTION

**Achievement Test:** The achievement test was constructed on the basis of the identified hard spots of learning. The similar achievement tests were used as pretest and posttest with a view to know the achievement level of the students in English grammar. Students' achievement in English grammar was judged on the basis of marks obtained in the test based on various types of grammar test items.

## DATA COLLECTION

To study the effectiveness of CAI, investigator collected the data in terms of students' achievement in English grammar regarding the implemented CAI. The students' achievement was studied by collecting data in terms of their achievement scores with the help of pretest and posttest. Thus, quantitative data was collected to study the effectiveness of CAI.

## DATA ANALYSIS

The collected data were analyzed by using Nonparametric statistics. Statistical findings of pre-test and post-test data in terms of achievement scores were calculated and compared the effectiveness of an intervention through Wilcoxon Test between experimental and control group and Chi-square technique respectively.

## FINDINGS OF THE STUDY

From the data analysis, it can be derived that teaching students of class IX English grammar by traditional method is not as effective as with the use of CAI. Teaching students by CAI with simultaneous discussion is more effective and presence of teacher is essential so that students can clear their doubts arising while learning.

As data was collected using purposive sampling, non-parametric statistics will be used for analysis of data. Wilcoxon test is used to measure whether there is a significant difference in the scores of pre-test and post-test of Students' Achievement.

**Table – 1 Wilcoxon Test between Experimental and Control Group**

	N	Mean	Std. Deviation	Z	Asymp. (2-tailed)
Control Group _Pre	58	29.03	8.50	-0.19	0.84
Control Group Post	58	28.83	8.03		
Experimental Group_	66	26.67	6.40	-7.06	0.01
Experimental Group_	66	37.23	8.44		

Table-1 explains Wilcoxon test of responses from Narayan School and Jeevan Bharti School. Wilcoxon test was conducted to evaluate whether there is a significant effect of Computer Assisted Instruction (CAI) intervention on students who belongs to experimental group. It can be derived that there was a significant difference in experimental group,  $z = -7.06$ ,  $p < .01$  due to the implementation of CAI program and It can also be derived from the mean scores of pre-test of experimental group ( $M = 26.67$ ) and post-test of experimental group ( $M = 37.23$ ) that achievement of students increased, which can be interpreted that teaching through Computer Assisted Instruction(CAI) program makes significant effect on students.

The table also explain that there is not significant difference in control group,  $z = 0.19$ ,  $p > 0.01$ . It can also be derived from the mean scores of pre-test of control group ( $M = 29.03$ ) and post-test of control group ( $M = 28.83$ ) that achievement of students decreased.

**Table - 2 Rank Table**

		N	Mean Rank	Sum of Ranks
<b>Control Group</b>	<b>Negative Ranks</b>	25 <sup>a</sup>	33.24	831.00
	<b>Positive Ranks</b>	33 <sup>b</sup>	26.67	880.00
	<b>Ties</b>	0 <sup>c</sup>		
	<b>Total</b>	58		
<b>Experimental Group</b>	<b>Negative Ranks</b>	0 <sup>d</sup>	0.00	0.00
	<b>Positive Ranks</b>	66 <sup>e</sup>	33.50	2211.00
	<b>Ties</b>	0 <sup>f</sup>		
	<b>Total</b>	66		

Table-2 describes the comparison of responses of pre-test and post-test among both experimental and control group. In control group, 33 participants have higher achievement scores

before the intervention (Computer Assisted Instruction (CAI)), 25 students have higher achievement scores after the intervention and no students showed no change in their achievement scores. Experimental group, whom CAI program have been implemented, no students have high scores before the intervention, 66 students showed higher achievement scores after the intervention and no student showed no change in their achievement scores.

## CONCLUSION

The results of this study indicate that class IX students learned English grammar equally well with the use of CAI. Computers have the potential to be useful tools to improve learning; however, it is the responsibility of the teachers to choose software that meets the needs of the students, to use it effectively, and to require its use. Educators can tap into this interest by using technology to deliver instruction and assess learning. Computer learning systems provide educators the opportunity to create lessons in a variety of alternative formats to the traditional lecture in order to address the different learning styles and preferences of students. And this supplement is also useful to the students whenever they are absent to the class during the content is taught. They can refer repeatedly until they understand thoroughly this facility is absent in the traditional method. Ultimately quality is essential in any mode of instruction. There are also limitations in preparing CAI person should know not only the content but also methods to prepare CAI.

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## ***USE OF COMPUTER ASSISTED INSTRUCTION IN TEACHING OF ENGLISH GRAMMAR***

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### **Introduction**

English has been one of the most used languages in the world and it has a significant importance in the field of education. It plays a vital role to have the better view of the world and to have better access of the latest sources of knowledge and information. In other words, it can be called as a living stream of knowledge that plays a vital role in producing changes and accepting new trends in the society. English language teaching is used as an important measure to judge the effectiveness of different pedagogies. The pedagogy used impacts students' achievement and attitude. In this modern era of Information and Communication Technology (ICT) English can be taught effectively with the help of computers and in that Computer Assisted Instruction (CAI) is very useful as it lessens the burden of the teacher and makes teaching and learning interesting. Many studies have proved that students learn things at their own pace and convenience through CAI. It can also satisfy the need of the students of different age groups and proved to be effective in teaching different subjects so the present study is undertaken to find out the effect of CAI by integrating ways of different presentation that is by using only CAI, with adequate repetition and followed by discussion. The study may be useful to find more pedagogical innovative use of CAI for teaching learning processes. Educators should have knowledge of content as well as pedagogy expertise because CAI should not be developed without consideration of content and pedagogy. This paper provides an overview of some important teaching and learning concepts that should be considered when developing CAI.

The purpose of present study is to examine the potential of the CAI in helping students in secondary schools to learn English as a second language. The study is intended using computer as a tool to integrate teaching materials through the use of CAI to motivate students to learn English grammar more effectively. Further it also focuses on how to learn English Grammar more easily and to use it correctly.

### **Rationale of The Study**

English is taught as a compulsory subject at all the stages, starting from V to XII standards of school education. The apprehension of National Curriculum Framework (NCF-2005) is very true in the context that, “If in the next five years we are not able to achieve considerable success in the teaching of English, we will face the political demand for all schools to become English medium...”.

NCERT (2006), also reports that the failure of a large number of children in class X examination on account of English is an issue of worry. Here, the failure of students is considered with respect to their poor achievement or performance in English subject. The existing syllabus of Std. IX has potential to build up a strong language proficiency in the students, which will help them a lot in pursuing their higher studies in future. But the poor performance of the learners at this level proves the significance of Std. IX English as a base for the upcoming standards in the ladder of education. Hence, the investigator has focused on developing CAI mainly in English grammar for Std. IX which will be further helpful to the learners at large scale in developing language proficiency.

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manner with well-defined structures, he must go for the greater depth of understanding and proficiency what the study of grammar offers. Now a day, the situation of English Grammar teaching needs to be strengthened through innovative approaches. Computer has been proved a useful tool under such approaches through various research studies. Computer as a medium, because of its suitable attributes can help in realizing the objectives of English grammar. Though Std. IX students are at formal operational level but learning English through grammar becomes little bit abstract in the absence of sound effects, visualization and colors. Hence, the investigator has decided to develop a CAI for teaching and Learning of English grammar at Std. IX level.

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## **Objectives of The Study**

- i) To develop Computer Assisted Instruction (CAI) in English grammar for Std. IX students.
- ii) To implement the Computer Assisted Instruction (CAI) as a pedagogical innovation.
- iii) To study the effectiveness of a CAI in terms of achievement of the students.

## **Hypotheses**

- i) There will be no significant difference in the mean scores of experimental and control group.

## **Explanation of The Term**

- **Computer Assisted Instruction (CAI) in English:**

CAI in English grammar refers to the Computer Assisted Instructional Package developed by the investigator using various software to teach English grammar to the students of Std. IX. The CAI was based on selected grammar points, which would be identified on the basis of opinion of some experienced English teachers. The CAI was included explanation of various topics with examples, exercise, self-practice and self-evaluation in different forms.

## **Operationalization of The Terms**

- **Achievement:**

Achievement means the marks obtained by the students of Std. IX in the achievement test based on English grammar.

- **Effectiveness of CAI:**

Effectiveness of CAI was judged on the basis of the significance of difference in mean achievement scores of the experimental and control groups in pre-test and post-test.

## **Delimitation of The Study**

The present study delimited to the students of Gujarati medium grant-in-aid secondary schools of Vadodara, following the prescribed syllabus of Gujarat Secondary and Higher Secondary Education Board (GSHSEB).

## **METHODOLOGY**

### **Population**

There are total four clusters of schools in Vadodara city known as 'Shala Vikas Sankul'

(SVS) and under these four SVS there are total 106 Gujarati medium grant in aid secondary schools. So, total 9976 students of Std. IX grant-in-aid secondary schools of Vadodara city of Gujarat state under GSHSEB constituted the population for the study.

### Sample

EXPERIMENTAL GROUP	CONTROL GROUP
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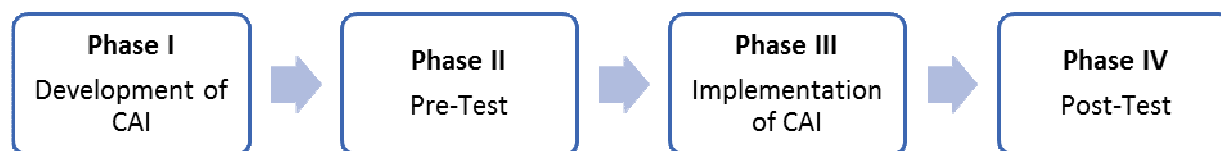
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### Design of The Study

The proposed study was a developmental cum experimental in nature wherein Quasi-Experimental Design was used. The pretest – posttest Nonequivalent Group Design was followed under the study.

### Plan and Procedure

The study was conducted in four different phases. The phase wise detail is described as under.



#### Phase I – Development of CAI

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### **Phase II – Administration of Pre-test**

Under this phase, a pretest (an achievement test in English grammar) was administered to the students of experimental and control groups with a view to measure their achievement level in English grammar.

### **Phase III – Implementation of pedagogical innovation**

The developed CAI was implemented only in Experimental Group. For each grammar point under pedagogical innovation researcher had prepared a CAI, three periods (under the regular time table) were allotted during a week. The CAI was implemented under the three allotted periods within a week.

### **Phase IV- Administration of Post test**

Under this phase, the post test was administered to both the experimental and control groups with a view to study the effectiveness of the implemented CAI.

## **Tools for Data Collection**

**Achievement Test:** The achievement test was constructed on the basis of the identified hard spots of learning. The similar achievement tests were used as pretest and posttest with a view to know the achievement level of the students in English grammar. Students' achievement in English grammar was judged on the basis of marks obtained in the test based on various types of grammar test items.

## **Data Collection**

To study the effectiveness of CAI, investigator collected the data in terms of students' achievement in English grammar regarding the implemented CAI. The students' achievement was studied by collecting data in terms of their achievement scores with the help of pretest and posttest. Thus, quantitative data was collected to study the effectiveness of CAI.

## **Data Analysis**

The collected data were analyzed by using Nonparametric statistics. Statistical findings of pre-test and post-test data in terms of achievement scores were calculated and compared the effectiveness of an intervention through Wilcoxon Test between experimental and control group and Chi-square technique respectively.

## **Findings of The Study**

From the data analysis, it can be derived that teaching students of class IX English grammar by traditional method is not as effective as with the use of CAI. Teaching students by CAI with simultaneous discussion is more effective and presence of teacher is essential so that students can clear their doubts arising while learning.

As data was collected using purposive sampling, non-parametric statistics will be used for analysis of data. Wilcoxon test is used to measure whether there is a significant difference in the scores of pre-test and post-test of Students' Achievement.

**Table – 1 Wilcoxon Test between Experimental and Control Group**

	N	Mean	Std. Deviation	Z	Asymp. Sig. (2-tailed)
Control Group _Pre	58	29.03	8.50	-0.19	0.84
Control Group Post	58	28.83	8.03		
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Table-1 explains Wilcoxon test of responses from Narayan School and Jeevan Bharti School. Wilcoxon test was conducted to evaluate whether there is a significant effect of Computer Assisted Instruction (CAI) intervention on students who belongs to experimental group. It can be derived that there was a significant difference in experimental group,  $z = -7.06$ ,  $p < .01$  due to the implementation of CAI program and It can also be derived from the mean scores of pre-test of experimental group ( $M = 26.67$ ) and post-test of experimental group ( $M = 37.23$ ) that achievement of students increased, which can be interpreted that teaching through Computer Assisted Instruction(CAI) program makes significant effect on students.

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**Table - 2 Rank Table**

	N	Mean Rank	Sum of Ranks
Control Group	Negative Ranks	25 <sup>a</sup>	33.24
	Positive Ranks	33 <sup>b</sup>	26.67
			831.00
			880.00



	<b>Ties</b>	0 <sup>c</sup>		
	<b>Total</b>	58		
	<b>Negative Ranks</b>	0 <sup>d</sup>	0.00	0.00
<b>Experimental Group</b>	<b>Positive Ranks</b>	66 <sup>e</sup>	33.50	2211.00
	<b>Ties</b>	0 <sup>f</sup>		
	<b>Total</b>	66		

Table-2 describes the comparison of responses of pre-test and post-test among both experimental and control group. In control group, 33 participants have higher achievement scores before the intervention (Computer Assisted Instruction (CAI)), 25 students have higher achievement scores after the intervention and no students showed no change in their achievement scores. Experimental group, whom CAI program have been implemented, no students have high scores before the intervention, 66 students showed higher achievement scores after the intervention and no student showed no change in their achievement scores.

## Conclusion

The results of this study indicate that class IX students learned English grammar equally well with the use of CAI. Computers have the potential to be useful tools to improve learning; however, it is the responsibility of the teachers to choose software that meets the needs of the students, to use it effectively, and to require its use. Educators can tap into this interest by using technology to deliver instruction and assess learning. Computer learning systems provide educators the opportunity to create lessons in a variety of alternative formats to the traditional lecture in order to address the different learning styles and preferences of students. And this supplement is also useful to the students whenever they are absent to the class during the content is taught. They can refer repeatedly until they understand thoroughly this facility is absent in the traditional method. Ultimately quality is essential in any mode of instruction. There are also limitations in preparing CAI person should know not only the content but also methods to prepare CAI.

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## **APPENDIX – K**

# **SOFT COPY OF CAI PACKAGE**

**APPENDIX – K****SOFT COPY OF CAI PACKAGE**