

APPENDICES

ALL THE ACTIVITIES OF DESCRIBE AND DRAW

Name of the Activity: Describe and Draw

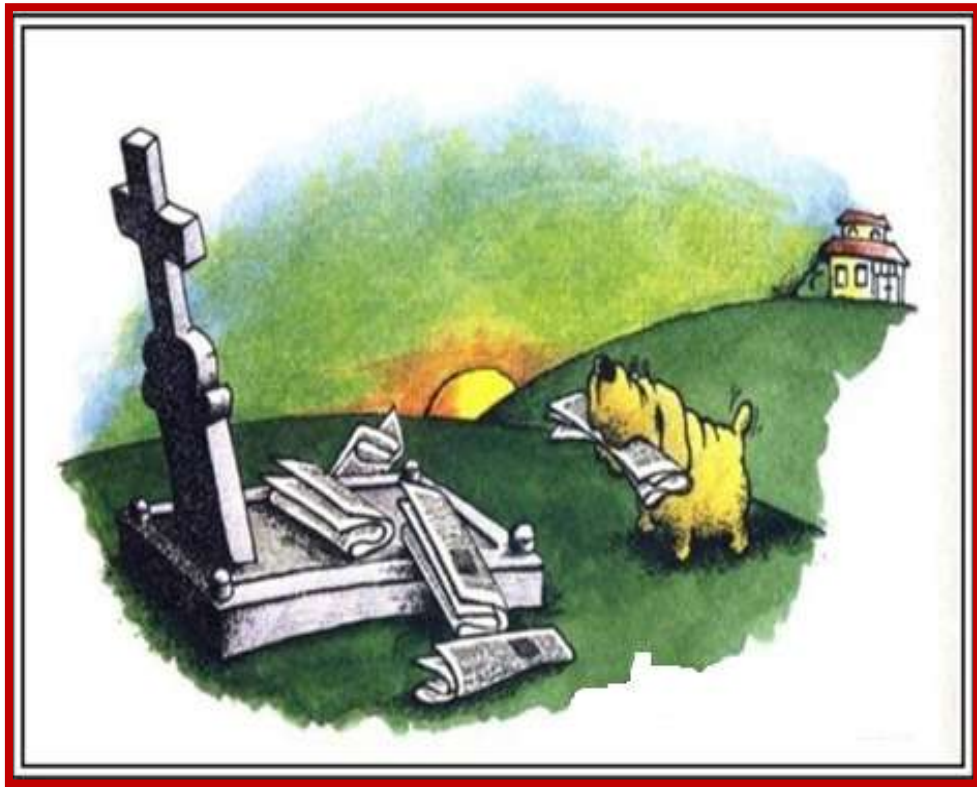
Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

Activity Description: Students were divided in the pair of two. One image was given to student “A”. Student “A” described image to student “B”. The other student “B” listened description carefully and tried to draw the description on blank page. Student ‘A’ hides the image from student ‘B’. In the second attempt, student “B” described image and student ‘A’ listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student ‘A’ & Student ‘B’ are examples).

Duration: 40 minutes per session



Source : www.yeeeee.com

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

About Activity: Students were divided in the pair of two. One image was given to student “A”. Student “A” described image to student “B”. The other student “B” listened description carefully and tried to draw the description on blank page. Student ‘A’ hides the image from student ‘B’. In the second attempt, student “B” described image and student ‘A’ listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student ‘A’ & Student ‘B’ are examples).

Duration: 40 minutes per session



Source : www.yeeeee.com

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

About Activity: Students were divided in the pair of two. One image was given to student “A”. Student “A” described image to student “B”. The other student “B” listened description carefully and tried to draw the description on blank page. Student ‘A’ hides the image from student ‘B’. In the second attempt, student “B” described image and student ‘A’ listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student ‘A’ & Student ‘B’ are examples).

Duration: 40 minutes per session



Source : www.yeeeee.com

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

About Activity: Students were divided in the pair of two. One image was given to student “A”. Student “A” described image to student “B”. The other student “B” listened description carefully and tried to draw the description on blank page. Student ‘A’ hides the image from student ‘B’. In the second attempt, student “B” described image and student ‘A’ listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student ‘A’ & Student ‘B’ are examples).

Duration: 40 minutes per session



Source : www.collectiveevaluation.com

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

About Activity: Students were divided in the pair of two. One image was given to student “A”. Student “A” described image to student “B”. The other student “B” listened description carefully and tried to draw the description on blank page. Student ‘A’ hides the image from student ‘B’. In the second attempt, student “B” described image and student ‘A’ listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student ‘A’ & Student ‘B’ are examples).

Duration: 40 minutes per session



Source : www.collectiveevaluation.com

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

About Activity: Students were divided in the pair of two. One image was given to student “A”. Student “A” described image to student “B”. The other student “B” listened description carefully and tried to draw the description on blank page. Student ‘A’ hides the image from student ‘B’. In the second attempt, student “B” described image and student ‘A’ listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student ‘A’ & Student ‘B’ are examples).

Duration: 40 minutes per session



Source : www.awesomeinventions.com

APPENDIX - II

ALL THE ACTIVITIES OF CREATING IMAGE

Objectives:

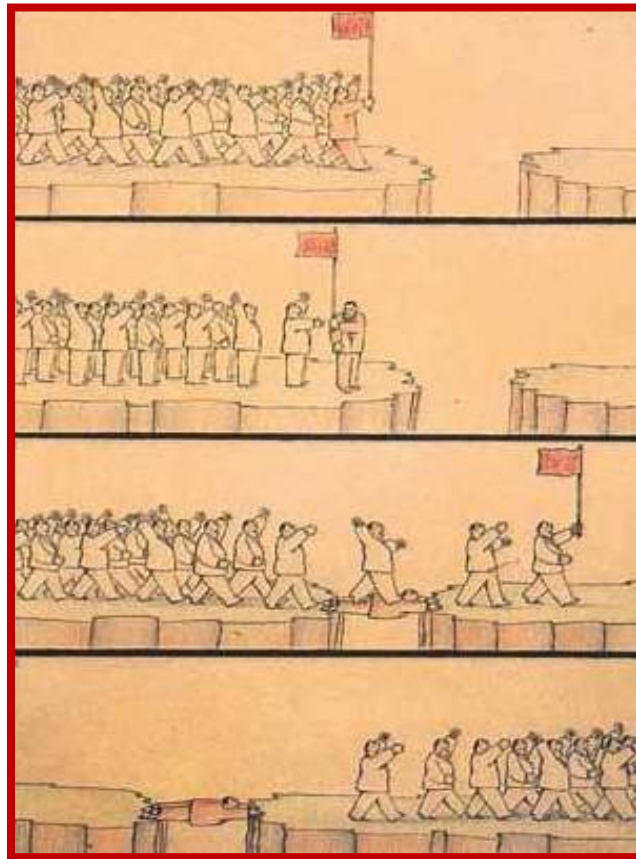
1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Creating image

About Activity: Here, students are divided in the groups. They are given one image which is half completed and remaining part of the image is completed by students. Students will generate discussion and try to complete image with their own perception. At the end all the group will discuss their ideas.

Duration: 40 minutes per session



Source : www.yeetee.com

Objectives:

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Creating image

About Activity: Here, students are divided in the groups. They are given one image which is half completed and remaining part of the image is completed by students. Students will generate discussion and try to complete image with their own perception. At the end all the group will discuss their ideas.

Duration: 40 minutes per session



Source : www.redbubble.com

Objectives:

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Creating image

About Activity: Here, students are divided in the groups. They are given one image which is half completed and remaining part of the image is completed by students. Students will generate discussion and try to complete image with their own perception. At the end all the group will discuss their ideas.

Duration: 40 minutes per session



Source : www.pinterest.com

Objectives:

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Creating image

About Activity: Here, students are divided in the groups. They are given one image which is half completed and remaining part of the image is completed by students. Students will generate discussion and try to complete image with their own perception. At the end all the group will discuss their ideas.

Duration: 40 minutes per session



Source : www.collectiveevaluation.com

Objectives:

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Creating image

About Activity: Here, students are divided in the groups. They are given one image which is half completed and remaining part of the image is completed by students. Students will generate discussion and try to complete image with their own perception. At the end all the group will discuss their ideas.

Duration: 40 minutes per session



Source : www.filmsforaction.com

APPENDIX - III

ALL THE ACTIVITIES OF IMAGE RECALL

Objectives:

1. To enable them to read image vitally (Reading Skill)
2. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Flash

About Activity: In this activity, teacher (Investigator) shows two or three images very quickly. All students observe those images in short span and they try to recall image and write something about it. It depends on how they observe those images. Each student individually try to narrate observations. At the end of the session all the student shares their perception.

Duration: 40 minutes per session



Directions of thinking:

- Theme of the image
- Characters of the image
- Location of the image
- Your point of view

Source : www.digitalsynopsis.com

Image Recall

Objectives:

1. To enable them to read image vitally (Reading Skill)
2. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Flash

About Activity: In this activity, teacher (Investigator) shows various images very quickly. All students observe those images in short span and they try to recall image and write something about it. It depends on how they observe those images. Each student individually try to narrate observations. At the end of the session all the student shares their perception.

Duration: 40 minutes per session



Directions of thinking:

- Theme of the image
- Characters of the image
- Location of the image
- Your point of view

Source : www.collectiveevaluation.com

Image Recall**Objectives:**

1. To enable them to read image vitally (Reading Skill)
2. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Flash

About Activity: In this activity, teacher (Investigator) shows various images very quickly. All students observe those images in short span and they try to recall image and write something about it. It depends on how they observe those images. Each student individually try to narrate observations. At the end of the session all the student shares their perception.

Duration: 40 minutes per session

**Directions of thinking:**

- Theme of the image
- Characters of the image
- Location of the image
- Your point of view



Source : www.justsomething.com

Image Recall

Objectives:

1. To enable them to read image vitally (Reading Skill)
2. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Flash

About Activity: In this activity, teacher (Investigator) shows various images very quickly. All students observe those images in short span and they try to recall image and write something about it. It depends on how they observe those images. Each student individually try to narrate observations. At the end of the session all the student shares their perception.

Duration: 40 minutes per session



Directions of thinking:

- **Theme of the image**
- **Characters of the image**
- **Location of the image**
- **Your point of view**

Source : www.slideshare.net

Image Recall

Objectives:

1. To enable them to read image vitally (Reading Skill)
2. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Flash

About Activity: In this activity, teacher (Investigator) shows various images very quickly. All students observe those images in short span and they try to recall image and write something about it. It depends on how they observe those images. Each student individually try to narrate observations. At the end of the session all the student shares their perception.

Duration: 40 minutes per session



Directions of thinking:

- Theme of the image
- Characters of the image
- Location of the image
- Your point of view

Source : www.collectiveevaluation.com

APPENDIX - IV

ALL THE ACTIVITIES OF INTERPRETING IMAGES

Interpreting Image:

Objectives:

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)
3. To enable them to read image vitally (Reading Skill)
4. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Analysis

About Activity: Here, students are divided in the group of four and three. One image is given to them. They are supposed to analyze image with different angles. Based on the discussion and analysis, they write small write up. At the end of the session, one student from the each group read and describes their analysis.

Duration: 40 minutes per session



Source : www.redbubble.com

Interpreting Image:**Objectives:**

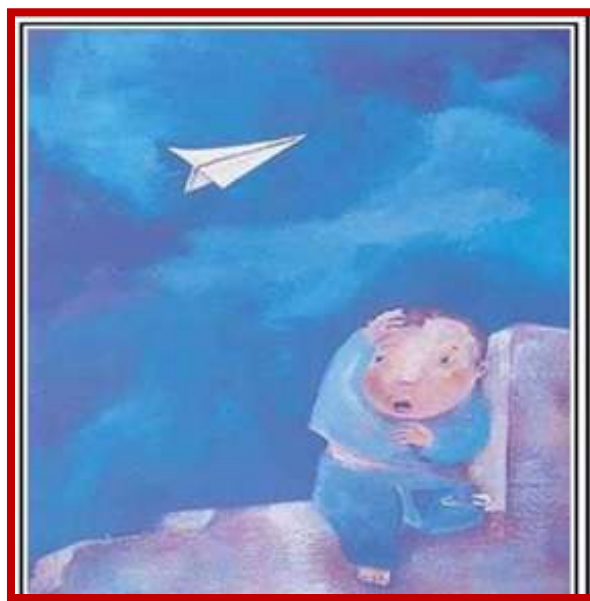
1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)
3. To enable them to read image vitally (Reading Skill)
4. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Analysis

About Activity: Here, students are divided in the group of four and three. One image is given to them. They are supposed to analyze image with different angles. Based on the discussion and analysis, they write small write up. At the end of the session, one student from the each group read and describes their analysis.

Duration: 40 minutes per session



Source : www.yeeeee.com

Interpreting Image:**Objectives:**

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)
3. To enable them to read image vitally (Reading Skill)
4. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Analysis

About Activity: Here, students are divided in the group of four and three. One image is given to them. They are supposed to analyze image with different angles. Based on the discussion and analysis, they write small write up. At the end of the session, one student from the each group read and describes their analysis.

Duration: 40 minutes per session



Source : www.dailydwaddle.com

Interpreting Image:

Objectives:

1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)
3. To enable them to read image vitally (Reading Skill)
4. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Analysis

About Activity: Here, students are divided in the group of four and three. One image is given to them. They are supposed to analyze image with different angles. Based on the discussion and analysis, they write small write up. At the end of the session, one student from the each group read and describes their analysis.

Duration: 40 minutes per session



Source : www.pinterest.com

Interpreting Image:**Objectives:**

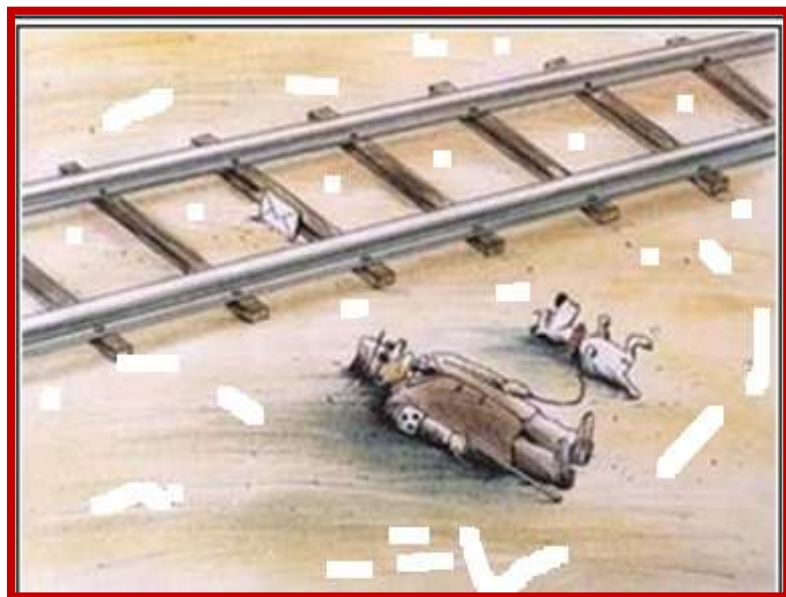
1. To enable them to listen about image vitally (Listening Skill)
2. To enable them to speak about image vitally (Speaking Skill)
3. To enable them to read image vitally (Reading Skill)
4. To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Analysis

About Activity: Here, students are divided in the group of four and three. One image is given to them. They are supposed to analyze image with different angles. Based on the discussion and analysis, they write small write up. At the end of the session, one student from the each group read and describes their analysis.

Duration: 40 minutes per session



Source : www.yeaaaa.com

APPENDIX - V

ENTRY LEVEL AND EXIT LEVEL TEST OF THE LISTENING SKILL

Test One

In this section you will hear a discussion between college receptionists, Mr. Mukesh and student named Vijay about learning a language. In the first part of the discussion they are talking about the course Vijay will study. First look at the questions 25 to 29. Note the examples that have been done for you.

Using no more than three words or numbers, complete the table.

Task One

Q 1	Name of applicant:
Q2	Telephone Number:
Q3	Language to be learned:
Q4	Location of class :
Q5	Time of Class
Q6	Name of Class
Q7	Date of Commencement of Class

Transcription

Mr. Mukesh: Hello. May I help you?

Vijay: Hello. Is this the right place for me to register to study foreign languages?

Mr. Mukesh: Yes, it is .May I have your name please?

Vijay: Vijay. My family name is Paresh.

Mr. Mukesh: Vijay Paresh Okay. Do you have telephone number?

Vijay: Yes. 9879665394

Mr. Mukesh: Thank you. Now which language would you like to learn? We offer French, Italian, Mandarin, Spanish, and Portuguese....

Vijay: Ah. I would like to learn Spanish, please.

Mr. Mukesh: Okay. Our classes are conducted in lots of different places. We have classrooms in the city and here in this building...

Vijay: what's this building called?

Mr. Mukesh: This building A.

Vijay: I Work near here, so it would be best to study in Building A.

Mr. Mukesh: What time do you want to come to lessons? They go on for three hours, and they start at 10:00 am, 4:00 pm and 6:00 pm.

Vijay: I wish I could come to the daytime lessons, but I cant't, So 6:00 pm please.

Mr. Mukesh: That's our most popular time, of course. Umm. Have you ever studied Spanish before?

Vijay: No, I haven't.

Mr. Mukesh: We describe our classes by level and number. Your class is called "Elementary One."

Vijay: Okay. When will classes start?

Mr. Mukesh: Elementary one begins- ah- just a minute-ah-it begins on August 10.

Vijay: Great! Now what else do I have to do?

Q 8	Tanisha is	A. Vijay's Friend B. Mr. Mukesh's Friend C. Vijays's Bos D.Mr. Mukesh's Boss
Q 9	When Tanisha speaks she	A. Congratulates Mr. Mukesh B. Ignores Mr. Mukesh C. Criticize Mr.Mukes D. Praise Mr. Mukesh
Q10	When Mr. Mukesh replies he	A. Laughs at Tanisha B. Sympathies with Tanisha C. Argues with Tanisha D. Apologises to Tanisha

Narrator: Now look at questions 30 to 32.

Choose the appropriate letters A to D and write them in boxes 30 to 32 on your answer sheet. Listen carefully to the conversation between Mr.Mukesh, Miss. Tanisha and Mr. Vijay.

Mr.Mukesh: Well. Let's see. First, you have to go to....

Miss.: Did you file those documents for me last night?

Mr.Mukesh: Ah. No. they are still on my destk.

Miss Tanisha : Oh. Mukesh, that's simply not good enough!

Mr. Mukesh: I am really sorry, Tanisha. It wont happen again.

Miss. Tanisha: All right Mr. Mukesh. Go back to your customer. But please be more careful in future.

Entry Level Test of the Listening Two

Q1	Message for	
Q2	Student's Family Name	
Q3	Student's First Name	
Q4	Student Number	
Q5	Teacher's Name	
Q6	Student's Address	
Q7	Telephone	

Section two: you are going to hear a student arranging to transfer between English classes. She is leaving a message on the language department's answering machine. The student's name is Maya Shah. First look at questions 11 to 17.

As you listen to the first part of the talk, answer questions 11 to 17

Maya: This is Maya Shah speaking. This message is for Mrs. Priti Upadhyay, in student affairs. Mrs. Priti, I telephoned you last week and you told me to call back and put the details of my request to transfer on the answering machine. I hope you can hear me easily. I have the form here and I will give you the information working from the top to the bottom.

As you know, my family name is Shah, spelled S-H-A-H and my first name is Maya. My student number is 002312 that is 002312. I am in Mr. Hirens's class-you know, he is the one who helps out with the football team.

The next part of the form asks for my address. I will give it slowly. I live at Flat-5, 10 UNIVERSITY Road, and Near the Engineering School.

The telephone number is 8186074, and I share it with a lot of other people so it's often engaged. I will give it to you again, 8186074. I think that's all I have to put on this part of the form. I know you were curious about my reason for requesting a transfer, so I will explain the next.

QUESTION 8 TO 12

SELECT THE APPROPRIATE LETTER

Q8	Maya wants to change classes because	a. She doesn't like her teacher b. Too many students share the same language c. She can't understand the work d. The class is too large
Q9	In the evening class most students' first language is	a. English b. Italian c. Spanish d. Japanese
Q10	There is room in the new class because two students	a. Went home b. Dropped the course c. Transferred d. Graduated
Q11	Maya prefers the evening class because it is	a. In the same room b. In the room next door c. In the same building d. In the building next door
Q12	Maya wants Mrs. Priti to leave a message at	a. The library b. Her work c. Her friend's house d. Her home

Narrator: Now look at the questions 18 to 22

As **Maya Shah** continues her message, answer questions 18 to 22

Now I will tell you why I want a transfer between classes. Mrs.Priti , I really like my teacher and my classmates, but I find it very hard not to speak in my own language. I just begin to think in English when the class ends and I am surrounded by other people from my country so it's natural that we all speak in our mother tongue. I have been looking around for class where there are very few other people from my country so I will be forced to use English.

The best class I can find is the evening class which begins at 6 pm. Most of the students in that class come from countries which speak Spanish, and I can't speak a word so I must use English. I have an Italia friend in the class, and she tells me there are two, Hong Kong Chinese, six Spanish speakers and one Japanese student. She says most people speak English at the break, although sometimes the Spanish slip in their won language.

I checked the class list, and tow students have dropped out of the evening class so there shuld be room for me. Could you please see if I can join the class? I am not sure what the class number is, but the evening class I want is in Room 305 of the queen (Trotter) Building. The class I am in now is next door to the queen (Trotter) Building in Prince Tower, so it's very easy for me to find my way to the new class.

I am not going home until today, so could you please leave a message for me at my friend Dipeeka's House? Her number is 8127542, and she has an answering machine.

I do hope you can transfer me, Mrs.Priti. if there is any more information you need please call me. Thank you very much.

Entry Level Test of the Listening Three

Question 9-14 look at this invitation. Tick (✓)

Invitation

To a welcoming Lunch	Dance party
At Taj Hall	✓
On Friday June 15 at 8:00 pm.	(9)
The Party will end at 10:00 pm.	(10)
Free Transport to the student hostel is available, leaving Blackwell House at 10:30	(11)
Other students may attend.	(12)
Please bring your student identifications card.	(13)
Please reply by Tuesday, if you can come	(14)

Student advisor: Hello. My name is Mukesh Parmar, and I am here to tell you about the welcoming party we are having for new students. Unfortunately the information on your invitation is inaccurate. We didn't have enough time to print new invitations, So I will have to ask your make changes. To start with, this isn't a welcoming lunch. It's a dance party. However, the next line is true. The party will be held at TAJ HALL. Is everybody comfortable with that? The next line tells you when the party will be: Friday June 15th at 8:00pm, but I have good news: the party will end at 11:00pm. As a result of this later end to the party the bus will go later, too, so it should read" Free transport to the student hostel is available leaving S.V.Hall AT 11:30. And of course other students may attend, and all students must have their student ID CARD WITH THEM. I hope you can come to the welcoming party. It's a really good way to get to know other students and to learn what it's like to live in this city and to study here. Just one final change: please let us know by Thursday if you can come.

Exit level Test of the Listening One

Name of the Trainee:

Name of the College:

Date:

Listening Test: One

Listen to the conversation between the manger of the student hostel and a student.

Tick (✓)

Charges for Meals:

(1) Breakfast:

(2) Lunch:

(3) Dinner:

Meal Times

(4) Breakfast: 7:00-9:30 am

(5) Lunch: Noon-2:00 pm

(6) Dinner: 6:00- 7:30 pm

Narrator: there is a conversation between student and manager of the hostel.

Now listen carefully and answer questions 1 to 5.

Manager:

Student: Excuse me. I want to ask you about the charges for meals. Are they the same as they were last year?

Manager: No. I am afraid they are not. We have managed to keep most of them the same, but we have had to increase the charge for breakfast.

Student: How much is it now?

Manager: it is Rs.20. Earlier it used to be Rs. 15

Student: I see. What about Lunch?

Manager: It is unchanged-still Rs.35.

Student: Does dinner still cost Rs.40.

Manager: Yes, it does. We have managed to keep the prices down this year.

Student: My sister was in this hostel before me. I am sure the hours for breakfast used to be longer.

Manager: Yes, They were. They used to be 7:00 to 9:30, but to keep our expenses down we made them 7:00 to 9:00

Student: Lunch is the way it was, though. Hold no! Dinner 6:00 to 7:30? Isn't that a change?

Manager: Yes, it is , and in fact earlier it used to be 5:30 to 7:30, but now it is 6:00 to 8:00 pm.

Student: 6:00 to 8:00 pm. That's good.

Exit level Test of the Listening Test Two

Listening Test Two:

Questions 01 to 10

Complete the summary on the opposite page. Use words from the box. There are more words in the box than you need. Some words may be used more than once.

Rest	Relaxed	Angry	Warm
Stress	Work	Hunger	45degrees
Chew	Exhaustion	Desk	40degrees
Noise	Tense	Study	Crowded
Speak	Smoky	Relaxation	Long-term
Tired	Exercise	Raised	

The most usual case of headaches is (01)_____. Headaches can also come as a Result of excessive (02)_____. Some people say they get a headache when They (03)_____. It may also be because they are working in poor light which Makes them very (04)_____. It is helpful if your reading material is on a book rest at (05)_____ to the desk. It is also important to be (06)_____ in bed. You may even get a headache because you (07)_____ too heard. The best advice is to try to eat regular meals, get enough (08) _____ and avoid (09) _____ places. These Places can also do you serious (10)_____ damage.

The most usual case of headaches is (30) ***hunger***. Headaches can also come as a result of excessive (31) ***noise***. Some people say they get a headache when they (32) ***study***. It may also be because they are working in poor light which makes them very (34) ***tense***. It is helpful if your reading material is on a book rest at (35) ***45 degree*** to the desk. It is also important to be (36) ***Relaxed*** in bed. You may even get a headache because you (37) ***chew*** too heard. The best advice is to try to eat regular meals, get enough (38) ***exercise*** and avoid (39) ***smoky*** places. These Places can also do you serious (40) ***long term*** damage.

Exit level Test of Listening Three

Name of the Trainee:

Name of the College:

Date:

Listening test three:

Questions: Circle the appropriate letter A-D

(1) Most postgraduate students are studying

- A. Courses that feature vocational training
- B. Full-time courses
- C. Part-time courses
- D. Research-based courses

(2) Postgraduate students are advised to

- A. Take as many diverse subjects as possible
- B. Accept an intellectual challenge
- C. Be sure to have a definite goal
- D. Have already completed training

(3) The speaker says that where you study

- A. Is of minimal importance
- B. Must be somewhere you like
- C. Must be reasonably priced
- D. Should be based on your course

(4) Choosing an institution should be mainly based on

- A. The quality of the housing for postgraduate students
- B. The reputation of the department they work in
- C. The reputation of the organization they attend
- D. The quality of the supervision they receive

(5) These facilities are the most important to the speaker:

- A. Libraries and laboratories
- B. Computer facilities
- C. Secretarial support
- D. Recreational organizations

(6) Postgraduates can avoid feeling alone by

- A. Joining association of their peers
- B. Developing outside interests
- C. Participating in the outside community
- D. Making friends outside the University

Complete the sentences below. Write no more than three words for each answer.

(7) Students should not forget to budget for their

(8) Students should check all study costs carefully because institutions may

(9) Postgraduate students cannot get loans from

You will hear a talk about the pitfalls and pleasures of being a postgraduate student. Look at the questions 32 to 37. Listen to the speaker's advice and answer questions 32 to 37. Circle the correct letter.

Postgraduates are about as easy to define as catching steam in a bucket. Courses can be vocational, for training, as research, as a preparation for research, or a combination of these. Also you can choose between full-time and part-time. Increasingly, the approach to postgraduate study is becoming modular. The vast majority of postgraduates are doing short, taught courses, many of which provide specific vocational training. Indeed, there has been a 200% increase in postgraduate numbers in India over the past 20 years. Current figures stand just under 400,000.

People undertake postgraduate study for many reasons. These may be academic (intellectual challenge, development of knowledge), vocational (training for a specific career goal) or only vague (drifting into further study). It is essential that you determine the reasons you want to become a postgraduate. If you have clear goals and reasons for studying, this will enhance your learning experience and help you to remain focused and motivated throughout your course.

Where you study should be based on much more than the course you want to do. For some courses you are likely to be there for several years, and it is important that you are happy living there. Check also what type of accommodation is available and whether the institution provides any housing specifically for postgraduates.

Choosing an institution and department is a difficult process. To determine quality, do not rely on the reputation of an institution, but find out what ratings are from the most recent assessment exercises. Find out about the staff, their reputation, competence, enthusiasm and friendliness. Visit the department if possible and talk to existing postgraduates about their experience, satisfaction, comments and complaints. Be very careful to check how they feel about their supervisors.

Also, check what facilities are available, both at an institutional level (for example libraries, laboratory and computing facilities) and in the department (For example study room, desk, photocopying, secretarial support etc).

Everyone will have their own priorities here: I am always anxious to check the computer support available, and regard it as slightly more important than library access. Your working environment and the support available to you plays an essential part in making your work as a postgraduate a positive experience.

Life as a postgraduate can be very different to your other experiences of education. Things that can distinguish your experience are the level of study, independence of working, intensity of the course, the demands on your time, and often the fact that you are older than the majority of the students.

These factors can contribute to making you feel isolated. However, there are several ways you can make sure that this is either short-lived or does not happen at all.

Many student unions have postgraduate societies that organize social events and many also provide representation for postgraduates to both the student union and the institution. Departments can also help to create a sense of identity and community, and often have discussion groups available. Don't be afraid to talk to staff about any difficulties you might be having. Of course universities provide counseling services but we have found that the best advice comes from talking to other graduates who may have faced similar difficulties.

APPENDIX - VI

ENTRY LEVEL AND EXIT LEVEL TEST OF THE SPEAKING SKILL

Time: 30 minutes

Date:

Name of Trainee:

Questions 1: Read a text aloud

If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

Question 2: Describe a picture



Source : www.dailydwaddle.com

Directions: In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.

Questions 3-5: Respond to questions

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to

Question 3: How often do you watch television?

Question 4: What kinds of programs do you usually watch?

Question 5: Describe your favourite television program.

Question 06: Propose a solution

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

You will hear: Hi, this is Mrs. Manisha Desai, Um, I'm calling about my bank card. I went to the bank machine early this morning, you know — the ATM (upspeak) ... because the bank was closed so only the machine was open. Anyway, I put my card in the machine and got my money out....but then my card didn't come out of the machine. I got my receipt and my money but then my bank card just didn't come out. And I'm leaving for my vacation tonight so I'm really going to need it....I had to get to work early this morning, and couldn't wait around for the bank to open....Could you call me here at work, and let me know how to get my bank card back? I'm really busy today, and really need you to call me soon. I can't go on vacation without my bank card. This is Manisha Desai at 555-1234. Thanks.

Question 07: Express an opinion

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

Question: (Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.

Exit level Test of the Speaking

Time: 30 minutes

Date:

Name of Trainee:

Questions 1: Read a text aloud

A 'Memory Trace' refers to material taken into the mind and the impact it has, as far as strength of memory is concerned. So, we can talk of a weak memory trace making little impact, and strong memory traces having powerful impact. Immediate recall is normally only possible from the conscious mind. Information is stored in categories in the conscious for a limited period of time after which the memory trace fades. There are considerable evidences to show that it does not fade 'away' but goes into the subconscious. The information can no longer be immediately recalled at will.

Question 2: Describe a picture



Source : www.justsomething.com

Questions 3-5: Respond to questions

Directions: In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond

1. Do you play any sports?
2. What are the most popular sports in your country?
3. Is it better to play sport or watch it? Why?

Question 06: Propose a solution

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

You are working as a teacher in one school. After immediate joining you realize that environment of school is not healthy. All staff members keep distance among themselves. In this situation as a new comer what would be your strategy to improve the situation. Give your suggestions and ideas.

Question 07: Express an opinion

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

Questions: do you think tuition classes provide quality education? How it differs from school education?

APPENDIX - VII

ENTRY LEVEL AND EXIT LEVEL TEST OF THE READING SKILL

Reading Test

Name of the Trainee:

Date:

Name of the College: Shri S.R.Patel B.Ed.College

Time allowed:

1. Read the passage carefully and answer the questions that follow:

A forgotten hilly district in northern Orissa, known more for its rough roads and grinding poverty, has produced at least 22 world class hockey players for India and dozens who play at the national level. On the Athens Olympic team three men were from Sundergarh-Captain Dilip Tirkey, fellow defender William Xalco and midfielder Ignace Trikey. Ignace's younger brother plays in the national junior team.

The hockey hour is upon the villagers and a local tournament is about to begin. The prize is fattened goat- or khasi- after which the tournament is named and it is through hundreds of events like this that Sundergarh,s most unusual heritage stays alive. An hour before the match, the field is overturn by dozens of little boys- all Dilips between five and eight years, their faces shining and their sweaty little bodies a blur as they run barefoot on the rocky ground. Some have barely entered the village school but they know their hockey. In this tribal belt a child's first toy is a hockey stick. Not just the number of bullocks he owns judges and eligible groom, but also by the goals he scores. Weddings are solemnized with an over field face-off between families.

In 2003, the 1500 tribal villages of Sundergarh hosted over200 hockey tournaments. "we play hockey at the drop of a hat," laughs former Olympian, Michael Kindo. "And sometimes, even when the hat doesn't drop." Nobody can pinpoint exactly when and how hockey came to Sundergarh. But scholars believe that it was the Christian missionaries who introduced it as they swarmed into the tribal region in the 1860s. Whenever schools were set up, they included hockey as an extra-curricular activity. This sport was introduced, as everything required for the sport was available in the forests. Even today, youngsters in the interiors of the district make their own

hockey sticks by bending a bamboo shoot, binding one end to create a curve and slow heating it over fire. Youngsters in bulkidihi village, which has produced the large number of stars make a ball by wrapping clothe around a wood apple.

Kindo believes there is a very good reason Sundergarh has taken to the sport because members of the 36 tribes that make up the district have the build, temperament and even, he says, DNA. These descendants of ancient hunter gatherers are said to have immense stamina, keen eyesight and patience. “We tribal’s are short, but we have strong legs and can stay bent over a stick for hours,” says Kindo. In a sport that focuses on a small, fast-moving ball, the sharper the eyesight the better.

However, only about 5 percent of the state’s budget is set apart for sports. Facilities at the government run Panposh Academy are dismal. Kindo hopes to have more stadia, local civic tournaments. Hockey is to Sundergarh what cricket is to rest of India- a passion, an aspiration sport that helps the tribal’s get jobs and earn a living.

Task one: Fill in the summary using a word for each blank:

Hockey (a) _____ in the hearts of the people of the village so much so that a game of hockey is played at the drop of a hat. A hockey stick very often (b) _____ a child’s first toy. It is also (c) _____ to note that kockey plays an important role even in (d) _____ an eligible groom. The tribal’s who constitute Sundergarh owe it to the missionaries who (e) _____ the game there. (f) _____ there are a number of international and national players, very little money is being set apart for hockey in the sports budget.

Task two: Complete the following sentences:

- (a) Hockey caught on more than other sports as _____
- (b) Sundergarh is known more for its _____ than hockey.

Task three: Answer the following questions:

- (a) How does the youngster make hockey sticks and balls?
- (b) What are the qualities that the tribal’s have that contribute to being good at hockey?

Task four: find words from the passages which mean the same as the following :

- (a) Came in large numbers
- (b) A person's nature and character
- (c) Sad/depressing

2. Read the passage carefully and answer the questions that follow:

Why is it that there are very few women players in our orchestras? If one could reply flatly-sex discrimination: they don't want women in orchestras-that could be a definite answer. But one can't say that. As a matter of fact there are, if not many, a few women playing today in symphony orchestras. Nevertheless, it is true that male orchestral players are in an overwhelming majority. Why is that? I am afraid, there is no one answer. There are physical reasons why women don't perform well on certain instruments. The average woman is not likely to possess sufficient lung power and sheer muscular strength to play the tuba just as an average woman's hands are not likely to be large enough to finger a double bass satisfactorily. But, what about the other instruments?

I think social and family pressures have been very strong in keeping women out of orchestras. Think of the prejudice that existed half a century ago against the so-called "nice" girls going on stage. The stage was won out for the simple reason that it had to have women to play feminine roles in plays and operas, and was willing to offer a young woman more money than she could make in any other profession. Moreover, on stage, she was appearing as an individual, as a centre of attraction. This was gratifying to both her and her family. To this day, while the average parents are reconciled to seeing their daughter become an opera singer or concert artist, they don't like the idea of seeing her submerging her personality to become the member of a chorus of the orchestra.

Another reason why we have so few women orchestral musicians is that so few of them play wind instruments well enough. They don't play well enough because they haven't had the proper training: and the reason for that lies in the history of orchestral music. You will find that famous European families of bassoon players or clarinetists taught their sons to play the family instrument. Their sons: but never their daughters. If they had any other pupils, those were also boys: not girls. And to this day, while women vote, hold public office and practice many other professions, without shocking our sensibilities, in this particular field, the orchestra, our attitude towards women still remains the same.

However, this prejudice is rapidly crumbling, and is likely to disappear entirely in a few years. For this we have to thank our high-school bands and orchestras, which offer instruction, practice, and experience in playing all orchestral instruments to boys and girls alike.

2.1 Complete the following sentences, write the answers in your answer sheet against the correct blank numbers:

1. The reasons why there are only very few women orchestra players-

(a) Physical reasons

(i) _____

(ii) _____

(b) Social Reasons

(i) _____

(ii) _____

(c) Women won out on stage because

(i) _____

(ii) _____

(2) The high school bands have to be thanked because

(3) Lack of training has resulted in

2.2 Find words from the passage which mean the same as the phrases given below.

- (a) Make a distinction / a difference
- (b) Breaking / Falling Off
- (c) Satisfying/ To Please
- (d) Learning

2.3 Find out unknown words from the passage.

2.4 Read following paragraph allowed.

If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

Exit level Test of the Reading

Reading Test

Name of the Trainee:

Date:

Name of the College: Shri S.R.Patel B.Ed.College

Time allowed:

1. Read the passage carefully and answer the questions that follow:

One of the world's great educators, who looked up to a child as an individual and a very special human being, was Maria Montessori. She gave the very young children the stimulating kindergarten, where children grew in an atmosphere of freedom and confidence.

Maria Montessori was born in Chiaravalle near Ancona, Italy, in 1870. As a little girl, she was a dull student, unable to grasp and retain what her teacher taught her. At the age of 10, she suddenly changed. Besides her heightened interest in religion, she felt she had a long way to go.

Maria began topping her class, and her parents felt that she should become a teacher. But she was determined to become an engineer. At the age of 14, she attended a technical school for boys. After a year she took up biology and decided to study medicine. In spite of a strong opposition from her father, she went ahead with medicine.

Maria became the First Italian woman to receive a medical degree after she graduated from the University of Rome in 1896. After getting her degree, she joined the University's psychiatric clinic. As a part of her duty, she had to visit the cities mental asylum, where disabled children were housed with the insane. She watched the children shriek, stretching their hands out, with an urge to reach out or to touch something. Maria felt they needed a normal and friendlier environment and a contact with the world. She worked out ways by which she could help the disabled children. Dr. Bacelli opened an experimental state school for disabled children with Dr. Maria Montessori as its head. Maria spent long hours, almost 12 hours of the day with children, observing them and finding out what could really help them. After two years of hard work, her students took the normal state school examination. And, her children proved that they were not hopeless cases. In fact, many did almost as well as other normal children.

Later, Maria was appointed professor of anthropology at the university. After seven years, she took up another important mission of her life. She started a kindergarten for the poor, normal children. She first taught them to become tidy, learn self-discipline and then taught them to read and write. In her colorful, stimulating kindergarten, she provided them with innovative learning objects, like cutout letters of sandpaper, coloured blocks and musical bells with different notes. Many more such innovations made her system of education stimulating, and even inspired the educationists.

Q-1 On the basis of your reading of the above passage complete the following sentences. Write the answers in your answer sheet against the correct blank number.

- (a) As a child Maria was _____ student.
- (b) The disabled children were housed in _____
- (c) The children needed _____ environment.
- (d) The disabled children's success in _____ proved that they were as capable as The normal children

Q-2 State any two things that Maria's Innovative Kindergarten provided the Children with:

- (a)
- (b)

Q-3 Maria's two main areas of interest were:

- (a) _____
- (b) _____

Q-4 Find a word in the passage, which means the same as the following words/phrases. Write the answers in your answer sheet against the correct blank number.

- (a) That makes somebody more alert and active (paragraph 1)
- (b) Comprehend/ understand fully (paragraph 2)
- (c) Desire (paragraph 4)
- (d) A strongly felt aim (paragraph 5)

2. Read the passage given below and answer the questions that follow:

I was shopping in my home town, when I heard a young voice boom from across the aisle, “Mum, come here, there’s a lady my size.” The mortified mother rushed to the boy who looked about seven; then she turned to me to apologies. I smiled and told her, “its okay.” Then I looked at her wide-eyed son. He studied me from head to toe and asked, “Why are you so little?” It’s the way God made me. Some people are little. Some are tall. I’M just not going to grow any bigger.” After about five minutes of questioning he returned to his mother.

My life as a little person is filled with stories like that. I enjoy talking to children and explaining why I look different from their parents. It has taken many years of developing my confidence to be able to do that. It takes only one glance to see my uniqueness. I stand three feet nine inches tall. I am an achondroplasia dwarf, which is a person having very short limbs. When I was born, my mother was told I was a dwarf. Not knowing a lot about dwarfism my mum’s main concern was my health. Our family doctor put her mind at ease when he told her that I would not have any major medical concerns. He was right.

When I was growing up, my parents encouraged me to do all the things the kids around me did. So when my neighbours got two- wheel bicycles, I got a two-wheel bicycle. When they roller-skated, I roller-skated. Our neighbours treated me as a normal person. I didn’t realize how short I was until I started school. There a few kids picked on me calling me names. After that I began to hate the first day of school each year. I didn’t know how who was new and would stare as I struggled to climb up the school-bus stairs. Some of the kids would point out and say, “Look at that kid. Look at her.” Boys could be especially mean.

As time went on I tried to smile and accept the fact that I was going to be noticed all my life. I was determine^{3d} to make my uniqueness an advantage rather than a disadvantage. My friends became increasingly protective. What I lacked in eight I made up for in personality. I had the ability to laugh, even at myself. I am 47 now, and stares have not diminished, as I have grown older. People ask my friends if I live in a dollhouse. They look in disbelief when they see me get out of my car on the drivers side. During those times I try to keep a good attitude. When people are rude I remind myself, “look what else I have – a great family, nice friends.” Children’s questions make my life special. “Why are you so short? How old are you? Are you a mummy?” when I talk to children they leave content that their questions have been answered. My hope is that in taking time with them I will encourage them to accept their peers, whatever size and shape they come in, and treat them with respect.

2.1 Fill in the following summary with one word in each blank:

The author was a (a) _____ and wherever she went; people (b) _____ at her. While (c) _____ up, she did all the things normal kids do. But at school (d) _____ kids called her names. She(e) _____ the first day of school each year. Soon she (f) _____ that she would be noticed all her life.

2.2 Complete the following:

The difficulties the author had to face due to her size are

- (a) _____
- (b) _____
- (c) _____

Her strengths that compensated for her size are

- (a) _____
- (b) _____
- (c) _____

2.3 Find words from the passage that are similar in meaning to the following from the paragraphs indicated. Write the answers in your answer sheet against the correct questions number.

- (a) Hurt, humiliated (paragraph one) _____
- (b) The quality of being only one of a particular kind (paragraph two) _____
- (c) Inspired with confidence (paragraph three) _____
- (d) Persons of same age (paragraph four) _____

APPENDIX - VIII
ENTRY LEVEL AND EXIT LEVEL OF TEST OF THE
WRITING SKILL

Date:

Time:

Name of the Trainee:

Questions 1: Write 30 sentences about following picture



Source : www.yyyyyy.com

[illegible]

2. Question: Write an opinion essay

Directions: There are many ways to find a job: newspaper advertisements, Internet job search websites, and personal recommendations. What do you think is the best way to find a job? Give reasons or examples to support your opinion

[illegible]

Exit level Test of the Writing

Date:

Time:

Name of the Trainee:

Questions 1: Write 30 sentences about following picture



Source : www.criticalimages.com

2. Question: Write an opinion essay

Directions: are computer an essential feature of modern education? What Subjects can be better taught using computers? Are there aspects of a good education that cannot be taught using computers?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

APPENDIX - IX

COMPONENTS OF LISTENING SKILL

Components and Criteria for Listening Skill							
	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to comprehend words	Able to comprehend words	Able to comprehend words	Able to comprehend words	Able to comprehend words	Able to comprehend words	Able to comprehend words
	Not able to comprehend similarity or difference of words	Not able to comprehend similarity or difference of words	Able to comprehend similarity or difference of words	Able to comprehend similarity or difference of words	Able to comprehend similarity or difference of words	Able to comprehend similarity or difference of words	Able to comprehend similarity or difference of words
Comprehension	Not able to comprehend sentence	Not able to comprehend sentence	Not Able to comprehend sentence	Able to comprehend sentences	Able to comprehend sentence	Able to comprehend sentence	Able to comprehend sentence
	Not able to comprehend more than three sentence	Not able to comprehend more than three sentence	Not able to comprehend more than three sentence	Not Able to comprehend more than three sentence	Able to comprehend more than three sentence	Able to comprehend more than three sentence	Able to comprehend more than three sentence
	Not able to comprehend entire discourse	Not able to comprehend entire discourse	Not able to comprehend entire discourse	Not able to comprehend entire discourse	Not able to comprehend entire discourse	Able to comprehend entire discourse	Able to comprehend entire discourse
	Not able to comprehend message of the discourse	Not able to comprehend message of the discourse	Not able to comprehend message of the discourse	Not able to comprehend message of the discourse	Not able to comprehend message of the discourse	Not able to comprehend message of the discourse	Able to comprehend message of the discourse

Components and Criteria for Listening Skill							
	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to understand simple sentence	Able to understand simple sentence	Able to understand simple sentence	Able to understand simple sentence	Able to understand simple sentence	Able to understand simple sentence	Able to understand simple sentence
Grammar	Not able to understand context	Not able to understand context	Able to understand context	Able to understand context	Able to understand context	Able to understand context	Able to understand context
	Not able to understand compound or complex sentence	Not able to understand compound or complex sentence	Not able to understand compound or complex sentence	Able to understand compound or complex sentence	Able to understand compound or complex sentence	Able to understand compound or complex sentence	Able to understand compound or complex sentence
	Not able to understand pattern of the sentence	Not able to understand pattern of the sentence	Not able to understand pattern of the sentence	Not able to understand pattern of the sentence	Able to understand pattern of the sentence	Able to understand pattern of the sentence	Able to understand pattern of the sentence
	Not able to catch the tone of speaker	Not able to catch the tone of speaker	Not able to catch the tone of speaker	Not able to catch the tone of speaker	Not able to catch the tone of speaker	Able to catch the tone of speaker	Able to catch the tone of speaker
	Not able to understand entire message	Not able to understand entire message	Not able to understand entire message	Not able to understand entire message	Not able to understand entire message	Not able to understand entire message	Able to understand entire message

Components and Criteria for Listening Skill							
	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to recognize the spoken words	Able to recognize the spoken words	Able to recognize the spoken words	Able to recognize the spoken words	Able to recognize the spoken words	Able to recognize the spoken words	Able to recognize the spoken words
Vocabulary	Not able to pronounce word	Not able to pronounce word	Able to pronounce word	Able to pronounce word	Able to pronounce word	Able to pronounce word	Able to pronounce word
	Not able to understand difference of words	Not able to understand difference of words	Not able to understand difference of words	Able to understand difference of words	Able to understand difference of words	Able to understand difference of words	Able to understand difference of words
	Not able to comprehend word	Not able to comprehend word	Not able to comprehend word	Not able to comprehend word	Able to comprehend word	Able to comprehend word	Able to comprehend word
	Not able to use word spontaneously	Not able to use word spontaneously	Not able to use word spontaneously	Not able to use word spontaneously	Not able to use word spontaneously	Able to use word spontaneously	Able to use word spontaneously
	Not able to comprehend word in particular situation	Not able to comprehend word in particular situation	Not able to comprehend word in particular situation	Not able to comprehend word in particular situation	Not able to comprehend word in particular situation	Not able to comprehend word in particular situation	Able to comprehend word in particular situation

APPENDIX - X

COMPONENTS OF SPEAKING SKILL

Components and Criteria for Speaking Skill							
Fluency	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to produce grammatically Correct sentences	Able to produce grammatically Correct sentences	Able to produce grammatically Correct sentences	Able to produce grammatically Correct sentences	Able to produce grammatically Correct sentences	Able to produce grammatically Correct sentences	Able to produce grammatically Correct sentences
	Not able to use grammatical range in sentences	Not able to use grammatical range in sentences	Able to use grammatical range in sentences	Able to use grammatical range in sentences	Able to use grammatical range in sentences	Able to use grammatical range in sentences	Able to use grammatical range in sentences
	Not able to produce range of vocabulary in speech	Not able to produce range of vocabulary in speech	Not able to produce range of vocabulary in speech	Able to produce range of vocabulary in speech	Able to produce range of vocabulary in speech	Able to produce range of vocabulary in speech	Able to produce range of vocabulary in speech
	Not able to maintain logical order of speaking	Not able to maintain logical order of speaking	Not able to maintain logical order of speaking	Not able to maintain logical order of speaking	Able to maintain logical order of speaking	Able to maintain logical order of speaking	Able to maintain logical order of speaking
	Not able to articulate ideas	Not able to articulate ideas	Not able to articulate ideas	Not able to articulate ideas	Not able to articulate ideas	Able to articulate ideas	Able to articulate ideas
	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Able to maintain spontaneity in speech

Components and Criteria for Speaking Skill							
Clarity	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to find appropriate words to express thoughts	Able to find appropriate words to express thoughts	Able to find appropriate words to express thoughts	Able to find appropriate words to express thoughts	Able to find appropriate words to express thoughts	Able to find appropriate words to express thoughts	Able to find appropriate words to express thoughts
	Not able to find appropriate sentences to express thoughts	Not able to find appropriate sentences to express thoughts	Able to find appropriate sentences to express thoughts	Able to find appropriate sentences to express thoughts	Able to find appropriate sentences to express thoughts	Able to find appropriate sentences to express thoughts	Able to find appropriate sentences to express thoughts
	Not able to articulate ideas	Not able to articulate ideas	Not able to articulate ideas	Able to articulate ideas	Able to articulate ideas	Able to articulate ideas	Able to articulate ideas
	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Not able to maintain spontaneity in speech	Able to maintain spontaneity in speech	Able to maintain spontaneity in speech	Able to maintain spontaneity in speech
	Not able to describe narration with appropriate grammatical structures	Not able to describe narration with appropriate grammatical structures	Not able to describe narration with appropriate grammatical structures	Not able to describe narration with appropriate grammatical structures	Not able to describe narration with appropriate grammatical structures	Able to describe narration with appropriate grammatical structures	Able to describe narration with appropriate grammatical structures
	Not able to express ideas in logical order	Not able to express ideas in logical order	Not able to express ideas in logical order	Not able to express ideas in logical order	Not able to express ideas in logical order	Not able to express ideas in logical order	Able to express ideas in logical order

Components and Criteria for Speaking Skill							
Coherence	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to express ideas in a proper words or sentences	Able to express ideas in a proper words or sentences	Able to express ideas in a proper words or sentences	Able to express ideas in a proper words or sentences	Able to express ideas in a proper words or sentences	Able to express ideas in a proper words or sentences	Able to express ideas in a proper words or sentences
	Not able to initiate conversation	Not able to initiate conversation	Able to initiate conversation	Able to initiate conversation	Able to initiate conversation	Able to initiate conversation	Able to initiate conversation
	Not able to give responses to continue the conversation	Not able to give responses to continue the conversation	Not able to give responses to continue the conversation	Able to give responses to continue the conversation	Able to give responses to continue the conversation	Able to give responses to continue the conversation	Able to give responses to continue the conversation
	Not able to establish rapport with co partner	Not able to establish rapport with co partner	Not able to establish rapport with co partner	Not able to establish rapport with co partner	Able to establish rapport with co partner	Able to establish rapport with co partner	Able to establish rapport with co partner
	Not able to maintain spontaneity	Not able to maintain spontaneity	Not able to maintain spontaneity	Not able to maintain spontaneity	Not able to maintain spontaneity	Able to maintain spontaneity	Able to maintain spontaneity
	Not able to produce required conversation	Not able to produce required conversation	Not able to produce required conversation	Not able to produce required conversation	Not able to produce required conversation	Not able to produce required conversation	Able to produce required conversation

Components and Criteria for Speaking Skill							
Confidence	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to express ideas without hesitation	Able to express ideas without hesitation	Able to express ideas without hesitation	Able to express ideas without hesitation	Able to express ideas without hesitation	Able to express ideas without hesitation	Able to express ideas without hesitation
	Not able to maintain spontaneity	Not able to maintain spontaneity	Able to maintain spontaneity	Able to maintain spontaneity	Able to maintain spontaneity	Able to maintain spontaneity	Able to maintain spontaneity
	Not able to spek on topic without prior prepartion	Not able to spek on topic without prior prepartion	Not able to spek on topic without prior prepartion	Able to spek on topic without prior prepartion	Able to spek on topic without prior prepartion	Able to spek on topic without prior prepartion	Able to spek on topic without prior prepartion
	Not able to share ideas in stylish manner	Not able to share ideas in stylish manner	Not able to share ideas in stylish manner	Not able to share ideas in stylish manner	Able to share ideas in stylish manner	Able to share ideas in stylish manner	Able to share ideas in stylish manner
	Not able to add own point of view	Not able to add own point of view	Not able to add own point of view	Not able to add own point of view	Not able to add own point of view	Able to add own point of view	Able to add own point of view
	Not able to establish rapport on audience	Not able to establish rapport on audience	Not able to establish rapport on audience	Not able to establish rapport on audience	Not able to establish rapport on audience	Not able to establish rapport on audience	Able to establish rapport on audience

APPENDIX - XI

COMPONENTS OF READING SKILL

Components and Criteria for Reading Skill							
Fluency	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to recognize words	Able to recognize words	Able to recognize words	Able to recognize words	Able to recognize words	Able to recognize words	Able to recognize words
	Not able to read text accurately	Not able to read text accurately	Able to read text accurately	Able to read text accurately	Able to read text accurately	Able to read text accurately	Able to read text accurately
	Not able to read text quickly	Not able to read text quickly	Not able to read text quickly	Able to read text quickly	Able to read text quickly	Able to read text quickly	Able to read text quickly
	Not able to read text with expression	Not able to read text with expression	Not able to read text with expression	Not able to read text with expression	Able to read text with expression	Able to read text with expression	Able to read text with expression
	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Able to construct meaning from the words	Able to construct meaning from the words
	Not able to comprehend message	Not able to comprehend message	Not able to comprehend message	Not able to comprehend message	Not able to comprehend message	Not able to comprehend message	Able to comprehend message

Components and Criteria for Reading Skill							
Vocabulary	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to recognize word	Able to recognize word	Able to recognize word	Able to recognize word	Able to recognize word	Able to recognize word	Able to recognize word
	Not able to read word accurately	Not able to read word accurately	Able to read word accurately	Able to read word accurately	Able to read word accurately	Able to read word accurately	Able to read word accurately
	Not able to read word with proper pronunciation	Not able to read word with proper pronunciation	Not able to read word with proper pronunciation	Able to read word with proper pronunciation	Able to read word with proper pronunciation	Able to read word with proper pronunciation	Able to read word with proper pronunciation
	Not able to add words	Not able to add words	Not able to add words	Not able to add words	Able to add words	Able to add words	Able to add words
	Not able to use words	Not able to use words	Not able to use words	Not able to use words	Not able to use words	Able to use words	Able to use words
	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Not able to construct meaning from the words	Able to construct meaning from the words

Components and Criteria for Reading Skill							
ACTIVATING PRIOR KNOWLEDGE	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not Able to recall words	Able to recall words	Able to recall words	Able to recall words	Able to recall words	Able to recall words	Able to recall words
	Not Able to recall Information based on image	Not Able to recall Information based on image	Able to recall Information based on image	Able to recall Information based on image	Able to recall Information based on image	Able to recall Information based on image	Able to recall Information based on image
	Not Able to read image	Not Able to read image	Not Able to read image	Able to read image	Able to read image	Able to read image	Able to read image
	Not Able to organise narration	Not Able to organise narration	Not Able to organise narration	Not Able to organise narration	Able to organise narration	Able to organise narration	Able to organise narration
	Not Able to add information	Not Able to add information	Not Able to add information	Not Able to add information	Not Able to add information	Able to add information	Able to add information
	Not able to comprehend image	Not able to comprehend image	Not able to comprehend image	Not able to comprehend image	Not able to comprehend image	Not able to comprehend image	Able to comprehend image

Components and Criteria for Reading Skill							
Comprehension	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to comprehend element of image	Able to comprehend element of image	Able to comprehend element of image	Able to comprehend element of image	Able to comprehend element of image	Able to comprehend element of image	Able to comprehend element of image
	Not able to comprehend characters of image	Not able to comprehend characters of image	Able to comprehend characters of image	Able to comprehend characters of image	Able to comprehend characters of image	Able to comprehend characters of image	Able to comprehend characters of image
	Not able to classify the element of image	Not able to classify the element of image	Not able to classify the element of image	Able to classify the element of image	Able to classify the element of image	Able to classify the element of image	Able to classify the element of image
	Not able to comprehend message of image	Not able to comprehend message of image	Not able to comprehend message of image	Not able to comprehend message of image	Able to comprehend message of image	Able to comprehend message of image	Able to comprehend message of image
	Not able to identify topic	Not able to identify topic	Not able to identify topic	Not able to identify topic	Not able to identify topic	Able to identify topic	Able to identify topic
	Not able to draw inferences	Not able to draw inferences	Not able to draw inferences	Not able to draw inferences	Not able to draw inferences	Not able to draw inferences	Able to draw inferences

APPENDIX - XII

COMPONENTS OF WRITING SKILL

Components and Criteria for writing Skill							
	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
Grammar	Not able to describe image with simple sentences	Not able to describe image with simple sentences	Able to describe image with simple sentences	Able to describe image with simple sentences	Able to describe image with simple sentences	Able to describe image with simple sentences	Able to describe image with simple sentences
	Not able to describe image with correct functions	Not able to describe image with correct functions	Able to describe image with correct functions	Able to describe image with correct functions	Able to describe image with correct functions	Able to describe image with correct functions	Able to describe image with correct functions
	Not able to convey the tone in writing	Not able to convey the tone in writing	Not able to convey the tone in writing	Able to convey the tone in writing	Able to convey the tone in writing	Able to convey the tone in writing	Able to convey the tone in writing
	Not able to use required punctuation marks	Not able to use required punctuation marks	Not able to use required punctuation marks	Not able to use required punctuation marks	Able to use required punctuation marks	Able to use required punctuation marks	Able to use required punctuation marks
	Not able to express ideas based on image	Not able to express ideas based on image	Not able to express ideas based on image	Not able to express ideas based on image	Not able to express ideas based on image	Able to express ideas based on image	Able to express ideas based on image
	Not able to describe image with grammatical range in sentence	Not able to describe image with grammatical range in sentence	Not able to describe image with grammatical range in sentence	Not able to describe image with grammatical range in sentence	Not able to describe image with grammatical range in sentence	Not able to describe image with grammatical range in sentence	Able to describe image with grammatical range in sentence

Components and Criteria for writing Skill							
Vocabulary	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to use required word	Able to use required word	Able to use required word	Able to use required word	Not able to use required word	Not able to use required word	Not able to use required word
	Not able to express ideas in proper owrds	Not able to express ideas in proper owrds	Able to express ideas in proper owrds	Able to express ideas in proper owrds	Not able to express ideas in proper owrds	Not able to express ideas in proper owrds	Not able to express ideas in proper owrds
	Not able to change word as per the grammatical requirement	Not able to change word as per the grammatical requirement	Not able to change word as per the grammatical requirement	Able to change word as per the grammatical requirement	Not able to change word as per the grammatical requirement	Not able to change word as per the grammatical requirement	Not able to change word as per the grammatical requirement
	Limited vocabulary	Limited vocabulary	Limited vocabulary	Limited vocabulary	Application of required vocabulary	Application of required vocabulary	Application of required vocabulary
	Repetition of words	Repetition of words	Repetition of words	Repetition of words	Repetition of words	No Repetition of words	No Repetition of words
	Not able to understand difference of words	Not able to understand difference of words	Not able to understand difference of words	Not able to understand difference of words	Not able to understand difference of words	Not able to understand difference of words	Able to understand difference of words

Components and Criteria for writing Skill							
Mechanics	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to produce legible handwriting	Able to produce legible handwriting	Able to produce legible handwriting	Able to produce legible handwriting	Able to produce legible handwriting	Able to produce legible handwriting	Able to produce legible handwriting
	Not able to express ideas in proper words or sentences	Not able to express ideas in proper sentences	Able to express ideas in proper sentences	Able to express ideas in proper sentences	Able to express ideas in proper sentences	Able to express ideas in proper sentences	Able to express ideas in proper sentences
	Not able to describe image with proper functions	Not able to describe image with proper functions	Not able to describe image with proper functions	Able to describe image with proper functions	Able to describe image with proper functions	Able to describe image with proper functions	Able to describe image with proper functions
	Not able to use relevant punctuation mark	Not able to use relevant punctuation mark	Not able to use relevant punctuation mark	Not able to use relevant punctuation mark	Able to use relevant punctuation mark	Able to use relevant punctuation mark	Able to use relevant punctuation mark
	Not able to use correct spelling	Not able to use correct spelling	Not able to use correct spelling	Not able to use correct spelling	Not able to use correct spelling	Able to use correct spelling	Able to use correct spelling
	Not able to develop presentation of ideas through writing (formatting)	Not able to develop presentation of ideas through writing (formatting)	Not able to develop presentation of ideas through writing (formatting)	Not able to develop presentation of ideas through writing (formatting)	Not able to develop presentation of ideas through writing (formatting)	Not able to develop presentation of ideas through writing (formatting)	Able to develop presentation of ideas through writing (formatting)

Components and Criteria for writing Skill							
Relevance	Extremely weak	Very Weak	Weak	Average	Good	Very Good	Excellent
	Not able to produce relevant vocabulary	Able to produce relevant vocabulary	Able to produce relevant vocabulary	Able to produce relevant vocabulary	Able to produce relevant vocabulary	Able to produce relevant vocabulary	Able to produce relevant vocabulary
	Not able to apply relevant functions	Not able to apply relevant functions	Able to apply relevant functions	Able to apply relevant functions	Able to apply relevant functions	Able to apply relevant functions	Able to apply relevant functions
	Not able to deal with exercise	Not able to deal with exercise	Not able to deal with exercise	Able to deal with exercise	Able to deal with exercise	Able to deal with exercise	Able to deal with exercise
	Not able to classify information in written form	Not able to classify information in written form	Not able to classify information in written form	Not able to classify information in written form	Able to classify information in written form	Able to classify information in written form	Able to classify information in written form
	Not able to articulate idea in written form	Not able to articulate idea in written form	Not able to articulate idea in written form	Not able to articulate idea in written form	Not able to articulate idea in written form	Able to articulate idea in written form	Able to articulate idea in written form
	Not able to produce relevant content	Not able to produce relevant content	Not able to produce relevant content	Not able to produce relevant content	Not able to produce relevant content	Not able to produce relevant content	Able to produce relevant content

APPENDIX - XIII
PET CERTIFICATE



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Entrance Examination for

Eligibility of Admission to degree of Doctor of Philosophy

(As per O.Ph.D. 2 as amended vide S.R. No. 29 (9) dated 12-10-2009)

This is to certify that

Ramchandani Sumeet Nandkumar

(Seat No.830)

has cleared the

Ph.D. Entrance Test (PET) for

Eligibility of Admission to

The Ph.D. Programme of

The Maharaja Sayajirao University of Baroda

held on 14th April, 2010.


Chief Co-ordinator


Vice-Chancellor

(Validity of the Certificate is forever. The passing of Ph.D. Entrance Test (PET)
does not guarantee to Admission to Ph.D. Programme)

APPENDIX - XIV

COURSE WORK CERTIFICATE



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

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

This is to certify that **Ramchandani Sumeet Nandkumar**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number 66 dated 27/07/2012, for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Ramchandani Sumeet Nandkumar**

Faculty/Institution: Faculty of Education and Psychology

Department: Department of Education

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

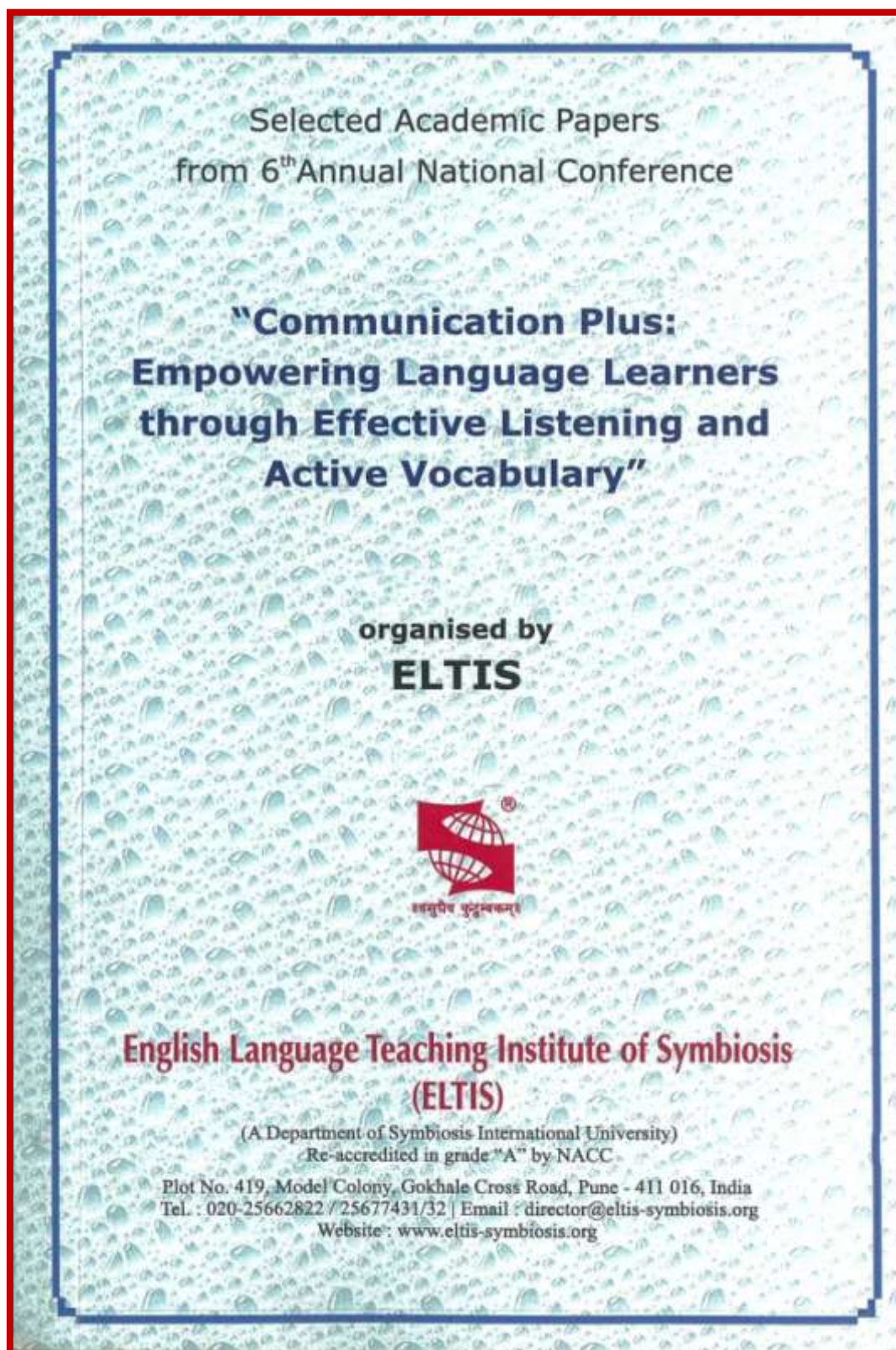
ACA3/47

Date of Issue: 26-04-2016

Place: Vadodara

N. Jainwal
Registrar (OSD)

APPENDIX - XV
PUBLICATION OF THE PAPER- I



ISBN 978-81-922548-3-8

First published: February 2017

6th National Conference on ELT

“Communication Plus: Empowering Language Learners through
Effective Listening and Active Vocabulary”

(on Feb 5&6, 2016)

Printed by:

Gayatri Graphics

Erandwane, Pune 411038

Published by:

Shirish Sahasrabudhe, Director

English Language Teaching Institute of Symbiosis

Symbiosis Institute of Foreign and Indian Languages

Plot No. 416, Model Colony, Gokhale Cross Road,

Next to Atur Centre, Pune 411 016, Maharashtra, India

Phone: 091-20-25677431/32, Fax: 091-20-25673400

Email: director@eltis-symbiosis.org

Website: www.eltis-symbiosis.org

Patrons of the Conference:

Dr. S. B. Mujumdar

Founder & President, Symbiosis

Chancellor, Symbiosis International University

Dr. Vidya Yeravdekar

Principal Director

Symbiosis

Dr. Rajani Gupte

Vice Chancellor

Symbiosis International University

**Papers on
Communication *Plus*: Empowering Language Learners
through Effective Listening and Active Vocabulary**

Table of Contents:

1. Listening as Multi-Tasking: Visualizing the psychological processes in listening Z N Patil	31
2. Where are the listeners? Jasmine Anand	52
3. Metacognitive awareness on Listening S.Kalaimathi	61
4. Vocabulary Development—Activities and Strategies Archana Sharma	70
5. The Role of Listening in Enhancing Interpersonal Communication Skills Jyothi Ramesh Pai	83
6. The Efficacy of Dictionary Use: A Strategy for Vocabulary Development Zinnia Bhattacharya	92
7. Effective Techniques and Activities for Teaching Vocabulary at the Intermediate Level Prashant Mothe.....	99
8. Teacher Talk and the Contextual Teaching of Vocabulary Simon G. Bernabas	111

Enhancing Listening skill and Enriching Vocabulary through Visual Literacy among Pre service Secondary Teachers: some observations

Sumeet N. Ramchandani

Research Scholar,
The M. S. University Baroda, Vadodara.
Ramchandanisumeet26@gmail.com

Abstract:

English language has been passing through drastic changes. The ways of learning language have been changed. The advancement of science and technology has played vital role in this transformation. Black or green boards are replaced by smart boards. Earlier visual effects were given by those teachers who were good at drawing or art. Now, all teachers can bring the best visual effects in the classrooms with the help of technology. Now, language classrooms have become medium of global exposure.

A Language classroom gives several opportunities to apply audio/visual materials in classroom. It is also observed that gradually our learning pattern has been passing through paradigm shift. It has become more visual. During review of literature, the investigator came to know about visual literacy and decided to carry out this study. The investigator tried to observe influence of visual literacy for enhancement of listening skill and vocabulary in the present paper. This was a qualitative study in which data was collected through observations and interview. The investigator had used images as source of visual literacy to enhance listening skill as well as enriching vocabulary. Data was collected through qualitative methods. The findings of the study indicate that visual literacy could play important role for enhancing listening skill and enriching vocabulary.

Key terms: listening skill, vocabulary, visual literacy, pre service secondary teachers

Introduction:

The English language is widely used, spoken, learnt, and taught by people around the world. It is used not only as a lingua franca by people belonging to different regions and countries of the world for interacting with one another, but is considered by most of us to be the most universal, global, and international of all languages across the globe today. It is widely spread and currently the primary language of a number of countries. It is extensively used and taught as a first, second or foreign language around the world.

English is probably second language in India. It is being taught using various methods across India. Two types of schools are available in India. One is English medium school in which medium of instruction is English to teach all subjects. The second type of school is vernacular medium schools where medium of instruction is a regional language. In such types of schools, English is taught as one of the subjects. It is a burning issue for policy makers and the department of education as to how to teach English in schools where the medium of instruction is a regional language.

The latter half of the 20th century witnessed widespread adoption of communicative language teaching in many states of India. Recently, there is a shift from past practices that emphasized grammatical mastery to a functional, communication-oriented teaching approach that emphasizes the development of student's listening and speaking skills in the classroom.

For any language learning, four basic skills are very important: listening, speaking, reading and writing. Listening is the first step to learn any language. It works as input. With the help of listening skills, a person develops vocabulary. He or she tries to understand whatever listens and then tries to apply in routine life. Therefore, in the process of language learning listening and vocabulary play a very important role. For the enhancement of listening and vocabulary, visual aids can play a very important role. In the present paper, the investigator has tried to understand the role of visual literacy in the enhancement of listening and vocabulary.

Conceptual Frame Work

The concept of visual literacy was crystallized by Debes (1968, 1969, 1970), but as Jonassen and Fork noted, "Visual literacy is eclectic in origin" (1975, p. 7). Debes (1970) may or may not have coined the term visual literacy, but indeed provided its longest definition:

'Visual literacy refers to a group of vision competencies a human being can develop by seeing at the same time he has and integrates other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, and/or symbols, natural or manmade, that he encounters in his environment. Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication (p. 14).'

Principles of visual literacy

To understand the concept of visual literacy it is necessary to understand the principles of visual literacy: (1) visual language abilities develop prior to, and serve as the foundation for, verbal language development (2) Development of visual languaging abilities is dependent upon learner interaction with objects, images, and body language (3) The level of visual language development is dependent upon the richness and diversity of the objects, images, and body language with which the learner interacts and upon the degree of interaction (4) The level of visual language development is facilitated by direct learner involvement in the process and equipment used to create objects, visual images, and body language (Reynolds, 1985).

The Activities of Visual literacy

Visual literacy, the ability to read and understand pictures, may give various activities or strategies which can be applied in classroom. Visual literacy is the ability to discriminate and

visual information

- Are effective visual communicators
- Are expressive, innovative thinkers and successful problem solvers

All the definitions of visual literacy emphasize images or pictures as important material. With the help of images or pictures, various activities can be developed for classroom teaching. A language classroom has immense possibilities to use images. Through the review of related literature investigator observed that visual literacy strategies could be helpful to enhance listening skill and vocabulary of English language.

Statement of the problem:

Enhancing listening skill and enriching vocabulary through visual literacy among pre service secondary teachers: some observations

Explanation of the terms:

Listening Skill:

Listening to the sounds of the language enables one to recognize them, to distinguish between them and also recognize the use of stress and right intonation in sentences. Listening is the skill of putting together sounds, analyzing them and making sense of them as words and phrases. Listening helps one to get an idea of what's going on, but more importantly, it teaches pronunciation skills. All language production depends on what is heard. So, listening is very important. Training in listening is necessary to enable one to comprehend the speech of people from different backgrounds and regions.

Vocabulary:

According to Webster dictionary, vocabulary means 'A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.' In the present study 'vocabulary' means words of the English language used by people in their day to day life.

Visual literacy

Braden and Hortin (1980) also offered a shorter definition than that of Debes's. They refined Hortin's (1980a) own earlier definition and came up with this definition:

'Visual literacy is the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images (p. 169)

Objectives:

- To evolve visual literacy activities for the enhancement of listening skill and enriching vocabulary of English language among pre service secondary teachers.
- To study the process of visual literacy activities for the enhancement of listening skill and enriching vocabulary of English language among pre service Secondary teachers
- To study the opinions of the pre service secondary teachers towards evolved visual literacy activities

Rationale for the study:

Moving specifically into the area of literacy acquisition, a number of researchers have stressed the need for a balance of explicit skills instruction and a strongly meaningful language-learning environment (Adams 1990; Snow, Burns and Griffin 1998; Stanovich 2000). "There is at least one characteristic that is common to every *successful* language-learning experience we have ever known, and that is that the learner is exposed one way or another to an adequate amount of the data of the language to be learned" (Rutherford 1987: 18). The reference to "adequate data" suggests that a single textbook presented over a year is inadequate. The emphasis should shift from mastery learning of this limited input to regular exposure to a variety of meaningful language inputs.

English is a skill subject and the nature of the teaching of language differs from the nature of the teaching of other subjects. English has been taught like a content subject for a long time. In the last five years, a common understanding developed that the

approach and method of teaching English should be changed at school and colleges. Additionally, language evaluation need not be limited to “achievement” with respect to particular syllabi, but must be reoriented to measurement of language proficiency. The role of the teacher is very important here. To bring drastic changes in this situation the teacher of English has to play a pivotal role because the teacher is a role model for the student. All students expect that their teacher should be expert in a particular subject. With regards to the English language also it is expected that each teacher should be a fluent speaker. She/ He should be good at all the basic skills. The teacher of English is expected to provide environment in which students can enhance their language. Here, teacher's competency is prerequisite. It is essential that teacher should be equipped with modern concept of language acquisition.

In the present study, the investigator focuses on enhancement of listening skill and vocabulary through visual literacy among pre service teachers. Investigator has also found that no study has been done by actually implying visual literacy as a concept in language literacy so, that has also lead the investigator to take up the study. Pre service secondary teachers are future teachers. It is essential that they understand English language and English language teaching with some innovative activities of visual literacy.

Methodological Orientation

The methodological orientation of the study was guided by the nature of research questions:

1. Which different visual literacy activities can be developed to enhance Listening skill and vocabulary of English language among Pre service Secondary Teacher?
2. How far can the visual literacy activities help in the enhancement of Listening skill and vocabulary of English language among Pre service Secondary Teacher?

The questions guided the investigator to arrive at a decision on the choice of methodology. Hence, the present study employs 'Case study' as a research strategy.

Case study as a research strategy

In case study, the investigator examines a particular group or event or programme. It is the responsibility of the investigator to identify what is to be studied. For example, it might be a study of a specific phenomenon. It can be a major and significant or it can be a small event. A case study can also be about a person or a process. Once a particular case is identified, it is up to the investigator to establish additional parameters:

- A case study can target a particular aspect of the whole or it can look at many dimensions.
- It can cover many years or be limited to a short time
- It can look at many individuals connected with the case or at just a few or even one individual

3.2.2 Situating the Present Study

The purpose of the study was to observe the enhancement of listening skill and vocabulary in English through visual literacy among pre service secondary teachers. Visual literacy based activities were developed to see the process of enhancement during the implementation of the activities. These research objectives necessitated interaction and engagement with group of pre service secondary teachers for a longer duration. Hence, to serve the purpose of the study, Shri.S.R.Patel B.Ed. College was selected where the investigator was working as a lecturer. The Investigator started his work in August, 2015.

3.3 Research Design

From the earlier stage of the study, it was felt that qualitative data obtained through the interaction with pre service secondary teachers would provide understanding the ways through which the enhancement of listening skill and vocabulary takes place through the activity of visual literacy. The need to understand the enhancement, the investigator carried out the present study.

Sample of the study

As per the requirement of the objective of the present study, the investigator adopted purposive sample technique. The purpose of

the study is to enhance listening skill and vocabulary in English language through visual literacy among pre service secondary teachers. The present study is a case study where large group is not required. In proposed study, the investigator wanted to observe process of enhancement of the skill during implementation of visual literacy based strategies. So, it was necessary for the investigator to spend maximum time with the pre service secondary teachers. That was possible in his own institute where he was working as a lecturer. Hence, during first semester and second semester of the academic year 2015-16, those students who opted for English method as their subject, comprised the sample for the proposed study.

Data Collection Method

In the present study the investigator decided to carry out focus group interview to find out the perceptions of pre service secondary teachers regarding visual literacy based activities. Interviews were carried out after completion of each activity.

Data Analysis

The data analysis was done during fieldwork. The Investigator carried out present study to observe enhancement of listening skill and vocabulary in English language through visual literacy activity among pre service secondary teachers. The Investigator carried out activities among pre service secondary teachers to see the influence of visual literacy based activity. Through a variety of sources, the investigator wanted to know their opinions regarding this activity. It became apparent that an individual is not the most useful unit of analysis. Thus, for this study the analysis of social events and products that involve the discussion between two or more participants became a necessary part of analysis.

Data Analysis Procedure

During the implementation, the investigator collects information with the help of field note and observation. The data analysis consists of reading and re-reading the field notes.

Findings

In the present study the investigator developed five visual literacy based activities.

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe an image (Speaking Skill)
2. To enable them to understand the description of an image (Listening Skill)

Means and Material: Image, blank page, pencil and rubber

Procedure:

Students were divided into pairs. One image was given to student "A", who described the image to student "B". Student "B" listened to the description carefully and tried to draw the description on a blank page. Student 'A' hid the image from student 'B'. In the second attempt, student "B" described an image and student 'A' listened to it carefully and drew the image on a blank page. In the end, they discussed the image together and shared ideas. These activities were carried out five times

Duration: 40 minutes per session

The Investigator carried out five activities among the pre service secondary teachers and observed their performance. The Investigator carried out an interview at the end of the activities. In table 4.5 and 4.6, the investigator has shown the performance of each pre service secondary teacher in Describe and Draw. The performances and progress of pre service secondary teachers were observed with the help of components of particular skills. To understand the table, the following abbreviations are very much important. "D" stands for describe and draw

"E" Excellent

"EW" stands for Extremely Weak

"VW" Very Weak

"W" Weak

"A" Average

“VG” very good

“G” good

• **Description the of Activity**

All pre service secondary teachers were divided into pairs. Student A1 did this activity twice with different partners (A2, A11)

Table No. 1

Pair for Activity					
A1 -A2	A3-A4	A5-A6	A7-A8	A9-A10	A11-A1

Through this activity, the investigator wanted to see the process of enhancement in listening skill and vocabulary. The Investigator gave them orientation regarding activity and provided image.

Table no. 2 Profile of the pre service secondary teachers in Listening Skill during Describe and Draw

Components	Listening Skills	Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
		EW										D1	D1
		VW		D1	D1	D1	D4		D1	D1	D1	D2	D2
		W	D1	D2	D2	D2	D2	D1	D2	D2	D2	D3	D3
		A	D2	D3	D2	D3	D3	D2	D3	D3	D3	D4	D4
					D3		D4	D3	D4	D4		D5	D5
		G	D3	D4	D4	D4	D5	D4	D5	D5	D4		
				D5		D5		D5			D5		
		VG	D4		D5								
		E	D5										
	Grammar												
		EW										D1	D1
		VW		D1		D1	D1		D1	D1	D1	D2	D2
		W	D1	D2	D1	D2	D2	D1	D2	D2	D2	D3	D3
		A	D2	D3	D2	D3	D3	D2	D3	D3	D3	D4	D4
		G	D3	D4	D3	D4	D4	D3	D4	D4	D4	D5	D5
						D5	D5			D5	D5		
		VG	D4	D5	D4			D4	D5				
					D5								
		E	D5					D5					

Communication Plus: Empowering Language Learners through Effective Listening and Active Vocabulary: Selected Conference Papers

151

Components Listening Skills	Grasping	Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
		EW			D1				D1		D1	D1	D1
		VW		D1	D2	D1	D1		D2	D1	D2	D2	D2
		W	D1	D2	D3	D2	D2	D1	D3	D2	D3	D3	D3
		A	D2	D3	D4	D3	D3	D2	D4	D3	D4	D4	D4
		G	D3	D4	D5	D4	D4	D3	D5	D4			
		VG	D4	D5		D5	D5	D4					
		E	D5					D5					
	Vocabulary	EW					D1				D1	D1	D1
		VW		D1	D1	D1	D2		D1	D1	D2	D2	D2
		W	D1	D2	D2	D2	D3	D1	D2	D2	D3	D3	D3
		A	D2	D3	D3	D3	D4	D2	D3	D3	D4	D4	D4
		G	D3	D4	D4	D4	D5	D3	D4	D4	D5	D5	D5
		VG	D4	D5	D5	D5		D4	D5	D5			
		E	D5					D5					

The Table gives the detailed progress of pre service secondary teachers during Describe and Draw in listening skill. 'D' stands for Describe and Draw. The performance of the participants was observed through the components and sub criteria. Majority of them started from the weak or average and reached up to the good or very good. During observation the investigator found out that A9, A10 and A11 were not comfortable with their partner as well as with the activity. During the activity, A6 and A1 could reach excellent level in all the components of listening skill.

Discussion on findings of the study

The finding of the study suggests that all five activities were appreciated by majority of the participants. Three pre service secondary teachers did not enjoy the activity. In the light of the evidence, the investigator reached the conclusion that to carry out a

visual literacy based activity, it is necessary to have minimum level of learning among students. In the case of A9, A10 & A11, the investigator observed that they did not possess minimum level of learning in English.

Secondly, to evolve a visual literacy activity, it is necessary to consider the level of students.

Thirdly, the investigator also observed that those students who were good at the basic skills, got maximum benefit and their progress was very fast. It can be said that visual literacy based activities enhance the level of skill, but the progress of an individual depends upon the basic competency of that particular student. In the present study, A6 & A1 got maximum enhancement in their listening and vocabulary. On the other hand, A9, A10 & A11 could not make enough progress because their basics were not clear. During various activity of visual literacy, they could not perform remarkably. The finding of the study also suggests that apart from the Listening and vocabulary, other skills like critical thinking, analytical thinking and creativity can be enhanced.

The Findings of the study suggest that visual literacy based activities offer opportunities to enhance listening skill and enrich vocabulary. It is also noticed that the nature of the activity decides the enhancement of the skill. Sometimes, all four skills get an opportunity or sometimes any two get the opportunity to be enhanced. The investigator also observed that with the support of images, classroom teaching becomes more interactive and thought provoking. Pre service secondary teachers accepted that visual literacy based activities generated English names of any objects which they see in their day to day life. With the help of this activity they cultivated the habit to find out English names of the real objects which they see in their day to day life.

Conclusion

The Findings of study suggest that visual literacy based activities enhance listening skill and enrich vocabulary. They enhance critical thinking, analytical skills and aesthetic enjoyment also. We live in an age of visual images, and inclusion of visual

literacy in the school curriculum will increase the likelihood that young readers will develop appropriate critical processing strategies necessary to identify the ideologies embedded within the new world of complex, influential visual texts.

Bibliography:

- Adams, M. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, A: MIT Press. Retrieved from www.niu.edu/cedu_richgels/PDFs/2012/08/01/Adams1990.pdf
- Amritavalli, R. (2007): *English in Deprived Circumstances: Maximizing Learner Autonomy*. Hyderabad: Foundation Books, CUP India. Retrieved from www.hltmag.co.uk/2012/12/02/02.htm
- Debes, J. L. (1969). The loom of visual literacy. *Audiovisual Instruction*, 14(8), 25-27.
- Avgerinou, M. D. (2007). Towards a Visual Literacy Index. *Journal of Visual Literacy*, 1(27), 29-47. Retrieved from www.tojned.net/pdf2012/03/17/v02i02/v2i2-05.pdf
- Bose, M. N. K. (1989): 'Towards Redesigning the English Component of the Pre-service Course for Teachers at the School Levels'. Unpublished PhD thesis. The Central Institute of English and Foreign Languages (CIEFL), Hyderabad Retrieved from www.britishcouncil.in/.../britishcouncil.../tec_13_publication_final_versi.
- Hortin, J.A. (1980a). Visual literacy—the theoretical foundations: an investigation of the research, practices, and theories. Doctoral dissertation, Northern Illinois University. Dissertation Abstracts International, 1981 (University Microfilms No. 81-11564).
- National Council for Educational Research and training (2005): *National Curriculum Framework*. New Delhi Retrieved from www.ncert.nic.in/html/pdf/schoolcurriculum/framework05/prelims.pdf accessed 14.05.2012.

- Reynolds. (1985). *Visual literacy, higher order reasoning, and high technology*. (p.39-50): Bloomington: Western Sun Printing Co
- Rutherford, E. (1987). *Second language Grammar: Learning and Teaching*. London: Longman Group UK ltd. Retrieved from <http://books.google.co.in>
- Snow, Catherine E., M. Susan Burns, and Peg Griffin (eds.). (1998). *Preventing Reading Difficulties in Young Children*. Committee on the Prevention of Reading Difficulties in Young Children. Commission on Behavioral and Social Sciences and Education. National Research Council. Washington DC: National Academy Press
- Stanovich, E. (2000). *Progress in Understanding Reading: Scientific Foundations and New Frontiers*. New York: Guilford Press.
- Tillmann, A. (2014). Illinois Wesleyan University. Retrieved March 8, 2014, from Digital Commons Retrieved from @IW http://digitalcommons.iwu.edu/education_honproj/

Search Engines

- <http://www.merriam-webster.com/dictionary/vocabulary>

Appendix one

Name of the Activity: Describe and Draw

Objectives:

1. To enable them to describe image (Speaking Skill)
2. To enable them to understand the description of image (Listening Skill)

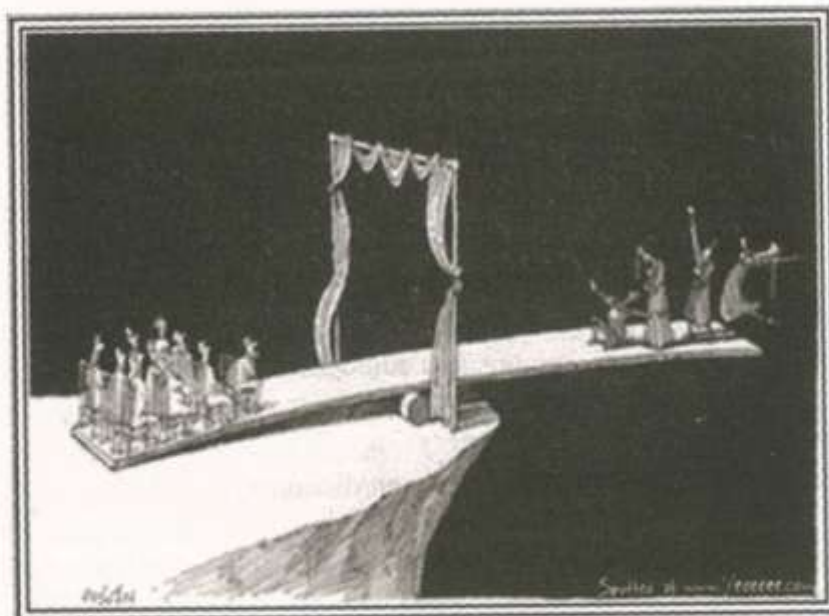
Means and Material: Image, blank page, pencil and rubber

About Activity:

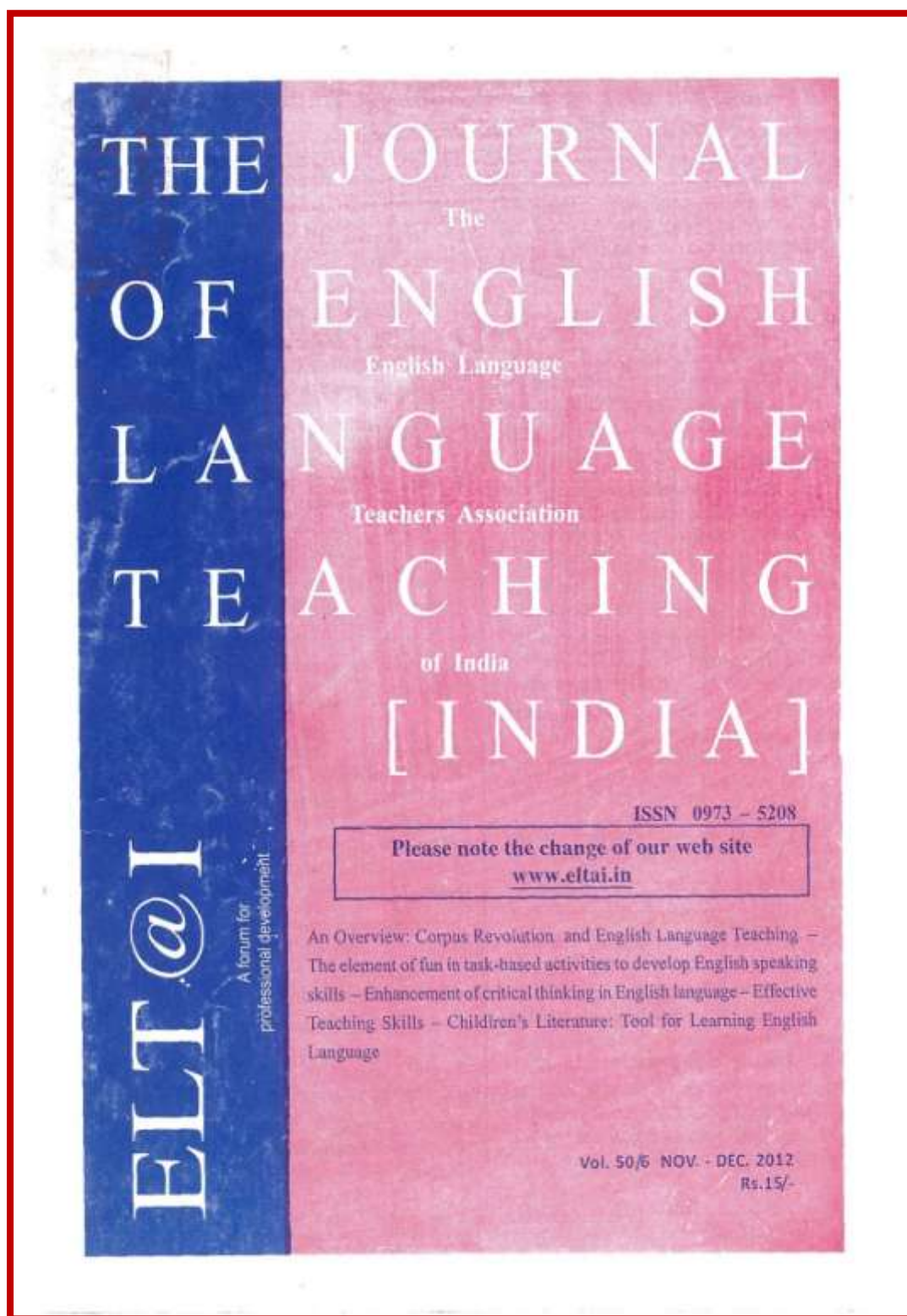
Students were divided in the pair of two. One image was given to student "A". Student "A" described image to student "B". The other student "B" listened description carefully and tried to draw

the description on blank page. Student 'A' hides the image from student 'B'. In the second attempt, student "B" described image and student 'A' listened it carefully and draw the image on blank page. At the end they discuss about the image together and try to share ideas. (Student 'A' & Student 'B' are examples).

Duration: 40 minutes per session



APPENDIX - VI
PUBLICATION OF THE PAPER - II



The Journal of English Language Teaching (India)

Volume XLX Number 6 November – December, 2012

-
- | | | |
|----|--|--|
| 2 | Editorial | |
| 4 | An Overview: Corpus Revolution and English Language Teaching | <i>Anamika Shukla</i> |
| 10 | The element of fun in task-based activities to develop English speaking skills: A practical approach | <i>R. Latha</i> |
| 14 | Developing Reading Skills through Sports Sources | <i>E. Baby Sumanna,
J. Sam Christadoss &
Tamilsevi</i> |
| 18 | Enhancement of critical thinking in English language with the help of images and pictures: A study | <i>Sumeet
Ramchandnai</i> |
| 21 | Gaffes, Howlers and Malapropisms-Causes and Remedies | <i>R. Srividya</i> |
| 25 | Gestures and Postures: A Strategy to Teach in EFL Classroom | <i>Monal Dewle</i> |
| 29 | Role of Humour in the Workplace | <i>K. Chandrasekhar</i> |
| 37 | Effective Teaching Skills | <i>Shravan Kumar &
Harleen Kaur</i> |
| 41 | Three Easy Steps for a Great Vocabulary | <i>Shivinder Kang</i> |
| 43 | Children's Literature: Tool for Learning English Language | <i>Anupama Verma</i> |
| 48 | Speaking activity – Writing – Led speaking | <i>K.Elango</i> |

Enhancement of critical thinking in English language with the help of images and pictures: A study

Sumeet Ramchandnai

Shri.S.R.Patel B.Ed.College, Surat

Abstract

In the present study, the researcher has tried to show how by using pictures and images critical skills can be inculcated among the students. This can be done simultaneously while teaching English language skills by using innovative methods. The researcher has also conducted a qualitative study to find out how the skills of listening, speaking, reading and writing can be improved.

Introduction

Every serious English teacher is concerned with the question how to teach the English language. Over the years, a lot of discussion has taken place and a number of methods and approaches have been suggested. These can be accessed through books and materials on English Language Teaching methodology.

Along with this, some teachers have also tried to find their own solutions. The researcher has also taken an initiative in this direction. To create proper environment for teaching English, language teachers use various teaching aids. Pictures and images are most frequently used. With the help of image and pictures, the teachers can get tremendous response from the students. The teachers might go to the classroom equipped with pictures and images. However their use is somewhat problematic. It has been observed that

teachers normally show pictures to students and ask information-based questions that are answered by the students. The researcher has tried to add one more aspect. It may not be sufficient to show pictures and ask merely factual questions.

The students should rather be invited for sharing their own experiences, points of views or comments thus promoting critical thinking among them. All this could be done through the use of the English language. It was the researcher's aim to find answers to the following questions:

- How do pictures and images enhance critical thinking?
- Does it bring any changes in the teaching of English language skills?
- How do students process pictures and images and deal with them?

Findings

Question 1 How do pictures and images enhance critical thinking?

During observation, the researcher observed that teacher trainees were eager to give their own description of the given pictures and images, but they often struggled to use the desired words. They, however, helped each other to comprehend the images and pictures better. Thus along with critical thinking, they got a good amount of practice in speaking skills also.

Question 2 Does it bring any changes in the teaching of English language skills?

With the help of pictures and images, the trainees perception of the world was enhanced and the researcher observed a significant amount of improvement in their language skills; listening, speaking, reading and writing.

Question 3 How do students deal with picture and images?

When asked to describe what they saw in the picture presented to them, the trainees tried to assign a name or label to the illustration, and later there was a discussion of whether the identification was correct or not. Much of the identification process could be ascribed to prior knowledge and learning experiences of the subjects. After some orientation they got some idea of what should be done. There were initial hiccups, however they soon learnt the art of applying

their minds to the problems presented and to come up with original ideas.

References

- Raynolds, Ruth (1993) *Re-visioning narrative competence: exploring kindergartners collaborative story construction*. Dissertation Abstracts international, Vol.56 No.3 Sept. 1995 (852-A)
- Saleh, Mary Saad (1993) *Suggestopedia and its effects upon Lebanese students in a bilingual program*. Dissertation Abstracts inter-national, Vol. 55 No.2 August 1994 (233-A)
- Simmons,Sally Lynn (1994) *Student teacher development and implementation a constructivist, positive regard evaluation framework four case studies*: Dissertation Abstracts international, Vol.55 No. 11 May 1995 (3480-A)
- Sharon, A,R & Trina, L.V (2008) *Constructivist Strategies for English Language learners*. Crown press, USA.
- Stoddard, Shari Sue, (1993) *Preparing reflective teachers: a study of an art methods course for preservice elementary teachers*. Dissertation Abstracts international, Vol.54 No.9 March 1994 (3405-A)
- Tobin, K. (1993). *The practice of constructivism in science education*. Washington, DC: AAAS.

Sample

The researcher is working at a B.Ed college and the subjects of the study were teacher trainees taken from the same college where he is working. The number of subjects was 12, the total number of teacher trainees enrolled in the year 2010-2011.

Methodology of the Proposed Study

The proposed study is qualitative in nature.

Design of the Study

The method followed the case study design. The research was conducted in one classroom consisting of the above subjects. The study was carried out in five Phases.

Phase 1 First of all, the researcher determined the entry level of the pre-service secondary teacher trainees.

Phase 2 The researcher selected some pictures and images from the internet.

Phase 3 For four weeks, each day, the subjects worked with a different set of pictures and images.

Phase 4 The researcher observed class room interaction with the help of daily notes.

Phase 5 After collecting this data, the same was analysed.

Tools and Techniques

Student Profile

Student Profile was prepared by

the researcher for each and every student of the class. The basic purpose of the profile was to know about the background of the students and to maintain the progress of the students during the activities conducted.

Observation

The observation was made by the researcher during the implementation of the strategies. The researcher observed all the activities as an 'observer-cum-participant'.

Field notes

Field notes were maintained by the researcher to record the data regarding what had been observed.

Interview

Interviews were conducted to find the problems faced by the teacher trainees, if any and to know their opinion about the class room strategies being adopted.

Data Collection

The data was collected using direct observation and written documentation methods. The observation was made at two levels: group level and individual level.

Data analysis

The data was organized and analyzed qualitatively through content analysis. The data was analyzed both, during data collection (on going analysis), and at the end of the data collection.