

APPENDICES

Appendices

The Appendices of the present study are presented in two formats:

A. In Print

B. On DVD

A. The appendices in print are as follows:

- Appendix A – Teacher Questionnaires
- Appendix B – Teacher and Learner Questionnaires
- Appendix C – Teacher and Learner Questionnaires
- Appendix D – Learner Questionnaires
- Appendix E – Task Evaluation
- Appendix F – Class Observation
- Appendix G – Experimental Group Task Sheets
- Appendix H – Control Group Work Sheets
- Appendix I – CBSE Test Paper
- Appendix K – Teacher Journal, Anecdotal Report, Teacher Self-appraisal, Learner Self-appraisal

B. The appendices on DVD (placed in a jacket attached to the cover) are as follows:

- Appendix A – Teacher Questionnaires with data
- Appendix B – Teacher and Learner Questionnaires with data
- Appendix C – Teacher and Learner Questionnaires with data
- Appendix D – Learner Questionnaires with data
- Appendix F – Class Observation with data
- Appendix J – Statistical Analysis of Raw Quantitative Data
- Appendix L – Teacher Interviews and Discussions (iMovie)
- Appendix M – EG Teaching and Learning Strategies (iMovie)
- Appendix N – Comparison of EG and CG Learners (iMovie)
- Appendix O – Teacher Orientation Workshops

Key to Abbreviations in Questionnaires

DV	Dependent Variable
BALLI	Beliefs About Language Learning Inventory
TB	Teacher Beliefs
TS	Teaching Strategies
LB	Learner Beliefs
O	Observation
L	Learner Attitude to Learning
ESL	Learner Attitude to Learning English
CLIL	Learner Attitude to Learning English Across The Curriculum
ASM	Learner Attitude to Assessment
PRF	Learner Attitude to Proficiency In English
CL	Learner Attitude to Collaborative Learning
SCH	Learner Attitude to School & Teachers
MOA	Learner Motivation and Autonomy
MI.RBT	Learner Attitude to Learning through MI-RBT
LS	Learning Strategies
EG-T1	Experimental Group Teacher Participant-1
EG-S1	Experimental Group Student Participant-1
CG-T1	Control Group Teacher Participant-1
CG-S1	Control Group Student Participant-1
EG-O1	Observation of 1 EG Lesson
CG-O1	Observation of 1 CG Lesson
DV	Dependent Variable

Appendix A

Research Tool (in Print) Appendix A: This appendix contains the questionnaires administered to the CG and EG teachers before and after the present study to collect qualitative and quantitative data from them. This constitutes an instrument of the Research Tool (refer Chapter Three).

Qualitative and Quantitative Data (on DVD) Appendix A: One filled-in questionnaire each from an EG and a CG teacher is appended on DVD in Appendix A. This constitutes a sample of Qualitative and Quantitative Data (refer Chapter Four).

The raw quantitative data from Questionnaires A-6, A-7 and A-8 are presented under eight Dependent Variables in Appendix J (DVD).

Questionnaires arranged according to content:

1. Teacher Questionnaire A-1: Personal Background
2. Teacher Questionnaire A-2: Attitude to Teaching-Learning English
3. Teacher Questionnaire A-3: English Teaching Method
4. Teacher Questionnaire A-4: English Teaching Materials
5. Teacher Questionnaire A-5: Assessing English
6. Teacher Questionnaire A-6: Teacher Beliefs About Language Learning Inventory (BALLI)
7. Teacher Questionnaire A-7: Inventory of Direct Teaching Strategies
8. Teacher Questionnaire A-8: Inventory of Indirect Teaching Strategies

Appendix A

Teacher Questionnaire A-1

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com. Feel free to add comments wherever relevant. Your responses in this and subsequent questionnaires will not be used to appraise you as a teacher by the school authorities. The information will be used solely as data in my research.

Teacher Name: _____ **School:** _____
Date of Birth: ☐M / ☐F **Date:** _____

1. Class(es) you are teaching at present:
2. Subject(s) you are teaching at present:
3. State your educational and professional qualifications below:

Exam Passed / Degree Awarded	Subjects	Marks/ Grades	Division	University	Year of Passing

4. Specify details of ELE diploma/certificate courses, workshops and seminars attended:
5. In which year did you begin teaching?
6. What subjects have you taught in your career so far?
7. Which classes have you taught in your career so far?
8. For how many years have you taught English and to which classes?
9. Name the schools in which you have taught, their location (cities, towns) and the Boards to which they were affiliated.
10. Have you taught English in any other capacity to non-school students? If so, give details.
11. Do you take private tuitions or coaching classes for your own or other school students? If so, for which classes do you privately coach students?

Teacher Questionnaire A-2

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs **Experience:** yrs **Date:**

1. In what ways can learning English help your students in their academic and real life?
2. Try to recall and comment on the methods by which you yourself were taught English in school, college and university.
3. List what you consider to be important values in teaching-learning English.
4. State whether you enjoy / do not enjoy teaching English. List your reasons in points.
5. What major/minor difficulties do you face in teaching English, with the subject and with your learners? List them in points.
6. While teaching other subjects in English, what language-related problems (in listening, reading, speaking, writing) do you or your learners face?
7. What is your opinion of lesson plans?
8. Do you plan your English lessons and activities in advance? If yes, then list the steps you follow in planning and teaching a lesson in sequence from start to finish. If no, then give reasons, why not.
9. Which of the following do you focus on when teaching English? Rate each on a scale of 1 (min) to 5 (max) in order of degree of focus:
 - ☐ listening and speaking
 - ☐ prescribed textual units
 - ☐ reading and writing
 - ☐ previous exam papers
 - ☐ Grammar
10. How can teachers help slow learners in English class?
11. Why do some students need private coaching in English in addition to English lessons in school?
12. How does the teaching method in school differ from that in private coaching class?
13. Do weak students learn English better at school or through private tuition?
14. How can learners be made to assume responsibility for their own learning?
15. What are the qualities of a good teacher, according to you? List in points.
16. What are your own professional aspirations, as a teacher?
17. By what features would you recognize a self-empowered teacher? List in points.
18. Which of your own present circumstances and abilities point you towards self-empowerment? List in points.

Teacher Questionnaire A-3

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com
Feel free to add comments wherever relevant.

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs **Experience:** yrs **Date:**

1. Have you read the CBSE Communicative English syllabus objectives and teaching guidelines? If yes, then state which of these you agree/disagree with. If not, then state why.
2. How many periods of English do you currently teach?
3. How many periods of English do your students attend every week?
4. Which of the following do you use in your English language classroom?
 - ☐ Communicative Language Teaching
 - ☐ Task-based Language Teaching
 - ☐ Collaborative Language Teaching
 - ☐ Multiple Intelligences Theory
 - ☐ Revised Bloom's Taxonomy
 - ☐ Collaborative Learning
5. How many times a week do your students practise the following in class?
 - ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing
 - ☐ Grammar and vocabulary
6. Tick [✓] the following stages you include while teaching English. Describe what you do in these stages.
 - ☐ Planning:
 - ☐ Actual teaching in the classroom:
 - ☐ Assessing strengths/weaknesses of learners:
 - ☐ Attending to individual differences in learners:
 - ☐ Evaluating the lesson:
 - ☐ Follow up:
 - ☐ Linking with other subjects:
7. List the learning skills and strategies you appreciate at present in your learners.
8. List the learning skills and strategies you wish to develop in your learners.
9. How do you respond to errors in speaking made by your students?
10. How do you respond to errors in writing made by your students?
11. Do you allow students to work in collaboration? What advantages and disadvantages do you see in group work?
12. Do your learners learn better when they work
 - ☐ alone?
 - ☐ in pairs?
 - ☐ in groups?
13. List the problems you face when doing collaborative work in class.
14. Suggest ways you know of motivating students to learn in the English language classroom.
15. Do you detect any individual differences in your students? If so, what are they?
16. How do you think that individual differences impact learning?
17. Do individual differences call for different teaching methods?
18. Have you read the CBSE Communicative English assessment directives? How do these affect your teaching in class?
19. Do you collaborate with colleagues for lesson planning, team-teaching, peer-observation and feedback? If yes, then give details. If not, then give reasons.
20. Briefly state how successful/unsuccessful you find your present method of teaching English, giving reasons.

Teacher Questionnaire A-4

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs **Experience:** yrs **Date:**

1. Do you teach from the NCERT primer? How do you rate your NCERT language primer? Explain your rating with reasons.
2. Do you use any other English coursebook or workbook to teach? What are the strengths and weaknesses of these materials, from a teacher's viewpoint?
3. Which of the following (if any) do you use to supplement your prescribed texts? Rate each on a scale of 1 (min) to 5 (max) based on frequency of use:
 - ☐ Internet language websites
 - ☐ real life documents (newspapers, magazines, menus, timetables, etc.)
 - ☐ learner oral/written output
 - ☐ audio-visual clips
 - ☐ prescribed texts of other subjects
4. Do you use any other resources (excluding those listed above) to teach? What are they? List them in the order of their importance to you as a teacher, starting with the most useful and ending with the least.
5. Which of the following items do you use to teach English? Rate each on a scale of 1 (min) to 5 (max) in importance to you and your learners:
 - ☐ problems
 - ☐ questions
 - ☐ exercises
 - ☐ grammar drills
 - ☐ tasks
 - ☐ games & puzzles
6. Are the items in the above question different, identical or somewhat similar, according to you? Describe each item, based on your use of it for teaching-learning.
7. Do you
 - ☐ search the Internet/other sources and download/collect such items?
 - ☐ create any of the items listed above on your own?
 - ☐ create any of these items in collaboration with colleagues?
8. Which of the following statements do you agree with? Rate each on a scale of 1 (min) to 5 (max) showing the degree of your agreement:
 - ☐ It is more time-efficient to download and collect language materials from other sources.
 - ☐ Teachers should invest time and thought to creating language materials on their own.

- ☐ Better quality language materials are available on the Internet and from other, more reliable sources.
 - ☐ Teachers should collaborate with colleagues from the department to create language materials.
 - ☐ Teachers should collaborate with colleagues from other departments to create language materials.
9. Which of the following do you use to increase your own knowledge? Rate the importance of each for you on a scale of 1 (min) to 5 (max).
- ☐ Reading on pedagogy
 - ☐ Reading on ELT
 - ☐ Watching Audio-Visual material on pedagogy
 - ☐ Watching Audio-Visual material on ELT
 - ☐ Reading syllabus textbooks and language materials for learners
10. Make a list of print and e-books you have read in the past year on pedagogy and ELT.
11. Do you regularly read any journals or magazines connected with teaching? If so, list them. If not, give reasons, why not.
12. Have you ever written and published any English textbook for school students? If yes, give details.

Teacher Questionnaire A-5

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs **Experience:** yrs **Date:**

1. Does your school follow the CBSE CCE pattern of (4 formative and 2 summative) evaluation? If not, then give details of the exam system followed.
2. Have you read the CBSE CCE guidelines for formative and summative assessment? What are the advantages and disadvantages of this, in your view?
3. What is the difference between formative and summative evaluation?
4. What is diagnostic testing?
5. In what ways do you regularly assess learning in your English class? Describe the type of items (questions/tasks) that you use for testing.
6. Do you test oral-aural skills as well as writing skills?
7. How do you ensure that assessment is objective and not subjective?
8. Do you follow any rubric for assessing learning?
9. What information should a task assessment rubric provide to learners?
10. What important points should be highlighted to ensure constructive peer-feedback?
11. Should there be any difference between teaching and testing tasks? If so, what difference?
12. Which of the following are valid differences between a testing and a learning task?
 - ☐ The testing task has marks or grades which the learning task does not include
 - ☐ The learning task has guidelines and models the outcome, unlike testing tasks
 - ☐ Testing tasks, unlike learning tasks, do not include a rubric
 - ☐ Testing tasks, unlike learning tasks, have a fixed time-frame
 - ☐ Learning tasks include opportunities for skills-practice unlike testing tasks
 - ☐ Testing tasks have a diagnostic function unlike learning tasks
13. How do you differentiate between a testing and a learning task in the MI-RBT context?
14. How many times in the academic year do your students appear for English tests and exams?
15. How do you and your learners benefit from testing?
16. Do your learners engage in self-assessment and peer-assessment? If yes, then what are the advantages and difficulties you find in this?
17. On a scale of 1 (min) to 5 (max) how far do the exams influence your classroom teaching?
18. How can language testing be made stress free for learners?

Teacher Questionnaire A-6

*Please complete and mail the following questionnaire to
sanjuktask@rediffmail.com Feel free to add comments wherever relevant.*

Teacher Name: _____ ☐M / ☐F **School:** _____

Teach in Classes: _____ **Age:** _____ yrs **Experience:** _____ yrs **Date:** _____

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Absolutely agree; 4-Agree to a great extent; 3-Somewhat agree; 2-Not usually; 1-Absolutely disagree.**

ITEM CODE	BALLI - Teacher Version	5	4	3	2	1
TB-1	A normal learner can learn any language with equal ease.					
TB-2	Younger learners learn English at a faster rate than older learners.					
TB-3	Most learners can acquire native level proficiency in English within a very few years.					
TB-4	All learners can learn English accent free.					
TB-5	Instruction in language-learning is useful.					
TB-6	To the learner, language is an instinct.					
TB-7	The innate capacity to acquire language is lifelong.					
TB-8	Learning English does not take the same amount of time as learning a first language.					
TB-9	The only reason that some learners cannot learn English is that they are insufficiently motivated.					
TB-10	Some grammatical structures are learned in a similar sequence by all learners.					
TB-11	Developing accuracy in grammatical forms does not depend on receiving immediate error correction.					
TB-12	Learning English is very different from learning a first language because of the existence of the first language and because of the second language learner's greater cognitive capacity.					

ITEM CODE	BALLI - Teacher Version	5	4	3	2	1
TB-13	Learners are born with innate grammatical knowledge, which is also available for learning English later in life.					
TB-14	Anyone can achieve native level proficiency in English at any age.					
TB-15	Some learners have a special talent for learning English.					
TB-16	Some languages are easier to learn than others.					
TB-17	English is an easy language to learn.					
TB-18	Pronunciation is the easiest part of learning English.					
TB-19	Grammar is the easiest part of learning English.					
TB-20	Idiomatic English is not difficult to learn.					
TB-21	It is not important for learners to eliminate their L1 accent.					
TB-22	It is not necessary to know English-speaking cultures to understand English.					
TB-23	Learners shouldn't wait to speak in English until they can speak correctly.					
TB-24	Anyone can learn to speak English, whatever be their L1.					
TB-25	It is not necessary to learn English in an English-speaking country or from native English speakers.					
TB-26	Learning English daily, it is possible for learners to communicate in English within a year.					
TB-27	Memorising is not the best way to learn English.					
TB-28	Constant grammar drills are not required to learn English.					
TB-29	Imitation is not the best mechanism for learning English.					

ITEM CODE	BALLI - Teacher Version	5	4	3	2	1
TB-30	Translation is not the best mechanism for learning English.					
TB-31	Learners cannot learn English when they are worried and anxious.					
TB-32	It is possible to learn from errors in English, to speak correctly later on.					
TB-33	Girls are not better than boys at learning English.					
TB-34	Learners can learn English only if they are motivated.					
TB-35	Learning English is not the same as learning other academic subjects.					
TB-36	Learners who are good at mathematics and science can also be good at learning English.					
TB-37	Learners who speak more than one language are very intelligent.					
TB-38	Teaching grammar to learners is useful.					
TB-39	It is important to practice speaking English at school because learners in Surat get no other opportunities for speaking in English.					
TB-40	The most important aspect of teaching English is social communication.					
TB-41	Even learners who converse fluently in English, need skills-based instruction.					
TB-42	The easiest part of reading in English is comprehension.					
TB-43	Learners who do not learn English in Kindergarten face no extra trouble learning English later.					

Teacher Questionnaire A-7

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name: _____ ☐M / ☐F **School:** _____

Teach in Classes: _____ **Age:** _____ yrs **Experience:** _____ yrs **Date:** _____

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Absolutely agree; 4-Agree to a great extent; 3-Somewhat agree; 2-Not usually; 1-Absolutely disagree.**

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
	Cognitive Teaching Strategies					
	Pre-reading strategies					
TS-1	Activate prior knowledge of learners on the subject with pre-reading activities.					
TS-2	Help the learners to feel confident about their prior knowledge of the text.					
TS-3	Motivate the learners to read the text.					
TS-4	Plan readings that have repetitious text.					
TS-5	Promote learner engagement through visuals to preview and predict the text.					
TS-6	Talk about the title.					
TS-7	Set the scene.					
TS-8	Use visual aids.					
TS-9	Share the outline of lesson with learners in advance.					
TS-10	Draw learner attention to the new vocabulary.					
TS-11	Prepare learners with the language needed to cope with the text.					
TS-12	Write key words that are to be used in the lesson. Supply definitions.					
	While-reading strategies	5	4	3	2	1
TS-13	Read to students when required.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
TS-14	Use choral, guided, shared and echo reading as well as individual oral reading.					
TS-15	Provide learners with directions and questions to interact with the text.					
TS-16	Help learners to understand the writer's purpose and intention.					
TS-17	Draw attention to headers and insets indicating the introduction and transition of topics.					
TS-18	Help learners to understand the text structure and the logical organization in a reading passage.					
TS-19	Help learners to clarify and comprehend the text content.					
TS-20	Use mirroring – translating key words into L1 for understanding.					
TS-21	Check frequently for understanding.					
TS-22	Use chunking of material so that students do not get overwhelmed with text.					
TS-23	Use Graphic Organizers.					
TS-24	Check for word/sentence recognition.					
TS-25	Encourage students to underline key words or important facts.					
TS-26	Help learners to draw inferences and evaluate.					
TS-27	Help learners to discover cross-cultural differences while reading.					
TS-28	Provide cultural information to understand the text.					
TS-29	Help learners to survey the general information.					
TS-30	Help learners to look for specific information.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
TS-31	Help learners to find the answers to pre-reading questions on the text.					
TS-32	Speak slower, use short sentences to explain words, idioms and other concepts.					
TS-33	Enable learners to make connections.					
Post-reading strategies		5	4	3	2	1
TS-34	Show the video of a text/act out the story.					
TS-35	Extend the reading experience with extensive reading.					
TS-36	Select one text to teach and test the concept but give further readings for more advanced students.					
TS-37	Use short passages from whole texts to teach concepts. Tell (or read) the whole story – concentrate “skills” lesson on one passage.					
TS-38	Review the knowledge gained.					
TS-39	Focus on reading time for assignments and on key questions to be answered.					
TS-40	Lead students to a deeper analysis of the text.					
TS-41	Outline global meaning.					
TS-42	Provide repeated reviews and drills.					
TS-43	Play language games using the knowledge gained.					
TS-44	Use the focus words or structures in a controlled writing situation (e.g. summarizing).					
TS-45	Help students build vocabulary files.					
TS-46	Give open book tests for short/long answers at all levels of RBT.					
TS-47	Enable learners to answer textual questions at different levels of RBT.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
Instructional strategies		5	4	3	2	1
TS-48	Lay equal emphasis on all the language skills.					
TS-49	Speak slowly and use simple terms.					
TS-50	Make instruction comprehensible to all learners.					
TS-51	Make learning interactive.					
TS-52	Link instruction to student cultures.					
TS-53	Enable learner performances based on art/music/video/audio connections to the text.					
TS-54	Use appropriate technology to aid in instruction.					
TS-55	Identify specific learning objectives.					
TS-56	Make instruction cognitively challenging.					
Facilitating Language Learning		5	4	3	2	1
TS-57	Facilitate language learning in the content area.					
TS-58	Focus on achievement of academic standards by all students.					
TS-59	Create a learning environment where all learners are comfortable taking risks to learn.					
TS-60	Adjusting the teacher-to-student and student-to-student talk ratio to include more learner talk.					
TS-61	Ask learners so that you find out what they do not know.					
TS-62	Support/Scaffold student language development.					
TS-63	Provide resources students can use outside class to build knowledge.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
TS-64	Provide learners with lists of materials to supplement their coursework.					
Increasing Comprehensibility		5	4	3	2	1
TS-65	Use non-verbal and context clues (pictures, maps, demonstrations, graphic organizers) to provide meaning.					
TS-66	Break tasks into smaller parts with frequent comprehension checks.					
TS-67	Use an expressive voice, gestures, pantomime, objects, and pictures whenever possible in presenting lessons.					
TS-68	Use audio inputs for listening-comprehension, to build vocabulary.					
TS-69	Develop reading materials matching both, learner language needs and interests.					
TS-70	Use texts with illustrations that support and extend meaning and initiate discussions and writing assignments.					
TS-71	Pre-teach background knowledge/key vocabulary or concepts required for a task.					
Increasing Interaction		5	4	3	2	1
TS-72	Use small groups/partner work.					
TS-73	Encourage shy learners to talk in small groups.					
TS-74	Make grouping configurations flexible within the classroom, enabling active learner participation.					
TS-75	Involve the learners regularly in language activities.					
TS-76	Provide opportunities for communication in English, encourage conversations, role-playing, questioning, and other opportunities to send and receive oral messages.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
TS-77	In directed small group activities, allot specific roles and tasks to individual learners that will enable participation.					
TS-78	Encourage learners to ask questions when they don't understand.					
TS-79	Create settings where learners are more likely to take risks like trying to speak.					
TS-80	Enable learners to discuss frequently in small groups rather than in a whole class setting.					
TS-81	Include slow learners in task activities and take care not to isolate them.					
TS-82	Assign a study-buddy when necessary and appropriate.					
Increasing Thinking Skills		5	4	3	2	1
TS-83	Use strategies like SQ3R (survey, question, read, recite, review), KWL (Recall what you know, write down what you want to know, list what you have learnt), CRISS (Creating Independence through Student-owned Strategies) Think-pair-share, concept mapping, etc.					
TS-84	Model thinking processes.					
TS-85	Model the use of language structures.					
TS-86	Use different MI ways to present a concept.					
TS-87	Use graphic organizers to provide visual support for concept-learning.					
TS-88	Use question stems based on RBT to access higher-order thinking skills.					
TS-89	Model correct answers.					
Correcting Errors		5	4	3	2	1
TS-90	Correct grammar and spelling errors in a code recognized by learners.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
TS-91	Model correct grammar when speaking to a learner.					
TS-92	Repeat back a question or phrase a learner said incorrectly so they can hear it modeled without feeling self-conscious about the error.					
Vocabulary Help		5	4	3	2	1
TS-93	Provide word banks for crosswords, word puzzles and cloze assignments.					
TS-94	Use flashcards and pictures to build vocabulary.					
TS-95	Use graded texts with in-built context-predictability for vocabulary development.					
TS-96	Encourage learners to mark new words, search for meanings, and develop word banks for units/chapters.					
TS-97	Match the cloze or vocabulary task to learner proficiency level.					
TS-98	Match the language of instruction to learner proficiency level.					
Note-making & Note-taking		5	4	3	2	1
TS-99	Provide highlighted texts for learners to 'notice' important concepts.					
TS-100	Write key words and notes on the board.					
TS-101	Use overhead projectors or blackboard extensively to help accurate note-making.					
TS-102	Prompt learners to highlight, circle or underline key words in vocabulary tasks.					
TS-103	Encourage note-taking while listening or watching videos with the help of incomplete text-notes (key words omitted) as audio/video guides.					
TS-104	Encourage note-taking during class discussion.					

ITEM CODE	DIRECT STRATEGIES	5	4	3	2	1
TS-105	Encourage note-making from texts during silent reading.					
Helping individual learners		5	4	3	2	1
TS-106	Cater to different learning styles by presenting task inputs in written, oral, visual or kinesthetic forms.					
TS-107	The font size or board writing is legible and clearly visible to every learner.					
TS-108	Match task and assignment duration to learner speed.					
TS-109	Monitor task progress by moving among the groups to solve problems and difficulties.					
TS-110	Check the level of text passages, etc. used in tasks for their language levels.					
Writing		5	4	3	2	1
TS-111	Provide key-word outlines and point frameworks for guided writing.					
TS-112	Provide students with samples of the expected standard of work.					
TS-113	Write-talk-rewrite to increase reading/writing fluency.					

Teacher Questionnaire A-8

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com
Feel free to add comments wherever relevant.

Teacher Name: _____ ☐M / ☐F **School:** _____

Teach in Classes: _____ **Age:** _____ **yrs** **Experience:** _____ **yrs** **Date:** _____

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Absolutely agree**; **4-Agree to a great extent**; **3-Somewhat agree**; **2-Not usually**; **1-Absolutely disagree**.

ITEM CODE	INDIRECT STRATEGIES	5	4	3	2	1
Metacognitive Teaching Strategies						
TS-114	Teach input skills before output skills.					
TS-115	Do not emphasize evaluation over learning.					
TS-116	Create opportunities for increasing language learning skills.					
TS-117	Be aware that speaking proficiency in L2 often exceeds reading and writing proficiency.					
TS-118	Be aware of individual differences in learner MI and learning preferences.					
TS-119	Use learners' present learning experiences to condition their future learning.					
Social Mediation Teaching Strategies		5	4	3	2	1
TS-120	Do not ignore learners.					
TS-121	Make allowances for the performance of slow learners.					
TS-122	Do not expect immediate oral response; allow wait time.					
TS-123	Use L2 learning as an opportunity to learn cultural diversity and to build awareness and tolerance.					
TS-124	Include team and reciprocal teaching.					
Affective Teaching Strategies		5	4	3	2	1
TS-125	Do not be intimidated or frightened, have confidence in your ability to teach learners.					
TS-126	Do not allow prejudiced behaviours to occur in class.					
TS-127	Get to know the learner by being a friend and ask the learner what will help him/her.					

Appendix B

Research Tool (in Print) Appendix B: This appendix contains the Questionnaires (B-1 and B-2) administered to the CG and EG teachers and Questionnaires (B-3, B-4, B-5) to CG and EG learners before and after the present study to collect qualitative and quantitative data on MI-RBT-TBLT from them. This constitutes an instrument of the Research Tool (refer Chapter Three).

Qualitative and Quantitative Data (on DVD) Appendix B: One filled-in questionnaire each from an EG and a CG teacher and learner is appended on DVD in Appendix B. This constitutes a sample of Qualitative and Quantitative Data (refer Chapter Four).

The raw quantitative data from Questionnaire B-4 is presented under eight Dependent Variables in Appendix J (DVD).

Questionnaires arranged according to content:

1. Teacher Questionnaire B-1: Teacher Collaboration and Action Research
2. Teacher Questionnaire B-2: Feedback on MI-RBT-TBLT
3. Learner Questionnaire B-3: MI Profile of Learner
4. Learner Questionnaire B-4: Learner Motivation for MI-RBT Tasks
5. Learner Questionnaire B-5: Language-learning through MI-RBT Tasks

Appendix B

Teacher Questionnaire B-1

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name: ☐M / ☐F **School:**
Teach in Classes: **Age:** yrs **Experience:** yrs **Date:**

1. Rate on a scale of 1 (min) to 5 (max) the difficulty level of the concepts you learnt from workshops:
 - ☐ Task-based language teaching
 - ☐ MI and learning styles
 - ☐ RBT and thinking skills
 - ☐ Collaborative and cooperative learning
 - ☐ Teaching LSRW across the curriculum
 - ☐ Assessment through pre-determined rubrics
2. Tick the appropriate statements. Do you collaborate with colleagues from the same or different departments for
 - ☐ Planning learning objectives and outcomes
 - ☐ Task-planning
 - ☐ Team-teaching
 - ☐ Class-observation and feedback
 - ☐ Reflection on feedback
 - ☐ Taking decisions on teaching-learning methods and materials
 - ☐ Enabling professional development
 - ☐ Creating opportunities for further collaboration
3. List the similarities and differences you find between teaching English and teaching content subjects:

Similarity with ELT	Difference from ELT

4. Rate on a scale of 1 (min) to 5 (max) how frequently you use digital technology and the Internet (Camera, iPad, blogs, websites) in planning, implementing and observing MI-RBT tasks.
5. Rate your comfort level with having colleagues observe and record your lessons on a scale of 1 (min) to 5 (max).
6. Rate on a scale of 1 (min) to 5 (max) how useful you find collaborating with colleagues in the MI-RBT-TBLT project.

7. What do you know of action research? What are your views on action research?
8. Do you engage in action research? If yes, then explain your objectives in doing so. If no, give reasons for your answer. Identify a context where you could engage in action research.
9. Does action research benefit students and teachers? If yes, then explain how. If no, then give reasons why not.
10. Rate the peer-feedback received from class-observation on a scale of 1 (min) to 5 (max) according to their usefulness to you in subsequent task-framing.
11. Rate on a scale of 1 (min) to 5 (max) whether collaboration helps you to solve problems in teaching-learning English.
12. Rate on a scale of 1 (min) to 5 (max) how frequently you used the observation protocol received to observe and record your colleagues' lessons.
13. Rate on a scale of 1 (min) to 5 (max) on how frequently you reflect on lessons while and after teaching.

Teacher Questionnaire B-2

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name: ☐M / ☐F **School:**
Teach in Classes: **Age:** yrs **Experience:** yrs **Date:**

1. What is an English language 'task' in your classroom context?
2. Name and describe the aspects of a task according to you.
3. Rate the MI-RBT task-structure guidelines received by you on a scale of 1 (min) to 5 (max) according to their usefulness to you in task-framing.
4. What steps do you follow to create an MI-RBT task? Cite in sequence, the steps you follow when framing MI-RBT language tasks.
5. What stages of task-framing do you find difficult? Number the steps above from the most difficult (5) to the least difficult (1). Remember to add the two following points as well:
 - Setting cognitive task aims with RBT
 - Structuring MI inputs into the task
6. Rate on a scale of 1 (min) to 5 (max) the usefulness of the MI-RBT task evaluation framework given to you.
7. When asked to identify by comparison, your best MI-RBT task, which aspects of the tasks do you consider?
8. Rate on a scale of 1 (min) to 5 (max) the importance of the following factors for you during task-planning:
 - ☐ MI inputs that can be added to the task
 - ☐ RBT level elicited from learners by the task
 - ☐ Language skill, sub-skill or subject concept to be learnt
 - ☐ The individual ability and motivation levels of your learners
 - ☐ Matching the efficacy levels of the MI-RBT tasks framed by colleagues
9. List what you know about Gardner's Multiple Intelligences (MI) theory in points.
10. How do you integrate MI while framing tasks?
11. In which of the following ways does MI help the learner in tasks framed by you?
 - ☐ Help in information input, processing and output
 - ☐ Cater to individual learner differences
 - ☐ Make learning more interesting
 - ☐ Increase learner motivation, interest, aptitude and learning
 - ☐ Help learners understand how they learn
 - ☐ All of the above
 - ☐ None of the above
12. List what you know about Revised Bloom's Taxonomy (RBT) in points.
13. How do you integrate RBT while framing tasks?
14. In which of the following ways does RBT help the learner in tasks framed by you?
 - ☐ Helps to set the level of task processing
 - ☐ Helps to set a learning target
 - ☐ Informs the learner what to do during task performance

- ☐ Shows the learner how to evaluate task performance
 - ☐ Encourages peer learning
 - ☐ All of the above
 - ☐ None of the above
15. Describe how MI-RBT tasks affect the use of learning strategies by your students.
16. Will MI-RBT tasks enable autonomous learning in your students? If yes, explain how. If not, then give reasons, why not.
17. Which of the following statements most accurately describes your response to task-framing?
- ☐ I enjoy it as an interesting new challenge
 - ☐ I enjoy it only when it is unproblematic
 - ☐ I have formulated no specific response to it
 - ☐ I have to do it as part of my routine duties
 - ☐ I struggle with it as an additional burden
18. Which of the following measures help you to solve problems related to MI-RBT-TBLT?
- ☐ Discussion with the school principal
 - ☐ Discussion with your family
 - ☐ Discussion with learners
 - ☐ Discussion with colleagues
 - ☐ Private reflection
 - ☐ All of the above
 - ☐ None of the above
19. How has adding MI and RBT to task-framing changed your thinking as a teacher? Write a line or two in each category:
- a) planning your lessons:
 - b) understanding your learners:
 - c) making your learners autonomous:
 - d) your problem-solving skills:
 - e) assessing your students:
 - f) your creativity in developing learning tasks:
 - g) your dependence on textbooks:
 - h) utilising the Task as a teaching tool:
 - i) reflecting on classroom teaching and learning:
 - j) improving your classroom teaching skills:
 - k) overall development as a teacher:
20. How would you rate your own performance as an English teacher?
21. How will framing MI-RBT tasks help you empower yourself as a teacher?
22. To what extent will you use MI-RBT tasks for teaching English in the future?



Learner Questionnaire B-3

*This checklist is adapted from **Multiple Intelligences in the Classroom** by Dr. Thomas Armstrong (1994, Alexandria, VA: ASCD).*

Name of Student:

School:

Class:

Age:

yrs

☐M / ☐F

Date:

PART 1

Quickly read the following statements and check [☐] each statement that you feel accurately describes you. Then total the column in each section.

1. LINGUISTIC

- ☐ I really enjoy reading and my collection of books is one of my most precious possessions.
- ☐ I enjoy reading books / magazines / web sites more than I do watching a film / TV.
- ☐ I enjoy telling stories or jokes and find it easy to explain my ideas to others.
- ☐ I easily remember and refer to things I have read or heard in conversations.
- ☐ I like tongue twisters, nonsense-rhymes, anagrams, puns (double meanings) and word games.
- ☐ People sometimes ask me to explain the meaning of words I use while writing and speaking.
- ☐ I note other people's errors in using words or grammar, even if I don't correct them.
- ☐ I enjoy public speaking and participating in debates.
- ☐ I write well and enjoy putting thoughts on paper / MS Word / e-mail.
- ☐ I spell well, have a good vocabulary and hear words in my head before speaking or writing.

_____ **Total Linguistic statements checked**

2. LOGICAL

- ☐ I can quickly and easily compute numbers in my head.
- ☐ I like to set up and carry out experiments and I believe in rational explanations.
- ☐ Math and science are among my favourite subjects in school.
- ☐ I like solving brainteasers, logical games and other strategy games such as chess/checkers.
- ☐ I ask questions about how things work and take interest in new scientific discoveries.
- ☐ I look for structure, patterns, sequences or logical order (e.g. I like step-by-step directions).
- ☐ I wonder a lot about how certain things work.
- ☐ I sometimes think in clear, abstract, wordless, imageless concepts.
- ☐ I feel more comfortable with things that are quantified, measured, categorized, or analyzed.
- ☐ I believe that there is a rational explanation for almost everything.

_____ **Total Logical statements checked**

3. MUSICAL

- ☐ I have a nice singing voice.
- ☐ I play an instrument.
- ☐ I can distinguish between different tones and know when musical notes are off-key.

- ☐ I often listen to my favourite musical performers and selections on TV, tapes, CDs, etc. which are among my most treasured possessions.
- ☐ I often tap, whistle, hum or sing when engaged in a task.
- ☐ Moving to a beat is easy for me and I can easily keep time (*taal*) to a piece of music.
- ☐ I know the tunes to many different songs or musical pieces.
- ☐ If I hear a musical piece once or twice, I can usually repeat it quite accurately.
- ☐ My life would be impoverished if there was no music in it.
- ☐ I notice different sounds in my environment e.g. rain, traffic, poem recitations, etc.

_____ **Total Musical statements checked**

4. SPATIAL

- ☐ I enjoy artwork, e.g. drawing, colouring and creating designs on paper or by computer.
- ☐ I can imagine how an object will look as seen in a bird's eye view from directly above.
- ☐ I am usually sensitive to colour and rearranging a room and redecorating are fun for me.
- ☐ I can remember the layout and landmarks of places and find my way around new places.
- ☐ I can visualise ideas in my mind and recall things as mental pictures.
- ☐ I prefer looking at reading material that is heavily illustrated.
- ☐ I understand maps, charts and diagrams better than words.
- ☐ I enjoy solving jigsaw puzzles, mazes, Rubik's Cube and other visual puzzles.
- ☐ I enjoy movies, pictures and prefer a music video to a song.
- ☐ I would prefer as a birthday gift, a camera or camcorder to record what I see around me.

_____ **Total Spatial statements checked**

5. PHYSICAL-KINESTHETIC

- ☐ I find it difficult to sit still for long periods of time.
- ☐ I enjoy outdoors sport or physical activity regularly and like learning new games.
- ☐ I need to hold and touch objects to learn more about them.
- ☐ I learn new skills better by practising them rather than by reading or listening.
- ☐ I like taking things apart and putting them back together or fixing broken things.
- ☐ I like working with my hands e.g. model-building, working with tools.
- ☐ I am not clumsy, have balance and enjoy expressing myself through movement, e.g. dance.
- ☐ I tend to use hand gestures and other body language when talking to people.
- ☐ I am good at mimicking others' gestures and acting.
- ☐ My best ideas often come to me when I'm out walking, playing or swimming.

_____ **Total Physical-Kinesthetic statements checked**

6. INTERPERSONAL

- ☐ I am a "team player" (can adjust with different people) and make friends easily.



- ☐ Friends are important to me and I am a good listener when my friends have problems.
- ☐ I can sense quickly how other people are feeling.
- ☐ People in my class or family often come to me for help and advice.
- ☐ When I have problems, I prefer to seek help from other people rather than work it out alone.
- ☐ I learn best by exchanging ideas and interacting with others and dislike working alone.
- ☐ I enjoy the challenge of teaching another person what I already know how to do.
- ☐ I prefer group games like badminton or volleyball to solo activities like TV and jogging.
- ☐ I enjoy clubs, committees and organizations and people call me a good leader.
- ☐ I feel comfortable in a crowd of people e.g. in parties, weddings, etc.

_____ **Total Interpersonal statements checked**

7. INTRAPERSONAL

- ☐ I have specific goals in life that I think about regularly.
- ☐ I learn from my successes and failures and know my strengths and weaknesses.
- ☐ I need to know why I should do something before I agree to do it.
- ☐ I am independent, strong willed and stand up for my beliefs, regardless of what others think.
- ☐ Working alone can be just as productive as working in a group.
- ☐ I am happy being who I am and enjoy my own company (don't get bored alone).
- ☐ I have a special hobby or interest that I keep pretty much to myself.
- ☐ I keep a personal diary to record the events of my inner life.
- ☐ Social justice issues and fairness are important to me.
- ☐ I am not much concerned about fads, fashion or what is "in."

_____ **Total Intrapersonal statements checked**

8. NATURALISTIC

- ☐ Plants and animals are important in my life.
- ☐ I enjoy or would enjoy working in a garden or with animals.
- ☐ My best friends are my pets / I would like a pet for a birthday gift.
- ☐ I enjoy studying biology, botany and zoology.
- ☐ I enjoy classifying things in categories according to common traits.
- ☐ Ecological and conservation issues are important to me.
- ☐ I believe preserving our National Parks is more important than building shopping malls.
- ☐ I prefer spending holidays in nature camps and animal reserves.
- ☐ I would enjoy bird-watching or wildlife photography for a hobby.
- ☐ I like reading books and watching films on wildlife and nature.

_____ **Total Naturalistic statements checked**

9. EXISTENTIAL

- ☐ I want to see my role in the "big picture" of things.
- ☐ I enjoy discussing questions about life and death.
- ☐ Religion is important to me.
- ☐ Relaxation, yoga and meditation exercises are rewarding to me.
- ☐ I like travelling to visit inspiring places.
- ☐ I enjoy reading the works of or listening to lectures by great philosophers.

- ☐ Learning new things is easier when I see their real world application.
- ☐ I wonder if there are other forms of intelligent life in the universe.
- ☐ I am fascinated by scientific and philosophical questions like "When did time begin?"
- ☐ I believe that everything in this universe is inter related through cause and effect.

_____ **Total Existential statements checked**

PART 2

Next, carry forward your total from each section and multiply by 10 below:

Section	Key	Total Forward	Multiply	%Score
1	Verbal-Linguistic		_____ x 10	
2	Logical-Mathematical		_____ x 10	
3	Musical-Rhythmic		_____ x 10	
4	Visual-Spatial		_____ x 10	
5	Physical-Kinesthetic		_____ x 10	
6	Interpersonal		_____ x 10	
7	Intrapersonal		_____ x 10	
8	Naturalist		_____ x 10	
9	Existential		_____ x 10	

PART 3

Now, plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Learner Questionnaire B-4

Name of Student:

School:

Class:

Age:

yrs

☐M / ☐F

Date:

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Absolutely agree; 4-Agree to a great extent; 3-Somewhat agree; 2-Not usually true of me; 1-Absolutely disagree.**

MI-RBT Tasks		5	4	3	2	1
MI.RBT-1	I enjoy MI-RBT tasks in English and other subjects.					
MI.RBT-2	MI-RBT tasks make new learning easy in all subjects.					
MI.RBT-3	I want to continue learning through MI-RBT tasks.					
MI.RBT-4	I enjoy MI-RBT tasks that enable me to display different abilities.					
MI.RBT-5	I enjoy MI-RBT tasks that challenge me to remember and apply my knowledge.					
MI.RBT-6	I enjoy MI-RBT tasks that challenge me to solve problems, compare, make decisions and create.					

Learner Questionnaire B-5

Name of Student:

School:

Class: **Age:** yrs ☐M / ☐F **Date:**

Hi! You've done quite many MI-RBT tasks framed by your teachers over the year. This is your chance to say what you think of these learning tasks. Please respond frankly about how useful and enjoyable your learning experience has been.

Please tick [√] the response that expresses your own opinion from all the options given:

1. Did you find the MI-RBT tasks difficult to do?
☐ Always ☐ Frequently ☐ Rarely ☐ Never
2. Did you find the MI-RBT tasks relevant to the syllabus in English and all subjects?
☐ Always ☐ Frequently ☐ Rarely ☐ Never
3. Did you practise listening to, speaking, reading and writing English in the MI-RBT tasks?
☐ Always ☐ Frequently ☐ Rarely ☐ Never
4. Were the MI-RBT tasks more interesting than the English language tasks you did earlier?
☐ Always ☐ Frequently ☐ Rarely ☐ Never
5. Did your teachers provide and explain rubrics to assess your MI-RBT task performance?
6. Did you learn more or better in a group than on your own?
7. Did you learn from getting and giving feedback to your friends on their MI-RBT task performance?
8. Did MI-RBT tasks enable you to learn without depending entirely on your teacher?
9. Did MI-RBT tasks help you to become better organized in planning your learning and in managing your time?
10. Did MI-RBT tasks increase your confidence in solving problems with your friends and on your own?
11. Did MI-RBT tasks help you to learn from external sources of information like the Internet, class blogs, reference books, etc.?
12. Did MI-RBT tasks help you relate English with your other subjects?
13. Would you like to learn English through all subjects, using MI-RBT tasks?

Appendix C

Research Tool (in Print) Appendix C: This appendix contains questionnaires, each one of which was administered to both, teachers and learners in the CG and EG before and after the present study. This enabled the collection of qualitative data on teaching/learning English from dual perspectives. This constitutes an instrument of the Research Tool (refer Chapter Three).

Qualitative Data (on DVD) Appendix C: One filled-in questionnaire each from an EG and a CG teacher and learner is appended on DVD in Appendix C. This constitutes a sample of Qualitative Data (refer Chapter Four).

Questionnaires arranged according to content:

1. Teacher-Learner Questionnaire C-1: Learning English Skills
2. Teacher-Learner Questionnaire C-2: Learning Strategies
3. Teacher-Learner Questionnaire C-3: Motivation and Preferences

Appendix C

Teacher-Learner Questionnaire C-1

Please complete and mail the following questionnaire to
sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher/Student Name:

School:

Class / Classes taught:

☐ M / ☐ F

Age: yrs Date:

1. Select the statements applicable to your English lessons:

- ☐ The teacher decides the entire syllabus in advance.
- ☐ The learners discuss with the teacher the sequence and choice of units to be taught.
- ☐ Reading, writing, listening and speaking are equally covered over the week.
- ☐ There is more reading and listening done over the week.
- ☐ There is more reading and writing done over the week.
- ☐ There is more listening and speaking done over the week.
- ☐ There is more reading and speaking done over the week.
- ☐ Homework is mostly written.
- ☐ Homework is mostly reading.

2. Select the statements applicable to your English lessons:

- ☐ The learners work in groups during English lessons.
- ☐ The furniture arrangement enables group work.
- ☐ Student seating is flexible in the classroom.
- ☐ Students share materials given by the teacher in a group.
- ☐ The learners work with a single, fixed partner.
- ☐ Every learner works alone during all lessons.
- ☐ The furniture arrangement does not suit group work.
- ☐ Student seating is either fixed or changed at intervals by the teacher.

3. Select the statements applicable to your English lessons:

- ☐ The learners read the text silently.
- ☐ The learners read the text aloud in chorus or in turn.
- ☐ The teacher explains the entire text.
- ☐ The learners sit quietly and listen to the teacher throughout the lesson.
- ☐ The learners prefer to have the teacher explain the unit.
- ☐ The learners interact more with the teacher than with each other.
- ☐ The learners discuss the meaning of the text with each other.
- ☐ The learners prefer to discuss the unit amongst themselves.
- ☐ The learners interact more with each other than with the teacher.
- ☐ The learners read extensively on the topic on the internet or in the library.
- ☐ The teacher dictates answers and notes on the topic learnt.

4. Select the statements applicable to your English lessons:

- ☐ The learners perform listening tasks.
- ☐ The learners listen attentively to the teacher's instructions.
- ☐ The learners listen to the teacher's explanations.
- ☐ The learners listen to each other's ideas on the text.
- ☐ The learners watch audio-visual presentations on a topic.

5. **Select the statements applicable to your English lessons:**
- ☐ The learners take notes in class while listening or reading.
 - ☐ The learners copy answers and compositions from the board.
 - ☐ The learners write answers, compositions, etc. on their own.
 - ☐ The learners brainstorm for ideas with peers before writing.
 - ☐ The learners arrange points coherently in a rough draft before writing.
 - ☐ The learners redraft, revise and edit answers, compositions, etc.
 - ☐ The learners read each other's writing and offer feedback.
 - ☐ The learners assess their own and peer writing against a rubric.
6. **Select the statements applicable to your English lessons:**
- ☐ The learners engage in problem-solving discussion with peers.
 - ☐ The learners ask the teacher for answers or solutions.
 - ☐ All the learners answer the teacher's questions.
 - ☐ Only a few learners answer the teacher's questions.
 - ☐ The learners discuss answers with friends.
 - ☐ The learners make oral presentations on a topic.
7. **Select the statements applicable to your English lessons:**
- ☐ There are separate periods for learning grammar.
 - ☐ Grammar is learnt from a grammar book.
 - ☐ Grammar is learnt from all the text units.
 - ☐ The learners practise grammar drills and exercises.
 - ☐ The learners perform grammar games and language tasks.
 - ☐ The learners find out grammar rules in practice, by analysing examples.
 - ☐ The learners are taught the grammar rules in advance.
 - ☐ The learners are given meanings of new words before the lesson.
 - ☐ The learners look up word meanings in the dictionary while reading.
8. **Select the statements applicable to your English lessons:**
- ☐ The learners memorise answers dictated by the teacher, for tests.
 - ☐ Test questions are identical with those given for class and homework.
 - ☐ Learners read the unit in preparation for a test.
 - ☐ Different questions are given in class work, homework and tests.
 - ☐ Reading, writing and grammar skills are tested.
 - ☐ Speaking and listening skills are tested.

Teacher-Learner Questionnaire C-2

Please complete and mail the following questionnaire to
sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher/Student Name:

School:

Class / Classes taught:

☐M / ☐F

Age: yrs Date:

The statements below describe what learners do. Tick those applicable to you / your students.

1. **While reading**, in order to understand the meaning, do you try to
 - ☐ anticipate and predict what will happen next
 - ☐ refer back to earlier text
 - ☐ look for descriptions and word pictures
 - ☐ visualise word pictures
 - ☐ look at illustrations
 - ☐ look at captions, picture labels
 - ☐ relate the text with your personal experience
 - ☐ take help of the subject-verb-object
 - ☐ take help of the prepositions and conjunctions
 - ☐ take help of the pronoun and referent
 - ☐ restructure the sentence
 - ☐ find synonyms for difficult words
 - ☐ look for repetitions/expansions/explanations
 - ☐ consult a dictionary
2. To **improve your English speaking and writing** do you try to
 - ☐ look up grammar rules or pronunciation in the grammar book or on the Internet
 - ☐ ask your teacher for the correct grammatical form/pronunciation
 - ☐ listen to English news and TV programmes
 - ☐ watch English films
 - ☐ read books, magazines and newspapers in English
 - ☐ solve grammar exercises
 - ☐ play grammar games
 - ☐ speak with your friends in English
 - ☐ correct mistakes in your written work
 - ☐ check your work for mistakes before submission
 - ☐ write down points before speaking and writing
 - ☐ make mind-maps
 - ☐ brainstorm with friends
 - ☐ think in your mother tongue and then translate into English
 - ☐ use different words or phrases to express your idea (paraphrase)
 - ☐ avoid a difficult word, substituting a simpler one
 - ☐ create a new word for one you don't know
 - ☐ switch to a word/phrase in the mother tongue
 - ☐ leave a sentence incomplete, being unable to find the right words

Teacher-Learner Questionnaire C-3

Please complete and mail the following questionnaire to
sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher/Student Name:

School:

Class / Classes taught:

☐M / ☐F

Age: yrs Date:

This is about the learner. You may tick more than one option if it applies to you, if you are a student / to your students, if you are a teacher.

1. Rate the general standard of English spoken in your school.
☐ Excellent ☐ Good ☐ Fair ☐ Poor
2. Rate the general standard of English written in your school.
☐ Excellent ☐ Good ☐ Fair ☐ Poor
3. How important is it for spoken English to improve?
☐ Very ☐ Somewhat ☐ Not very ☐ Not at all
4. How important is it for written English to improve?
☐ Very ☐ Somewhat ☐ Not very ☐ Not at all
5. Is learning English interesting and enjoyable?
☐ Very much ☐ Somewhat ☐ Not much ☐ Not at all
6. Learning English is
☐ Very easy ☐ Fairly easy ☐ Somewhat difficult ☐ Very difficult
7. The most difficult part of learning English is
☐ Reading ☐ Speaking ☐ Writing ☐ Grammar
8. Do you try to speak in English outside class?
☐ Every day ☐ Regularly ☐ Rarely ☐ Never
9. The best help in learning English is usually from
☐ Teachers ☐ Friends & family ☐ Books ☐ TV & Internet
10. I like language tasks that make the learner
☐ memorise ☐ understand ☐ explain ☐ think
11. I like language tasks of this type
☐ Pen & paper ☐ Must be done alone
☐ Involve other activity ☐ Can be done with friends

12. Tick what is enjoyable and cross what is disliked in your English lessons:

- ☐ Reading a story
- ☐ Watching and listening to videos
- ☐ Creative writing with guiding inputs (pictures, phrases, hints)
- ☐ Creative writing without guiding inputs
- ☐ Doing language tasks
- ☐ Answering questions orally
- ☐ Answering questions in writing
- ☐ Playing grammar games
- ☐ Debating and public speaking
- ☐ Discussing a problem with friends in English

Appendix D

Research Tool (in Print) Appendix D: This appendix contains questionnaires administered only to the CG and EG learners before and after the present study to collect qualitative and quantitative data from them. This constitutes an instrument of the Research Tool (refer Chapter Three).

Qualitative and Quantitative Data (on DVD) Appendix D: One filled-in questionnaire each from an EG and a CG learner is appended on DVD in Appendix D. This constitutes a sample of Qualitative and Quantitative Data (refer Chapter Four).

The raw quantitative data from Questionnaires D-3, D-4 and D-5 are presented under eight Dependent Variables in Appendix J (DVD).

Questionnaires arranged according to content:

1. Learner Questionnaire D-1: English Foundation
2. Learner Questionnaire D-2: Ongoing Learning in English
3. Learner Questionnaire D-3: Learner Beliefs about Language Learning Inventory (BALLI)
4. Learner Questionnaire D-4: Learner Attitudinal Scale
5. Learner Questionnaire D-5: Inventory of Direct Learning Strategies
6. Learner Questionnaire D-6: Inventory of Indirect Learning Strategies

Appendix D

Learner Questionnaire D-1

Answer the following questions correctly. Your teacher to clarify any question you do not understand, but the answers must be your own:

Name of Student:

School:

Class:

☐F / ☐M

Age: yrs

Date:

1. In which school(s), and under which board(s) did you study, prior to joining this school? Fill in the table below:

Name of School	Name of Board	Years Studied	Classes Studied in

2. In which class did you first begin to learn to speak in English?
3. In which class did you begin speaking in English on your own (not necessarily fluently, but with confidence)?
4. How did you first learn to read? In school? At home? From books? From TV captions or sign boards? Describe what you remember.
5. In which class did you first begin to learn writing English words and sentences?
6. In which class did you begin writing in English on your own (composing sentences yourself without much help from the teacher)?
7. As far as you can remember, how did you first learn to write sentences and paragraphs (in answers, composition, etc.)? Tick [☐] the matching option:
- ☐ By copying what your teacher wrote on the blackboard
- ☐ By copying from the textbook or any other written sample
- ☐ By writing to dictation from your teacher, parent, etc.
- ☐ By composing sentences and paragraphs on your own
- ☐ Any other method (describe)
8. Describe in your own words how and when you began to write on your own, with no answers being dictated or written on the board by your teacher.
9. In what languages do you speak outside school with family and friends?
10. How often do you speak in English outside school?
- ☐ Always ☐ Frequently ☐ Rarely ☐ Never
11. Which of the following can you read on your own in English?

- ☐ Newspapers & Magazines
- ☐ Online reading matter
- ☐ Textbooks
- ☐ Reference books
- ☐ Story books

12. What magazines, newspapers, online sites and books have you read in English, apart from school texts?

13. How frequently do you watch English films and TV channels?

- ☐ Every day ☐ Regularly ☐ Rarely ☐ Never

Learner Questionnaire D-2

Answer the following questions correctly. Your teacher to clarify any question you do not understand, but the answers must be your own:

Name of Student:

School:

Class:

☐F / ☐M

Age: yrs

Date:

1. In which class did you take admission in your present school, and in which year?
2. List the subjects you study in your present class:
3. Write the titles of all the English texts in your school syllabus:
4. How many periods of English do you currently attend?
5. Do you attend English coaching classes outside school? If so, how does this help you?
6. In which language do your Class teacher, English teacher and other subject teachers of your school speak to you during lessons?
 - Class teacher:
 - English teacher:
 - Other teachers:
7. What are the occasions when you speak in English at school?
 - ☐ Prepared speech on public occasions
 - ☐ Class and public debates
 - ☐ Answering questions
 - ☐ Describing situations
 - ☐ Dialogues in role play and drama
 - ☐ Group discussion during the lesson
 - ☐ Clarifying doubts with the teacher
 - ☐ Giving feedback on the lesson to the teacher
 - ☐ Giving feedback on peer performance
 - ☐ Chatting with friends
8. Tick [☐] the purposes for which you write in English.
 - ☐ Examinations (all subjects)
 - ☐ Class assignments (all subjects)
 - ☐ Home assignments (all subjects)
 - ☐ School newsletter, magazine or website
 - ☐ Voluntarily, at home (e.g. a personal diary)
 - ☐ Specify if any other:
9. Describe in your own words what you and your classmates do while learning to write, and what your teacher says and does while teaching.
10. Tick [☐] the writing styles that you have learnt/practised in class:
 - ☐ Factual/Expository
 - ☐ Narrative/Descriptive
 - ☐ Imaginative/Creative
 - ☐ Argumentative/Persuasive
 - ☐ Reflective
11. Tick [☐] the steps you regularly carry out while writing:

- ☐ Brain-storming and group discussion to get points on the relevant topic
- ☐ Making a rough outline to organize points
- ☐ Revising organization of points with teacher help, by rewriting rough draft
- ☐ Editing spelling and punctuation before making a fair copy

12. Which of the following do you use to learn English in class and how often?

- | | |
|--|--|
| <input type="checkbox"/> Internet websites | <input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Rarely <input type="checkbox"/> Never |
| <input type="checkbox"/> Audio visual media | <input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Rarely <input type="checkbox"/> Never |
| <input type="checkbox"/> Language lab | <input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Rarely <input type="checkbox"/> Never |
| <input type="checkbox"/> Grammar and vocabulary games and kits | <input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Rarely <input type="checkbox"/> Never |
| <input type="checkbox"/> Worksheets | <input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Rarely <input type="checkbox"/> Never |

Learner Questionnaire D-3

Answer the following questions correctly. Your teacher to clarify any question you do not understand, but the answers must be your own:

Name of Student:

School:

Class:

☐F / ☐M

Age: yrs

Date:

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Absolutely agree; 4-Agree to a great extent; 3-Somewhat agree; 2-Not usually true of me; 1-Absolutely disagree.**

ITEM CODE	BALLI - Learner Version	5	4	3	2	1
LB-1	I can learn any language equally easily.					
LB-2	I can learn English faster now than when I am older.					
LB-3	I will learn correct English within a very few years.					
LB-4	I can learn to speak English without an accent.					
LB-5	Learning English from teachers is useful.					
LB-6	My ability to learn English is an inborn ability.					
LB-7	I can learn any language at any age.					
LB-8	I will learn English in the same time as I learnt my own language.					
LB-9	Some learners cannot learn English only because they are not interested.					
LB-10	All learners learn grammar in the same way.					
LB-11	My grammatical mistakes need not always be corrected by the teacher.					
LB-12	Learning my own language has made it possible for me to learn English.					
LB-13	I was born with some grammatical knowledge, which helped me to learn my own language and English.					
LB-14	I can learn to speak English perfectly at any age.					
LB-15	Some learners have a special talent for learning English.					
LB-16	Some languages are easier to learn than others.					

ITEM CODE	BALLI - Learner Version	5	4	3	2	1
LB-17	English is an easy language to learn.					
LB-18	Pronunciation is the easiest part of learning English.					
LB-19	Grammar is the easiest part of learning English.					
LB-20	Idiomatic English is not difficult to learn.					
LB-21	It is not bad to speak English with an Indian accent.					
LB-22	It is not necessary to know the culture of UK and USA to understand English.					
LB-23	I shouldn't wait to speak in English until I can speak correctly.					
LB-24	I can easily learn to speak English, whatever be my mother tongue.					
LB-25	It is not necessary to learn English in an English-speaking country or from native English speakers.					
LB-26	If I learn English daily, I will be able to communicate in English within a year.					
LB-27	Memorising is not the best way to learn English.					
LB-28	Constant grammar drills are not required to learn English.					
LB-29	The best way to learn English is imitating my teacher and good speakers.					
LB-30	The best way to learn English is by thinking in English.					
LB-31	I cannot learn English when I am worried and anxious.					
LB-32	It is possible to learn from errors in English, to speak correctly later on.					
LB-33	Girls are not better than boys at learning English.					
LB-34	I cannot learn English if I am not interested in it.					

ITEM CODE	BALLI - Learner Version	5	4	3	2	1
LB-35	Learning English is not the same as learning other academic subjects.					
LB-36	Learners who are good at mathematics and science can also be good at learning English.					
LB-37	Learners who speak more than one language are very intelligent.					
LB-38	Learning grammar is useful.					
LB-39	It is important to practise speaking English at school because I get no other chance to speak in English.					
LB-40	I must learn English mainly to communicate with others.					
LB-41	Even if I can communicate fluently in English, I need further lessons.					
LB-42	The easiest part of reading is English comprehension.					
LB-43	Those who do not learn English in Kindergarten face no extra trouble learning English later.					

Learner Questionnaire D-4

Answer the following questions correctly. Your teacher to clarify any question you do not understand, but the answers must be your own:

Name of Student:

School:

Class:

☐F / ☐M

Age: yrs

Date:

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Always or almost always true of me; 4-True to a great extent; 3-Somewhat true; 2-Usually not true of me; 1-Never or almost never true of me.**

ITEM CODE	Learner Attitudes and Motivation	5	4	3	2	1
Learning						
L-1	Learning new concepts is interesting for me.					
L-2	I learn new concepts quickly.					
L-3	I can grasp complex concepts.					
L-4	I use a variety of strategies to learn a new concept.					
L-5	Learning new concepts makes me feel smart, capable and confident.					
Learning ESL		5	4	3	2	1
ESL-1	I think my English lessons are interesting.					
ESL-2	I enjoy learning new English vocabulary and grammar.					
ESL-3	I enjoy practising English language skills.					
ESL-4	I enjoy reading my prescribed texts.					
ESL-5	I enjoy reading texts intensively for content information.					
ESL-6	I appreciate the plot and characters of short stories and novels.					
ESL-7	I appreciate the different styles of different kinds of books and authors.					
ESL-8	I read print and e-books and also read online for information and pleasure.					



ITEM CODE	Learner Attitudes and Motivation	5	4	3	2	1
ESL-9	I prefer making notes while reading a new text.					
ESL-10	I take notes when my teacher explains a new concept.					
ESL-11	I listen and respond to teacher instructions.					
ESL-12	I listen to my group members carefully.					
ESL-13	I frequently listen to audio-visual inputs in class.					
ESL-14	I speak frequently on various topics that interest me.					
ESL-15	I like discussing topics of interest and problems with my group.					
ESL-16	I introduce and initiate new topics and conversations.					
ESL-17	I wait my turn, without interrupting others, in a group discussion.					
ESL-18	I acknowledge previous speakers when I make my point.					
ESL-19	I state reasons supporting my viewpoint.					
ESL-20	I conclude and sum-up the main points of a group discussion.					
ESL-21	I like writing creatively (stories and poems).					
ESL-22	I write answers to different kinds of textual questions.					
ESL-23	I write for and against a debated topic.					
ESL-24	I prefer making a rough draft of points and then revising it.					
ESL-25	I prefer to edit errors before I submit an assignment.					

ITEM CODE	Learner Attitudes and Motivation	5	4	3	2	1
English and content subject lessons		5	4	3	2	1
CLIL-1	All my teachers use similar teaching methods in their different subject lessons.					
CLIL-2	I like relating content in different subjects.					
CLIL-3	I like relating content in different subjects.					
Assessment		5	4	3	2	1
ASM-1	I assess my learning through my performance in real life.					
ASM-2	I assess my learning through my performance in examinations.					
ASM-3	It is important for me to get good grades and marks in school.					
ASM-4	I assess my learning from peer feedback.					
ASM-5	I assess my learning myself through the rubric given by the teacher.					
ASM-6	I think peer feedback adds to teacher feedback on my performance.					
ASM-7	Assessing myself helps me to learn better.					
Collaborative Learning		5	4	3	2	1
CL-1	I prefer to study and learn on my own.					
CL-2	The teacher need not always explain textual content to me.					
CL-3	I prefer to discuss textual content with my group members.					
CL-4	I prefer shared learning along with my group.					
CL-5	I brainstorm with my group for new ideas and solutions to problems.					
CL-6	I plan task performance with my group members.					

ITEM CODE	Learner Attitudes and Motivation	5	4	3	2	1
CL-7	I play different roles within my group for different tasks.					
CL-8	I get along well with my group members, on the whole.					
CL-9	I try to remain positive when group members commit errors.					
CL-10	I respect opinions different from my own.					
CL-11	Different opinions and beliefs further learning.					
CL-12	I tolerate viewpoints that contradict my own.					
CL-13	I can learn with persons who work differently.					
CL-14	Mutual respect is essential for group work.					
CL-15	My group members respect my differences in opinion with them.					
CL-16	My group members tolerate my errors and accept me uncritically.					
CL-17	My group members are supportive when I face problems.					
CL-18	My group members give me opportunities to display my ability.					
CL-19	My group members are fair and impartial in their behaviour.					
CL-20	My group members share work, responsibility, roles and decision-making with me.					
CL-21	My group members focus on time-management and deadlines.					
CL-22	My group members focus on fair sharing of all available materials.					

ITEM CODE	Learner Attitudes and Motivation	5	4	3	2	1
CL-23	My group members help resolve disputes and differences.					
CL-24	My group members give feedback in terms of constructive suggestions.					
Teachers and School		5	4	3	2	1
SCH-1	I relate well to my teachers.					
SCH-2	My teachers make learning interesting.					
SCH-3	My teachers care about me.					
SCH-4	Most of the teachers at this school are good teachers.					
SCH-5	This school is a good match for me.					
SCH-6	I feel proud of my teachers and this school.					
Motivation and Autonomy		5	4	3	2	1
MOA-1	Doing well in academics is important for my future career goals.					
MOA-2	I am self-motivated in doing my academic work.					
MOA-3	I participate in taking decisions related to academics along with my teachers.					
MOA-4	I participate in making choices and taking decisions along with my group members.					
MOA-5	I complete my assignments regularly.					
MOA-6	I put a lot of effort into my academic work.					
MOA-7	I take responsibility for my learning.					
MOA-8	I am organized about my academic work and time management.					

ITEM CODE	Learner Attitudes and Motivation	5	4	3	2	1
MOA-9	I spend a lot of time on my schoolwork.					
MOA-10	I concentrate when doing assignments.					
MOA-11	I check my assignments before submission.					
MOA-12	I discuss errors with group members, based on their feedback.					
MOA-13	I ask my teacher to explain the reasons for my language errors.					
MOA-14	I learn from my errors.					

Learner Questionnaire D-5

Answer the following questions correctly. Your teacher to clarify any question you do not understand, but the answers must be your own:

Name of Student:

School:

Class:

☐F / ☐M

Age: yrs

Date:

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Always or almost always true of me; 4-True to a great extent; 3-Somewhat true; 2-Usually not true of me; 1-Never or almost never true of me.**

ITEM CODE	Direct Strategies	5	4	3	2	1
A. Memory Strategies						
Keyword method: Creating Mental Connections between Meanings and Sounds						
LS-1	Elaboration: I think of relationships between words and ideas I already know and new words and ideas I learn in English.					
LS-2	I connect my learning to the real world.					
LS-3	I remember new English words or phrases by remembering their location on the page, on the vocabulary chart, or on a street sign.					
LS-4	I use new English words in a sentence so I can remember them.					
LS-5	I remember a new English word by linking it with a similar sounding word in L1.					
LS-6	I use rhymes to remember new English words.					
Imagery: Using visual images (either mental or actual) to understand or remember new information.		5	4	3	2	1
LS-7	I remember a new English word by linking it with the picture of a similar word in L1.					
LS-8	I remember a new English word by making a mental picture of a situation in which the word might be used.					
LS-9	I connect the sound of a new English word with a picture of the word to remember the word.					
LS-10	I use flashcards to remember new English words.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-11	I look at the illustrations for added information.					
LS-12	I physically act out new English words.					
LS-13	I use SQ3R (Survey, Question, Read, Recite, Review) in repeated readings to understand a text.					
LS-14	Schema: I learn new literary terms and classify related information under topic headers to remember.					
B. Cognitive Strategies						
Practice and Repetition in LSRW: Imitating other people's speech or another language model, including overt practice and silent rehearsal.		5	4	3	2	1
LS-15	I try to talk like fluent English speakers I hear.					
LS-16	I say or write new English words or phrases several times.					
LS-17	I practice saying a new English word to pronounce it correctly.					
LS-18	I frequently revise the meanings and usage of newly learnt English words.					
LS-19	I learn by listening, speaking, reading and writing in English.					
LS-20	I read aloud: Echo (Modeled) Reading, Paired/Buddy Reading, Group reading, Choral reading and Round-Robin.					
LS-21	I do silent reading in English.					
LS-22	I skim and scan text for information.					
LS-23	I do intensive reading for detailed information.					
LS-24	I unscramble and interact with the text by reflecting, analysing, inferring, drawing conclusions, reinforcing new knowledge, validating previous knowledge, and preparing for assessments.					
LS-25	I role play to demonstrate my understanding of a text.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-26	I retell or narrate what I understand from reading/listening.					
LS-27	I predict/guess what comes next while reading.					
LS-28	I check and revise my predictions while reading.					
LS-29	I transform information from diagrams, labels, charts, maps, etc.					
LS-30	I find answers to given questions based on the text.					
LS-31	I can identify the writer's opinion and distinguish it from established facts.					
LS-32	I reason out the main point of the topic I read.					
LS-33	I learn new words and meanings while reading.					
LS-34	I visualise the scene while reading.					
LS-35	I organise points in sequence to understand the text.					
LS-36	I read through the passage and underline/highlight key words/main points and difficult words and phrases, while getting a general idea of the whole passage.					
LS-37	Next, I try to figure out the meanings of these words and phrases from context, and if necessary, look them up in a dictionary or online, etc.					
LS-38	I trace word etymology (common root words).					
LS-39	I do vocabulary building tasks.					
LS-40	I analyse text references, arguments in the text, characters, the setting and the plot.					
LS-41	To connect events while reading, I use logical connectors like firstly, next, on the whole, on one hand...on the other hand, therefore, but, however, then, etc.					
LS-42	I organize general and supporting statements, identifying reasons or evidence the writer gives for any stated fact.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-43	I connect repeated descriptions to clarify meaning in a text.					
LS-44	I connect repeated words and phrases, examples or illustrations to understand the text.					
LS-45	I evaluate the importance of sections of text in relation to the whole.					
LS-46	I synthesize the meaning of the whole text from its parts.					
LS-47	I comment on the significance of events and characters in the text.					
LS-48	I identify my favourite quotes from the text.					
LS-49	I reflect on what I have learnt.					
LS-50	I work from opening sentences and hints.					
LS-51	I use question prompts to help me think.					
LS-52	I think about the purpose of writing (persuading, describing, analysing, etc.).					
LS-53	I explain the purpose of writing.					
LS-54	I research new ideas on the Internet and other sources of information.					
LS-55	I combine information from various sources.					
LS-56	I gather information and brainstorm for ideas on a topic with my group members to speak or write about.					
LS-57	I select and categorize content.					
LS-58	I use graphic organizers like mind maps and tree diagrams for my ideas.					
LS-59	I select the main points for writing a paragraph.					
LS-60	I organize points and sequence ideas to focus the information.					
LS-61	I think of interesting opening lines.					
LS-62	I use cohesive devices like pronouns, repetitions, synonyms, etc. in writing English.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-63	I explain reasons, linking cause and effect.					
LS-64	I think of examples to illustrate my ideas.					
LS-65	I think of suitable closing lines.					
LS-66	I describe in English.					
LS-67	I reformulate text.					
LS-68	I move from passive/receptive to active/expressive vocabulary.					
LS-69	I imagine dialogues.					
LS-70	I do free-writing with musical / visual / kinesthetic prompts.					
LS-71	I connect my writing with my reading.					
LS-72	I write notes, messages, letters, or reports in English.					
LS-73	I think about my readers.					
Auditory representation: Playing back in one's mind the sound of a word, phrase or longer language sequence.		5	4	3	2	1
LS-74	I silently say a new word, phrase or sentence in my mind before speaking it aloud.					
LS-75	I silently play back in my mind, unfamiliar words and longer expressions.					
Recombination: combining known elements in a new way, or putting together smaller meaningful elements into new wholes.		5	4	3	2	1
LS-76	I experiment with language by using the English words I know in different ways.					
LS-77	I rephrase textual information in my own words.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-78	I construct longer, meaningful sentences by combining known phrases or words in a new way.					
Analyzing Contrastively: Comparing and contrasting new information with existing knowledge.		5	4	3	2	1
LS-79	I analyze new English expressions to find their meaning.					
LS-80	I find the meaning of an English word by dividing it into parts that I understand.					
LS-81	I analyse and reason to find the meaning of a new word or phrase.					
Transfer: Using previous linguistic knowledge or prior skills to assist comprehension or production.		5	4	3	2	1
LS-82	I use what I have previously heard and read in English to speak and write.					
LS-83	I use my L1 knowledge to help understand new information and say or write it in English.					
LS-84	I use my existing knowledge in English to understand new words and phrases.					
LS-85	I use my existing knowledge in English to say and write new words and phrases.					
LS-86	I perform tasks with my stronger MI inputs.					
LS-87	I demonstrate my understanding with the help of MI presentations.					
LS-88	I perform tasks by thinking at different levels of the RBT pyramid.					
Translation: Using the writing and the sound system of L1 as a base for understanding and/or producing the second language.		5	4	3	2	1
LS-89	I look for words in my own language that are similar to new words in English.					
LS-90	I try not to translate word-for-word.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-91	I think in L2 before speaking or writing.					
Elaboration: Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.		5	4	3	2	1
LS-92	I recall previous experiences.					
LS-93	I recall newly learned information.					
LS-94	I try to link new information with what I already know.					
LS-95	I try to connect the different new words and phrases I learn.					
LS-96	I try to relate new information to my own personal experience.					
Contextualisation: Placing a word or phrase in a meaningful language sequence.		5	4	3	2	1
LS-97	I use new words and phrases meaningfully in sentences when speaking or writing.					
Inferencing: Using available information to guess meanings of new items, predict outcomes, or fill in missing information.		5	4	3	2	1
LS-98	I find the meaning of an English word by dividing it into parts that I understand.					
LS-99	I try to guess the meaning of a new word from the meaning of the whole sentence or passage.					
LS-100	I try to supply missing words in a conversation or phrase from what I have heard.					
LS-101	I try to complete sentences by guessing and prediction.					
Grouping: Organising learning by classifying words, terminology, or concepts according to their common attributes or meaning.		5	4	3	2	1
LS-102	I sort and classify new words learnt in groups according to their similarities in function or meaning.					

ITEM CODE	Direct Strategies	5	4	3	2	1
Deduction: Recognizing and using formulas and patterns, making up rules based on language analysis, and applying rules to understand or produce the second language.		5	4	3	2	1
LS-103	I try to understand and apply language rules while speaking or writing.					
LS-104	I try to find patterns in English while listening and reading, making up new language rules from examples.					
Note-taking: Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.		5	4	3	2	1
LS-105	I take notes while I listen to the teacher or my friends explaining.					
LS-106	I make mind-maps when I brainstorm with friends before writing.					
LS-107	I write margin notes when reading.					
Summarizing: Making a mental, oral or written summary of new information gained through listening or reading.		5	4	3	2	1
LS-108	I make summaries of information that I hear or read in English.					
LS-109	I highlight key words and phrases when I read English texts.					
LS-110	I retell or narrate new information in my own words.					
LS-111	I write short notes explaining a new concept.					
Resourcing: Using target language reference materials such as dictionaries, encyclopaedias or textbooks.		5	4	3	2	1
LS-112	I use English dictionaries, thesaurus, grammar manuals and textbooks.					
LS-113	I watch English channels on TV and watch English films.					
LS-114	I read for pleasure in English.					
LS-115	I start conversations in English.					

ITEM CODE	Direct Strategies	5	4	3	2	1
C. Compensation Strategies		5	4	3	2	1
LS-116	Guessing Intelligently: To understand unfamiliar English words, I make guesses.					
LS-117	Using Linguistic Clues: I try to guess what the other person will say next in English.					
LS-118	Using Other Clues: I respond to gesture and expression when I cannot understand the words.					
LS-119	Overcoming Limitations in Reading and Listening: I try to read and listen to English even when I do not understand every word.					
LS-120	Overcoming Limitations in Speaking and Writing: I try to communicate orally and in writing with whatever words I know.					
LS-121	Avoiding Communication partially or totally: I avoid talking when I do not have words to express my ideas.					
LS-122	Paraphrasing, Using a Circumlocution or Synonym: If I can't think of an English word, I use a word or phrase that means the same thing.					
LS-123	Substitution: I avoid a problematic word by substituting a different one in its place.					
LS-124	Avoidance or Selecting the Topic: I only talk about facts and ideas that I can communicate in English, avoiding others.					
LS-125	Using Mime or Gesture as Non-verbal Strategies: When I can't think of a word during a conversation in English, I use gestures.					
LS-126	Adjusting or Approximating the Message: I respond to the gist when I cannot understand every word.					
LS-127	Coining Words: I make up new words if I do not know the right ones in English.					
LS-128	Switching to L1: I use words from L1 as substitutes for unknown words when speaking in English.					

ITEM CODE	Direct Strategies	5	4	3	2	1
LS-129	Drawing the Picture of Unknown Vocabulary: While speaking or writing in English, I draw pictures as substitute for unknown words.					
LS-130	Selecting Already Known Vocabulary: I can communicate adequately using only the words I know.					
LS-131	Ignoring Unknown Vocabulary: I read English without looking up every new word.					

Learner Questionnaire D-6

Answer the following questions correctly. Your teacher to clarify any question you do not understand, but the answers must be your own:

Name of Student:

School:

Class:

☐F / ☐M

Age: yrs

Date:

Rate the following statements as you think they apply to you on a Rating scale of 1-5 where: **5-Always or almost always true of me; 4-True to a great extent; 3-Somewhat true; 2-Usually not true of me; 1-Never or almost never true of me.**

ITEM CODE	Indirect Strategies	5	4	3	2	1
D. Metacognitive Strategies						
Planning						
Advance organizers: Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.						
LS-132	I use KWL (K: What I know; W: What I want to know; L: What I learned).					
LS-133	I prepare for English lessons in advance by reading or writing at home.					
LS-134	I first skim an English passage (read over the passage quickly) for main ideas, then go back and read carefully for details.					
LS-135	I read instructions carefully before I do a task.					
LS-136	I plan my schedule so I will have enough time to study English.					
Directed attention: Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.		5	4	3	2	1
LS-137	I try to find as many ways as I can to use my English.					
LS-138	I plan out and decide how to perform a learning task.					
LS-139	I concentrate on the main idea to perform a learning task and avoid irrelevant distractors.					

ITEM CODE	Indirect Strategies	5	4	3	2	1
Functional planning: Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.		5	4	3	2	1
LS-140	I plan out the language I will use before speaking or writing.					
LS-141	I plan out the steps required to perform a language task.					
LS-142	I try to find out how to be a better learner of English.					
LS-143	I look for people I can talk to in English.					
LS-144	I look for opportunities to read as much as possible in English.					
Selective attention: Deciding in advance to attend to specific aspects of input; often by scanning for key words, concepts, and/or linguistic markers.		5	4	3	2	1
LS-145	I scan the text for key words, concept indicators and idea markers.					
LS-146	I look at key words in questions and instructions to help me find the answers.					
LS-147	I select and decide in advance which words and phrases to use when answering questions.					
LS-148	I pay attention when someone is speaking English.					
Self-management: Understanding the conditions that help one learn and arranging for the presence of these conditions.		5	4	3	2	1
LS-149	I identify the conditions which help me learn and arrange for these beforehand.					
LS-150	I pay attention to the teacher to understand instructions and explanations.					
LS-151	I listen carefully to to learn what others know in English class.					

ITEM CODE	Indirect Strategies	5	4	3	2	1
LS-152	I definitely want to improve my English skills and set targets for this.					
Monitoring						
Self-monitoring: Checking one's comprehension during listening or reading, or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.		5	4	3	2	1
LS-153	While speaking or writing, I check my progress and accuracy.					
LS-154	Sometimes, I do not finish a sentence because I realise that it is wrong.					
LS-155	While reading texts, I check for understanding and accuracy.					
LS-156	I re-read instructions and questions to check that I am correct.					
LS-157	I speak in turn, only after listening carefully to what others say.					
LS-158	I notice my English mistakes and use that information to help me do better.					
LS-159	I reflect on my progress in learning English.					
Evaluation						
Self-evaluation: Checking the outcomes of one's own language learning against a standard after it has been completed.		5	4	3	2	1
LS-160	I revise my writing to check that the main and supporting ideas are coherently organized.					
LS-161	I edit my writing for grammatical, spelling and punctuation errors before I submit it.					
LS-162	I check task outcomes against the evaluation rubric given for peer-assessment.					
LS-163	I check rubrics for self-assessment.					
LS-164	I measure my progress in learning English.					

ITEM CODE	Indirect Strategies	5	4	3	2	1
Self-reinforcement: giving oneself rewards for success.		5	4	3	2	1
LS-165	I feel happy and encouraged to learn more when I write or speak well in English.					
LS-166	I look forward to my friends' and teachers' praise for working well.					
E. Affective Strategies		5	4	3	2	1
LS-167	I notice if I am tense or nervous when I am studying or using English.					
LS-168	I try to relax whenever I feel afraid of using English.					
LS-169	I encourage myself to speak English even when I am afraid of making a mistake.					
LS-170	I give myself a reward or treat when I do well in English.					
LS-171	I note my feelings in a diary or self-appraisal exercise.					
LS-172	I talk to someone else about how I feel when I am learning English.					
LS-173	I enjoy playing games and having fun with English.					
F: Social Mediation strategies		5	4	3	2	1
LS-174	Question for clarification: I ask my teacher or a peer for clarifications, additional explanations, rephrasing, examples or verification.					
LS-175	Asking for Clarification or Verification: If I do not understand something in English, I ask the other person to slow down, say it again, or to explain.					
LS-176	Asking for Correction: I ask better English speakers to correct me when I talk.					

ITEM CODE	Indirect Strategies	5	4	3	2	1
LS-177	Questioning for clarification: I ask questions in English, for explanation or help.					
LS-178	Cooperation: I work with one or more peers to solve a problem, pool information, check a learning task, model a language activity or get feedback on oral or written performance.					
LS-179	I ask my friends to read my writing and offer their suggestions.					
LS-180	Seeking Proficient Assistance: I ask for help in English from my friends and teachers when I need it.					
LS-181	Collaborative Learning: I practice English with other students.					
LS-182	I interact and share knowledge in English.					
LS-183	I learn from reciprocal-peer teaching.					
LS-184	I participate in Think-Pair-Share activities.					
LS-185	I try to learn about the culture of English speakers.					
LS-186	I give directions to group members in English.					
LS-187	I ask for and give advice in English.					
LS-188	I listen to and follow instructions in English.					

Appendix E

Research Tool (in Print) Appendix E: This appendix contains the MI-RBT task-evaluation format developed collaboratively by EG teachers during the study. This was used by EG teachers to evaluate MI-RBT tasks framed by them and to report their reflection on MI-RBT-TBLT. This constitutes an instrument of the Research Tool (refer Chapter Three).

Qualitative Data (in Print) Appendix E: Two task-evaluation reports by EG teachers are also appended here in print. This constitutes a sample of **Qualitative Data** (refer Chapter Four). Tasks framed by EG teachers can be seen in Appendix G.

There is no corresponding report from CG teachers because they did not submit any, stating that they did not have time to reflect on lesson planning and they did not frame tasks, using instead, language items copied from previous test-papers. These can be seen in Appendix H.

Task Evaluation Report Format

Teacher Name: ☐M / ☐F **School:** _____
Teach in Classes: _____ **Age:** _____ yrs **Experience:** _____ yrs **Date:** _____

1. Learning Target:
2. Task Duration:
3. Language Skills Used:
 - ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing
4. Thinking levels reached during task planning and performance:
 - ☐ Factual knowledge
 - ☐ + Understanding
 - ☐ + Application
 - ☐ + Analysis (Compare & Contrast)
 - ☐ + Evaluation
 - ☐ + Creativity
5. MI deployed by learners during task planning and performance:
 - ☐ Verbal-linguistic
 - ☐ Mathematical-logical
 - ☐ Visual-spatial
 - ☐ Physical-kinesthetic
 - ☐ Musical-rhythmic
 - ☐ Interpersonal
 - ☐ Interpersonal
 - ☐ Naturalistic
6. Solo / Group / Partner Activity: members per group
7. Handouts & other material inputs:

STAGE 2: What happened in class?

1. Task Commencement & Initial Inputs:
2. Your Instructions:
3. Rubric for self and peer evaluation:
4. Student Activity (from pre-task to task completion):
5. Guidelines for peer feedback:
6. Notes on Task Implementation:

STAGE 3: You reflect after the lesson.

7. Task completed as per plan / to your satisfaction?
8. What deviations from plan, if any?
9. Reasons for deviation
10. Cycle 2 Planning:
 - a. What next and why?
 - b. How would you modify this task for maximum effectiveness?

CYCLE 2: MODIFIED TASK PLAN

Repeat STAGES 1-3 at the next level



Task Evaluation Report by EG Teacher: Sample 1

Class I: Task Cycle 7

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name: Farhana Moollan **Female** **School:** DPS Tapi
Teach in Classes: 1 **Age:** 27 yrs **Experience:** 5 yrs **Date:** 7 June 2012

Stage 1: What is your Plan?

- 1. Learning Target:** Identification of animals by reading descriptions (integrated with EVS).
- 2. Task Duration:** 2 consecutive periods
- 3. Language Skills Used:**
 - Listening
 - Speaking
 - Reading
- 4. Thinking Levels Reached:**
 - Factual knowledge
 - + Understanding
 - + Application
 - + Analysis (Compare & Contrast)
 - + Evaluation
- 5. MI used by learners:**
 - Verbal-linguistic
 - Logical
 - Visual-spatial
 - Naturalistic
- 6. Solo / Group / Partner Activity:** 2 partners
- 7. Handouts & other material inputs:**
 - One power-point on animals.
 - Each partner gets half the set of Riddle cards (ten or eleven riddles).

Stage 2: What happened in class?

- 8. Task Commencement & Initial Inputs:**
 - Asked students to select and sit with their partners.
 - Discussed the appearance, sounds and actions of different animals while watching a power-point show on the same topic.
- 9. Your Instructions:**
 - Select your partner and sit with him/her.
 - Watch this power-point show on animals, carefully.
 - (Asked questions on names of animals, identifying features, sounds, actions, etc.)

- Asked students if they wanted to play a riddle-game.
- Distributed the riddle cards.
- Told them the rules of the game.
- Warned them to wait for timer on the smart board to start to read the first riddle.
- The riddles on the even-number cards are to be answered by the partner seated on the right and vice versa.
- If one partner cannot answer then it will pass on to the other.

10. Rubric for Peer and Self Evaluation:

- Check correct answers with teacher on the smart board, in the end of the game
- Whole-class discussion of reasons for any errors were made

11. Student Activity (from pre-task to task completion):

- The students watched the power-point on Our Animal Friends.
- Students made many remarks, named animals, pointed out features, etc.
- Some students imitated the animals (sounds and movement).
- Asked Teacher to help with describing words
- Listened to Teacher's instructions (rules of the game).
- Received 10-11 riddle-cards each.
- Students were expected to read and answer 10-11 riddles in 30 minutes.
- In the last 10 minutes, each riddle card was flashed on the board, and read and answered by the whole class.
- Most students got full marks for correct answers.
- Six students lost 1-2 marks for incorrect answers.
- Incorrect answers were only due to faulty reading.

12. Guidelines on Peer-feedback:

- Say 'Right' or 'Wrong' softly.
- Do not argue, wait for the final check with teacher.

13. Notes on Task Implementation:

- The students found it easy to read the cards.
- They liked the power point and the discussion.
- A few riddle cards were mixed-up and torn by students.
- Some students did not read the riddles as intended.
- Some students were listening to the neighbours' reading and answering the riddles.

Stage 3: You reflect after the lesson.

14. Task completed as per plan / to your satisfaction?

- It went on well, and the students enjoyed the task a lot.
- The cards were may be too easy for this level.
- Peer-learning happened as partners helped each other read.

- Some students cannot read very well.
- They did not all follow my oral instructions at once.
- I had to interrupt the general flow of the task to deal with individual learners.
- The timer was not heard or followed by most students!

15. What deviations from plan, if any?

- One or two slow learners did not read all the cards in their share.

16. Reasons for deviation

- Peer-help – riddles were read out by more proficient peers

17. Cycle 2 Planning:

a. What next and why?

Thinking of giving them same type of group-task, so that instead of working individually, they learn team cooperation.

b. How would you modify this task for maximum effectiveness?

Give each group a different content for reading, so that each member has to read.

Ask them to solve puzzles by putting the sentences together to describe each picture.

The set of riddle cards is enclosed overleaf:

I have four legs. I live in Africa. I am big and grey. I live in the river.	I am small. I can be scary. I have eight legs. I spin a web.	I am beautiful. I have six legs. I can fly. I eat honey.
I have four legs. I am a pet. I hate cats. I bark.	I eat vegetables. I can run fast. I can be a pet. I have long ears.	I can swim. I can't fly. I eat fish. I am a bird.
I eat other animals. I have a big mouth. I am green. I live in the water.	I live in Africa. I am yellow and brown. I eat leaves. I have a long neck.	I live in the house. I eat everything. I am small and grey. Cats eat me.
I can swim and dive. I have two legs. I have wings. I quack.	I am brown. I have a mane. I like to eat zebras. I roar.	I live on the farm. I have horns. I moo. I give milk.
I have four legs. You can ride me. I have tusks. I have a long nose.	I am a pet. I like mice. I have nine lives. I purr and meow.	I am small and brown. I eat nuts. I can climb trees. I have a nice tail.
I hiss. I can be poisonous. I am long. I have a forked tongue.	I live in the city. I have a long tail. I eat rubbish. People don't like me.	I oink. I give you bacon. I like mud and dirt. I am pink.
I eat insects. I live in the pond. I hop. I am green.	I have a mane. I whinny. You can ride me. I live in a barn.	I am small. I have feathers. I lay eggs. I can sing and fly.

Task Evaluation Report by EG Teacher: Sample 2

ClassVI: Task Cycle 15

Please complete and mail the following questionnaire to sanjuktask@rediffmail.com Feel free to add comments wherever relevant.

Teacher Name: Rinki Barman **Female** **School: DPS Tapi**
Teach in Classes: 1 **Age: 35 yrs** **Experience: 12 yrs** **Date: 15.02.2013**

Stage 1: Project on ‘Deserts’ (In collaboration with Social Sciences)

- 1. Learning Target:** To develop
 - extended reading
 - note-making
 - collaborative writing
 - presentation (speaking)
- 2. Task Duration:** 5 classwork periods and 3 homework
- 3. Language Skills Used:** Listening, Speaking, Reading, Writing
- 4. Thinking Levels Reached:**
 - Factual knowledge
 - + Understanding
 - + Application
 - + Analysis (Compare & Contrast)
- 5. MI used by learners:**
 - Verbal-linguistic
 - Visual-spatial
 - Naturalistic
- 6. Solo / Group / Partner Activity:** 5 to 6 Members per group
- 7. Handouts & other material inputs:** Maps, A4 size or project papers, picture cut outs, glue, sketch pen

Description of the Plan: My plan is to make the learners work in group and make a project on **Deserts** – types of deserts, animals and plants found, locating the deserts of India in a map and each member in the group presenting some facts about deserts. They are to be divided into groups of 5 to 6 members. The sections of the project are:

- An introductory write-up on climatic and landscape features of deserts
- Different types of deserts
- Animals and plants found in deserts
- Some unusual facts about deserts
- Individual maps locating deserts in India

Through this task the learners will be developing extended reading, note-making and collaborative writing and presentation skills on the topic, Deserts, over one week.

Stage 2: What happened in class?

1. Task Commencement & Initial Inputs: The task commenced with an initial group-discussion, based on a desert visual. Then, groups were formed by lottery. Individual roles and work division was decided by the groups. This time, the less responsible people were appointed leaders of the groups, by design, to arouse group-responsibility. My instructions regarding the project (task process and output) were included in the Task sheet, and also repeated orally, at the beginning of the lesson. The students spent four periods reading and note-making to collect the relevant information from the school library and Wikipedia. The group shared (photocopied) their rough notes and wrote their projects individually at home. On the fifth day, each group presented one of the sections, orally, in class, with peer-evaluation and feedback.

2. Your Instructions: My instructions were, broadly:

- Read the lesson **Desert Animals** and do the Project Task in Task Sheet 15.
- Browse (in the school library and at home) books and Wikipedia, making notes about the desert under the information headers given in the writing section.
- Share your notes and write your fair copy on project sheets, in points under the given headers.
- Mark deserts located in India in the given physical map.
- Practice speaking your part, at home, to present the section allotted to you. You may use visuals.

3. Rubric:

Each project-file and oral presentation will be graded as follows:

- Grade A: Each section contains over five relevant facts, accurately stated in grammar and spelling, illustrated with diagrams. Handwriting is neat and legible. Speech is clear and audible. Presentation is coherent.
- Grade B: Each section contains over five relevant facts, accurately stated and illustrated with diagrams, but with one or two errors in grammar and spelling. Handwriting is neat and legible. Speech is clear and audible, with one or two errors in pronunciation. Presentation is coherent.
- Grade C: Some sections have less than five points with one or two factual inaccuracies, and grammatical and spelling errors. Handwriting is not neat but legible. Speech is not clear and audible. There are more than three or four errors in pronunciation. Presentation is not coherent due to incorrect sequence of points.
- Grade D: More than three to four factual, grammatical and spelling errors in each section. Handwriting is not neat or legible. Speech is mostly inaudible or unclear, from pronunciation errors. Presentation is incoherent and incomplete.

4. Student Activity (from pre-task to presentation):

- Period 1: The initial visual and discussion was conducted together by the English and SS teachers.
- Period 2: The students were grouped by lottery. One leader and time-keeper was appointed for each group. After groups were formed, they were first briefed on the project-task by the English teacher. Next, each group discussed individual roles and divided their work.
- Period 3: Then, they collected information by reading and note-making from different sources.
- They photocopied, shared and wrote their rough drafts for homework during this week. They also marked the desert areas of India on a map.
- Periods 4-6: They wrote the fair copy of their project in school.
- Periods 7-8: The groups made their oral presentations, with individual members taking turns. Peer-feedback, based on the task-rubric, occurred after every group-presentation. Grading by the SS and English teachers.

5. Peer-feedback Guidelines:

- Two stars and a wish (two positive comments and one suggestion for improvement) from anyone who gives feedback
- No 'rude' describing words to be used
- Say sorry if you offend anyone

6. Notes on Task Implementation:

- Students collaborated successfully.
- Teacher intervention was absolutely minimal.
- The students collaboratively read several websites and encyclopedias to make notes.
- They enjoyed reading more than note-making.
- The task took three more periods than planned.
- The research done has helped the students to gain more information and this integrated study has covered a part of their Geography syllabus.

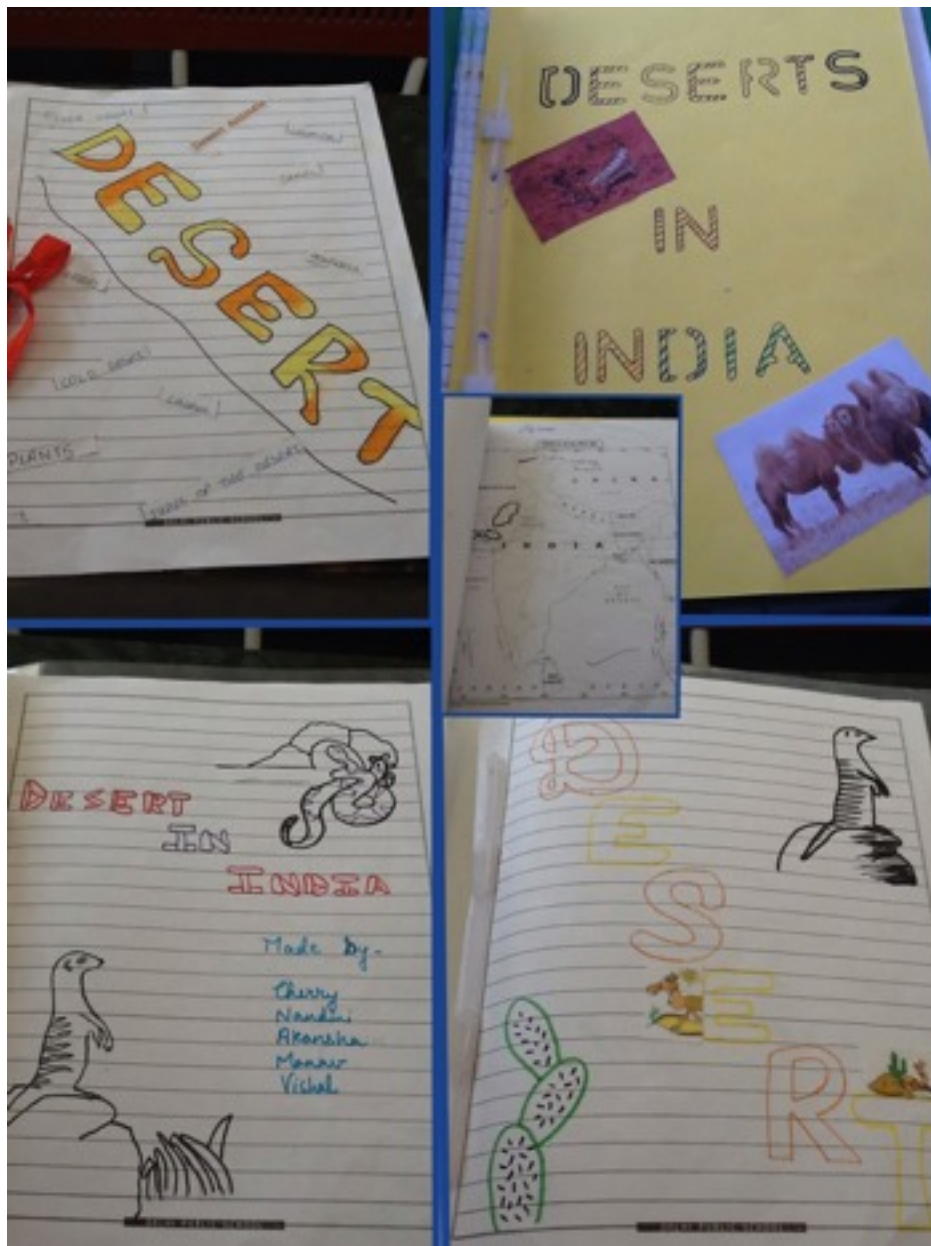
Stage 3: You reflect after the lesson.

7. Task completed as per plan / to your satisfaction?

- The task was completed as per the learning objectives. Everyone read outside the text and made notes. Every student completed their project file in time and presented their project on the final day. They collaborated successfully. Excepting two students, the project content was well researched and presented. They marked the desert areas on the map, and presented their projects innovatively.
- Through this project they have gained Knowledge on deserts, and Understood, Applied and Analysed the related information.

- Every student got the opportunity to participate actively, by reading (Verbal), note-making (Logical), drawing (Visual), and presenting facts about nature (Interpersonal, Naturalistic).
- I have observed at least thirty-five learning strategies in use over this task-duration.
- The two-stars-one-wish feedback guidelines are helping, as usual. Students prefer peer-feedback sessions as it helps them to focus on the evaluating rubric and improves learning.
- The SS teacher believes this project will help them in Geography as well.

Sample pictures of student projects are enclosed:





8. What deviations from plan, if any?

There was a change in duration from five to eight periods.

9. Reasons for deviation

This change was initiated by learners, who wanted more time to write their projects.

10. Planning Cycle 2 (Follow-up):

- The students will next begin note-taking from a video related to their next Unit (discussion of a poem). I have instructed them to take notes in other subject lessons as well.
- I will modify the pre-task. It will not consist of just reading the poem. It will involve an activity on note-making, focusing on the use of abbreviations and short phrases, maintaining accuracy along with brevity.

Appendix F

Research Tool (in Print) Appendix F: This appendix contains the Class Observation Protocol and Teaching/Learning Strategy Count (in five parts) used for data collection in this study. This constitutes an instrument of the Research Tool (refer Chapter Three).

Qualitative and Quantitative Data (on DVD) Appendix F: Qualitative and quantitative data were collected before and after the study. Data was collected through direct and indirect (video) observation of English lessons by EG teachers and only direct observation of English lessons by CG teachers. The CG schools did not permit audio/video recording. One filled-in observation each of an EG and CG English lesson by this instrument is appended on DVD in Appendix F. This constitutes a sample of Qualitative and Quantitative Data (refer Chapter Four).

The raw quantitative data from these protocols are presented under eight Dependent Variables in Appendix J (DVD).

Appendix F

F1: Class Observation Protocol - Part 1

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs

Experience: yrs

Date:

- Tick [✓] the following traits as observed during the lesson.
- Indicate a rating of 1-5 in each observation ticked where **5=Outstanding; 4=Good; 3=Satisfactory; 2=Needs improvement; 1=Not demonstrated.**

ITEM CODE	Organization & Management of Learning Environment	5	4	3	2	1
O-1	Begins class on time in an orderly, organized fashion.					
O-2	Appears well-prepared with content knowledge for the lesson.					
O-3	Is prepared with materials and equipment necessary to complete the task.					
O-4	Enables equitable distribution of material or digital resources.					
O-5	Provides Task sheets and other handouts in appropriate number.					
O-6	Instructs, gives feedback and guides transitions between task stages.					
O-7	Does not digress from the main objective.					
O-8	Communicates enthusiasm to learners and promotes task engagement.					
O-9	Treats all learners equitably.					
O-10	Has an open, approachable and friendly manner.					
O-11	Balances teacher authority with learner autonomy to create a democratic environment conducive to learning.					
O-12	Includes learners in decision-making.					
O-13	Varies the stimulus and pace to maintain learner engagement.					
O-14	Identifies learners who do not understand/follow instructions.					

ITEM CODE	Organization & Management of Learning Environment	5	4	3	2	1
O-15	Solves problems with confidence and without perceptible hesitation.					
O-16	Minimises distractions during the lesson.					
O-17	Uses the available spaces in the classroom effectively.					
O-18	Informs learners in advance of the preparation (reading or other assignments) required for task performance.					
O-19	Promotes engagement and learning in diverse learners through the task.					
O-20	Takes learner attention spans into consideration in the duration of task activities .					
O-21	Provides skills-practice time.					
O-22	Meets the emotiona and MI needs of learners throught the task.					
O-23	Maintains time in transitions of task stages.					
O-24	Allows sufficient time for task completion.					
O-25	Completes the lesson within the allotted time.					

Observer Remarks:

F2: Class Observation Protocol - Part 2

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs **Experience:** yrs **Date:**

- Tick [✓] the following traits as observed during the lesson.
- Indicate a rating of 1-5 in each observation ticked where **5=Outstanding;**
4=Good; 3=Satisfactory; 2=Needs improvement; 1=Not demonstrated.

ITEM CODE	Instructional Method	5	4	3	2	1
O-26	Reviews the last lesson.					
O-27	Relates current course content to prior learning and experience through the task.					
O-28	Clearly states the present lesson objective.					
O-29	Includes introductory pre-task activity to introduce the concept.					
O-30	Facilitates learning of the course content and language skills through MI-RBT-TBLT.					
O-31	Integrates syllabus/text content (facts and concepts) across the curriculum into MI-RBT tasks.					
O-32	Relates current course content to real life application.					
O-33	Cites and refers learners to extra-textual sources.					
O-34	Cites and refers learners to the latest developments in the field.					
O-35	Incorporates relevant instructional supports like websites, PPTs, videos, diagrams, etc.					
O-36	Uses instructional support effectively.					
O-37	Writes instruction visibly and legibly.					
O-38	Presents information to facilitate note-taking.					
O-39	Explicitly relates task activity to learning content.					
O-40	Clearly explains task procedure and stages.					
O-41	Demonstrates task activity where required.					

ITEM CODE	Instructional Method	5	4	3	2	1
O-42	Coherently sequences task stages.					
O-43	Paces the task to individual learner needs.					
O-44	Emphasises key learning points through task performance.					
O-45	Includes examples and illustrations relevant to learner experiences and course content while explaining.					
O-46	Elicits language skills within the reasonable expectation for the level of learners.					
O-47	Helps in reading the text with basic vocabulary where necessary.					
O-48	Provides key vocabulary relevant to the task performance in advance.					
O-49	Explains difficult terms, concepts, rules or theories in more than one way.					
O-50	Applies theoretical knowledge to problem-solving.					
O-51	Presents the background of ideas and concepts.					
O-52	Engages diverse learner participation by engaging their MI.					
O-53	Enables learner thinking at all RBT levels.					
O-54	Clearly explains the self/peer-assessment rubric for the task.					
O-55	Encourages learners to summarize key learning points at the end of the lesson.					
O-56	Ends with a post-task idea to reinforce and follow-up learning and to lead to the next lesson.					
O-57	Summarizes the main learning points at the end of the lesson.					

Observer Remarks:

F3: Class Observation Protocol - Part 3

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs

Experience: yrs

Date:

- Tick [✓] the following traits as observed during the lesson.
- Indicate a rating of 1-5 in each observation ticked where **5=Outstanding;**
4=Good; 3=Satisfactory; 2=Needs improvement; 1=Not demonstrated.

ITEM CODE	Interaction and Feedback	5	4	3	2	1
O-58	Knows and uses student names.					
O-59	Makes eye contact with learners when interacting.					
O-60	Speaks audibly and clearly.					
O-61	Uses gestures to enhance meaning.					
O-62	Maintains the balance of teacher talk-time at the minimal required.					
O-63	Frequently checks learner understanding.					
O-64	Creates contexts for learners to ask content-relevant questions.					
O-65	Allows opportunity for individual expression of questions and problems.					
O-66	Attends promptly to individual problems.					
O-67	Uses content-based rhetorical questions to gain student attention.					
O-68	Allows learners enough wait-time to respond to questions.					
O-69	Helps learners to answer difficult questions with cues and hints.					
O-70	Answers learner questions clearly and directly.					
O-71	Is able to admit error and/or insufficient knowledge.					
O-72	Demonstrates knowledge of individual learner strength and weakness.					
O-73	Responds to learners as individuals.					

ITEM CODE	Interaction and Feedback	5	4	3	2	1
O-74	Initiates interactions with individual learners and responds to individual queries.					
O-75	Listens carefully to learner comments and questions and responds appropriately.					
O-76	Responds constructively to learner problems.					
O-77	Caters to individual differences with constructive verbal feedback.					
O-78	Responds to incorrect answers constructively.					
O-79	Does not deprecate student ignorance or misunderstanding.					
O-80	Responds to distractions effectively yet constructively.					
O-81	Responds promptly to changes in student attentiveness and cues of boredom or confusion.					
O-82	Schedules time for feedback and discussion of performance results.					
O-83	Provides opportunities for dialogue about the task activity with peers and/or the teacher.					
O-84	Gives positive feedback and verbal praise to learner contributions.					
O-85	Encourages learner feedback on the lesson.					
O-86	Respects constructive criticism from learners.					
O-87	Enables peer-feedback on learner performance and presentations.					
O-88	Models appropriate language for feedback (two stars and a wish).					

Observer Remarks:

F4: Class Observation Protocol - Part 4

Teacher Name:

☐M / ☐F **School:**

Teach in Classes:

Age: yrs

Experience: yrs

Date:

- Tick [✓] the following traits as observed during the lesson.
- Indicate a rating of 1-5 in each observation ticked where **5=Outstanding; 4=Good; 3=Satisfactory; 2=Needs improvement; 1=Not demonstrated.**

ITEM CODE	Learner Collaboration	5	4	3	2	1
O-89	Appropriately decides pair/group learning activity.					
O-90	Enables pair and group collaboration.					
O-91	Specifies individual roles in group collaboration.					
O-92	Ensures individual participation in group collaboration.					
O-93	Encourages mutual respect among learners.					
O-94	Encourages learners to respect diverse points of view.					
O-95	Enables group discussion and debate among learners.					
O-96	Encourages learners to respond to each other's questions.					
O-97	Presents challenging questions to stimulate discussion.					
O-98	Allows relevant student discussion to proceed uninterrupted.					
O-99	Checks dominance in group discussion and promotes individual participation.					

Observer Remarks:

F5: Strategy Count during Class Observation by Researcher

This data is collected through ☐Direct / ☐Video Observation to supplement Quantitative Data from Teacher and Learner Questionnaires given to ☐EG / ☐CG Participants on observable teaching and learning strategies used by them.

Teacher Observed: **Age:** yrs **Experience:** yrs ☐M / ☐F

School: **Class Observed:** **Duration:** **Date:**

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-1	Activate prior knowledge of learners on the subject with pre-reading activities.		
TS-2	Help the learners to feel confident about their prior knowledge of the text.		
TS-3	Motivate the learners to read the text.		
TS-4	Plan readings that have repetitious text.		
TS-5	Promote learner engagement through visuals to preview and predict the text.		
TS-6	Talk about the title.		
TS-7	Set the scene.		
TS-8	Use visual aids.		
TS-9	Share the outline of lesson with learners in advance.		
TS-10	Draw learner attention to the new vocabulary.		
TS-11	Prepare learners with the language needed to cope with the text.		
TS-12	Write key words that are to be used in the lesson. Supply definitions.		
TS-13	Read to students when required.		
TS-14	Use choral, guided, shared and echo reading as well as individual oral reading.		
TS-15	Provide learners with directions and questions to interact with the text.		
TS-16	Help learners to understand the writer's purpose and intention.		
TS-17	Draw attention to headers and insets indicating the introduction and transition of topics.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-18	Help learners to understand the text structure and the logical organization in a reading passage.		
TS-19	Help learners to clarify and comprehend the text content.		
TS-20	Use mirroring – translating key words into L1 for understanding.		
TS-21	Check frequently for understanding.		
TS-22	Use chunking of material so that students do not get overwhelmed with text.		
TS-23	Use Graphic Organizers.		
TS-24	Check for word/sentence recognition.		
TS-25	Encourage students to underline key words or important facts.		
TS-26	Help learners to draw inferences and evaluate.		
TS-27	Help learners to discover cross-cultural differences while reading.		
TS-28	Provide cultural information to understand the text.		
TS-29	Help learners to survey the general information.		
TS-30	Help learners to look for specific information.		
TS-31	Help learners to find the answers to pre-reading questions on the text.		
TS-32	Speak slower, use short sentences to explain words, idioms and other concepts.		
TS-33	Enable learners to make connections.		
TS-34	Show the video of a text/act out the story.		
TS-35	Extend the reading experience with extensive reading.		
TS-36	Select one text to teach and test the concept but give further readings for more advanced students.		
TS-37	Use short passages from whole texts to teach concepts. Tell (or read) the whole story – concentrate “skills” lesson on one passage.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-38	Review the knowledge gained.		
TS-39	Focus on reading time for assignments and on key questions to be answered.		
TS-40	Lead students to a deeper analysis of the text.		
TS-41	Outline global meaning.		
TS-42	Provide repeated reviews and drills.		
TS-43	Play language games using the knowledge gained.		
TS-44	Use the focus words or structures in a controlled writing situation (e.g. summarizing).		
TS-45	Help students build vocabulary files.		
TS-46	Give open book tests for short/long answers at all levels of RBT.		
TS-47	Enable learners to answer textual questions at different levels of RBT.		
TS-48	Lay equal emphasis on all the language skills.		
TS-49	Speak slowly and use simple terms.		
TS-50	Make instruction comprehensible to all learners.		
TS-51	Make learning interactive.		
TS-52	Link instruction to student cultures.		
TS-53	Enable learner performances based on art/music/video/audio connections to the text.		
TS-54	Use appropriate technology to aid in instruction.		
TS-55	Identify specific learning objectives.		
TS-56	Make instruction cognitively challenging.		
TS-57	Facilitate language learning in the content area.		
TS-58	Focus on achievement of academic standards by all students.		
TS-59	Create a learning environment where all learners are comfortable taking risks to learn.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-60	Adjusting the teacher-to-student and student-to-student talk ratio to include more learner talk.		
TS-61	Ask learners so that you find out what they do not know.		
TS-62	Support/Scaffold student language development.		
TS-63	Provide resources students can use outside class to build knowledge.		
TS-64	Provide learners with lists of materials to supplement their coursework.		
TS-65	Use non-verbal and context clues (pictures, maps, demonstrations, graphic organizers) to provide meaning.		
TS-66	Break tasks into smaller parts with frequent comprehension checks.		
TS-67	Use an expressive voice, gestures, pantomime, objects, and pictures whenever possible in presenting lessons.		
TS-68	Use audio inputs for listening-comprehension, to build vocabulary.		
TS-69	Develop reading materials matching both, learner language needs and interests.		
TS-70	Use texts with illustrations that support and extend meaning and initiate discussions and writing assignments.		
TS-71	Pre-teach background knowledge/key vocabulary or concepts required for a task.		
TS-72	Use small groups/partner work.		
TS-73	Encourage shy learners to talk in small groups.		
TS-74	Make grouping configurations flexible within the classroom, enabling active learner participation.		
TS-75	Involve the learners regularly in language activities.		
TS-76	Provide opportunities for communication in English, encourage conversations, role-playing, questioning, and other opportunities to send and receive oral messages.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-77	In directed small group activities, allot specific roles and tasks to individual learners that will enable participation.		
TS-78	Encourage learners to ask questions when they don't understand.		
TS-79	Create settings where learners are more likely to take risks like trying to speak.		
TS-80	Enable learners to discuss frequently in small groups rather than in a whole class setting.		
TS-81	Include slow learners in task activities and take care not to isolate them.		
TS-82	Assign a study-buddy when necessary and appropriate.		
TS-83	Use strategies like SQ3R (survey, question, read, recite, review), KWL (Recall what you know, write down what you want to know, list what you have learnt), CRISS (Creating Independence through Student-owned Strategies) Think-pair-share, concept mapping, etc.		
TS-84	Model thinking processes.		
TS-85	Model the use of language structures.		
TS-86	Use different MI ways to present a concept.		
TS-87	Use graphic organizers to provide visual support for concept-learning.		
TS-88	Use question stems based on RBT to access higher-order thinking skills.		
TS-89	Model correct answers.		
TS-90	Correct grammar and spelling errors in a code recognized by learners.		
TS-91	Model correct grammar when speaking to a learner.		
TS-92	Repeat back a question or phrase a learner said incorrectly so they can hear it modeled without feeling self-conscious about the error.		
TS-93	Provide word banks for crosswords, word puzzles and cloze assignments.		
TS-94	Use flashcards and pictures to build vocabulary.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-95	Use graded texts with in-built context-predictability for vocabulary development.		
TS-96	Encourage learners to mark new words, search for meanings, and develop word banks for units/chapters.		
TS-97	Match the cloze or vocabulary task to learner proficiency level.		
TS-98	Match the language of instruction to learner proficiency level.		
TS-99	Provide highlighted texts for learners to 'notice' important concepts.		
TS-100	Write key words and notes on the board.		
TS-101	Use overhead projectors or blackboard extensively to help accurate note-making.		
TS-102	Prompt learners to highlight, circle or underline key words in vocabulary tasks.		
TS-103	Encourage note-taking while listening or watching videos with the help of incomplete text-notes (key words omitted) as audio/video guides.		
TS-104	Encourage note-taking during class discussion.		
TS-105	Encourage note-making from texts during silent reading.		
TS-106	Cater to different learning styles by presenting task inputs in written, oral, visual or kinesthetic forms.		
TS-107	The font size or board writing is legible and clearly visible to every learner.		
TS-108	Match task and assignment duration to learner speed.		
TS-109	Monitor task progress by moving among the groups to solve problems and difficulties.		
TS-110	Check the level of text passages, etc. used in tasks for their language levels.		
TS-111	Provide key-word outlines and point frame-works for guided writing.		
TS-112	Provide students with samples of the expected standard of work.		
TS-113	Write-talk-rewrite to increase reading/writing fluency.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
TS-116	Create opportunities for increasing language learning skills.		
TS-119	Use learners' present learning experiences to condition their future learning.		
TS-120	Do not ignore learners.		
TS-121	Make allowances for the performance of slow learners.		
TS-122	Do not expect immediate oral response; allow wait time.		
TS-123	Use L2 learning as an opportunity to learn cultural diversity and to build awareness and tolerance.		
TS-124	Include team and reciprocal teaching.		
TS-127	Get to know the learner by being a friend and ask the learner what will help him/her.		
LS-16	I say or write new English words or phrases several times.		
LS-17	I practice saying a new English word to pronounce it correctly.		
LS-20	I read aloud: Echo (Modeled) Reading, Paired/Buddy Reading, Group reading, Choral reading and Round-Robin.		
LS-21	I do silent reading in English.		
LS-22	I skim and scan text for information.		
LS-23	I do intensive reading for detailed information.		
LS-25	I role play to demonstrate my understanding of a text.		
LS-26	I retell or narrate what I understand from reading/listening.		
LS-27	I predict/guess what comes next while reading.		
LS-29	I transform information from diagrams, labels, charts, maps, etc.		
LS-30	I find answers to given questions based on the text.		
LS-31	I can identify the writer's opinion and distinguish it from established facts.		
LS-32	I reason out the main point of the topic I read.		
LS-33	I learn new words and meanings while reading.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
LS-36	I read through the passage and underline/highlight key words/main points and difficult words and phrases, while getting a general idea of the whole passage.		
LS-37	Next, I try to figure out the meanings of these words and phrases from context, and if necessary, look them up in a dictionary or online, etc.		
LS-38	I trace word etymology (common root words).		
LS-39	I do vocabulary building tasks.		
LS-40	I analyse text references, arguments in the text, characters, the setting and the plot.		
LS-41	To connect events while reading, I use logical connectors like firstly, next, on the whole, on one hand...on the other hand, therefore, but, however, then, etc.		
LS-42	I organize general and supporting statements, identifying reasons or evidence the writer gives for any stated fact.		
LS-45	I evaluate the importance of sections of text in relation to the whole.		
LS-47	I comment on the significance of events and characters in the text.		
LS-48	I identify my favourite quotes from the text.		
LS-53	I explain the purpose of writing.		
LS-55	I combine information from various sources.		
LS-56	I gather information and brainstorm for ideas on a topic with my group members to speak or write about.		
LS-58	I use graphic organizers like mind maps and tree diagrams for my ideas.		
LS-105	I take notes while I listen to the teacher or my friends explaining.		
LS-106	I make mind-maps when I brainstorm with friends before writing.		
LS-107	I write margin notes when reading.		
LS-109	I highlight key words and phrases when I read English texts.		
LS-110	I retell or narrate new information in my own words.		

ITEM CODE	OBSERVED STRATEGIES	COUNT	T
LS-125	Using Mime or Gesture as Non-verbal Strategies: When I can't think of a word during a conversation in English, I use gestures.		
LS-127	Coining Words: I make up new words if I do not know the right ones in English.		
LS-128	Switching to L1: I use words from L1 as substitutes for unknown words when speaking in English.		
LS-132	I use KWL (K: What I know; W: What I want to know; L: What I learned).		
LS-162	I check task outcomes against the evaluation rubric given for peer-assessment.		
LS-163	I check rubrics for self-assessment.		
LS-174	Question for clarification: I ask my teacher or a peer for clarifications, additional explanations, rephrasing, examples or verification.		
LS-178	Cooperation: I work with one or more peers to solve a problem, pool information, check a learning task, model a language activity or get feedback on oral or written performance.		
LS-179	I ask my friends to read my writing and offer their suggestions.		
LS-181	Collaborative Learning: I practice English with other students.		
LS-183	I learn from reciprocal-peer teaching.		
LS-184	I participate in Think-Pair-Share activities.		
LS-186	I give directions to group members in English.		

Appendix G

Qualitative Data (in Print) Appendix G: This appendix contains language tasks in Task Sheets from the last Task-Cycle of Classes I-VIII in the Experimental Group (EG) schools. These task sheets constitute Qualitative Data on MI-RBT task-framing by EG teachers (refer Chapter Four).

Each task sheet was used as a supplement to one unit of the prescribed NCERT Communicative English text. Some language tasks in these task sheets include content input from other subjects. The tasks were done as classwork and homework. Tasks done in class were also used for formative assessment. Comparison with the CBSE Summative Assessment Paper (Appendix I) shows that EG language tasks are differently structured for learning, unlike standard testing tasks. Comparison with CG items in Appendix H shows the differences between both.

Appendix G

Experimental Group English Task Sheet: Class I

1. Reading Task: Read the words below aloud with your partner. Circle the word that rhymes with the given word:

- Bell → Ball Call Tell Tall
- Book → Lock Look Foot Buck
- Run → Put Done Bud Rub
- Cap → Map Cape Mate Call
- Rot → Dote Took Root Dot

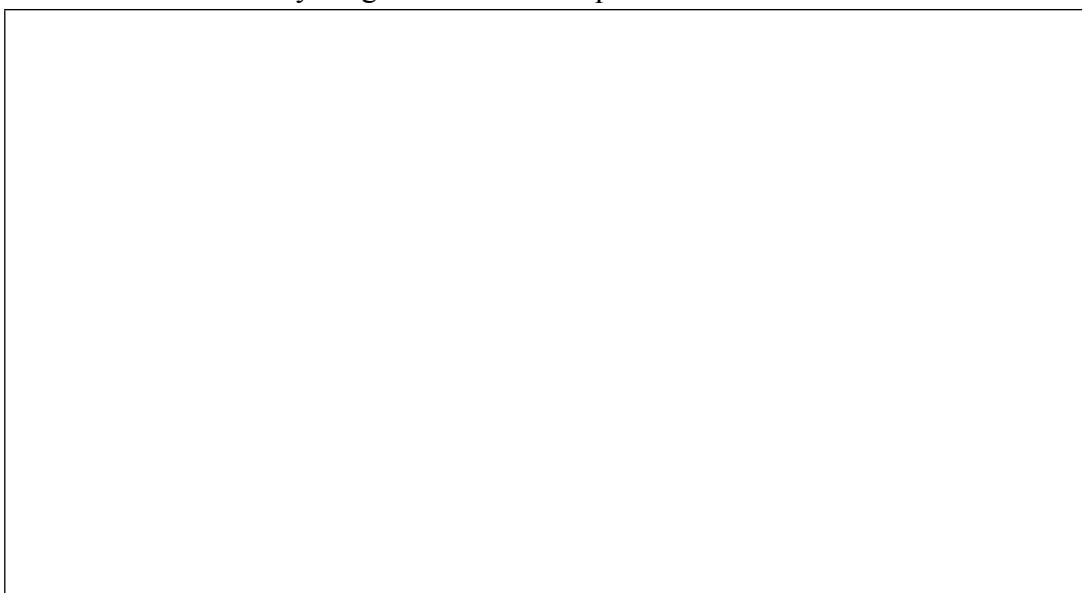
[Time: 5 minutes

MI: Verbal

RBT: Analysis]

2. Reading Task: Read each sentence and do as told below:

- a. Draw a house.
- b. Draw a cat **on** the roof of the house.
- c. Draw a tree **beside** the house.
- d. Draw a mango **in** the tree.
- e. Draw the sun **above** the house.
- f. Do not draw anything else. Colour the picture.



[Time: 7 minutes

MI: Visual & Verbal

RBT: Understanding]

3. Silent Reading Task: Silently read the EVS lesson *Rules for Safety* to understand these key words:

- Road safety
- Safety inside and outside the home
- Safety at school and in the school bus

[Time: 10 minutes

MI: Verbal

RBT: Understanding]

4. Decision Making Task: Discuss with your group, and say YES or NO to the following sentences. Say why:

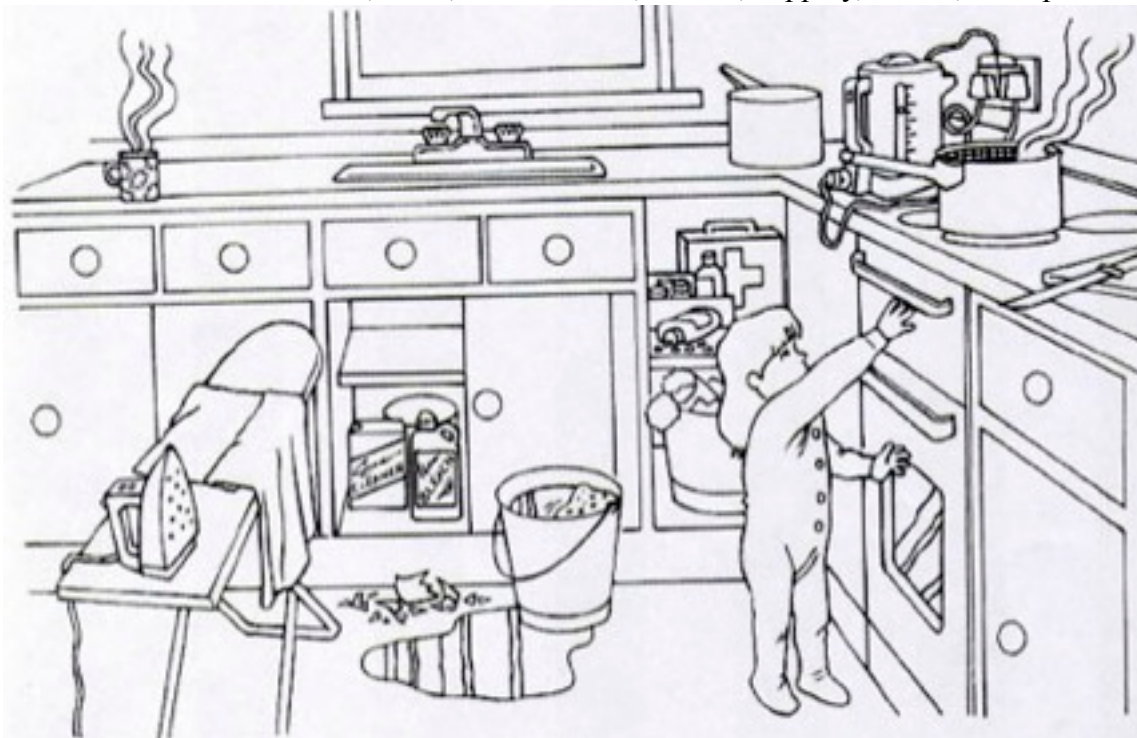
1. We must follow safety rules all the time.
2. We must light a fire on our own.
3. We must use the footpath while walking.
4. We must not cross on the zebra crossing while crossing the road.
5. We must push our friends while getting in and out of the bus.
6. We must not push our friends in school.

[Time: 10 minutes

MI: Verbal, Intrapersonal

RBT: Analysis]

5. Brain-Storming Task: Discuss with your group all the dangers in this kitchen. You will need these words: electric, knife, coffee-maker, broken, slippery, switch, saucepan.



[Time: 10 minutes

MI: Verbal, Logical

RBT: Analysis]

6. Mind-mapping Task: Draw a mind map of all the Do's and Don'ts in the Kitchen for this little girl's mom.

[Time: 20 minutes

MI: Verbal, Interpersonal, Logical

RBT: Analysis]

7. Reciting Task: Read out the poem you like best in your book to your partner. Tell him/her which lines you like in the poem. Ask him/her three questions on the poem afterwards.

[Time: 7 minutes

MI: Verbal

RBT: Analysis]

8. Speaking Task: You have been planting trees in the school garden on your birthday. Make a group with classmates whose birthday falls on the same month. Discuss what trees you have planted, how this will help us and how you can look after the baby plant.

[Time: 7 minutes

MI: Verbal, Naturalistic

RBT: Analysis]

9. Brain-storming Task: Plan for Mother's Day! Discuss with your group - what will you do on Mother's Day? Write down

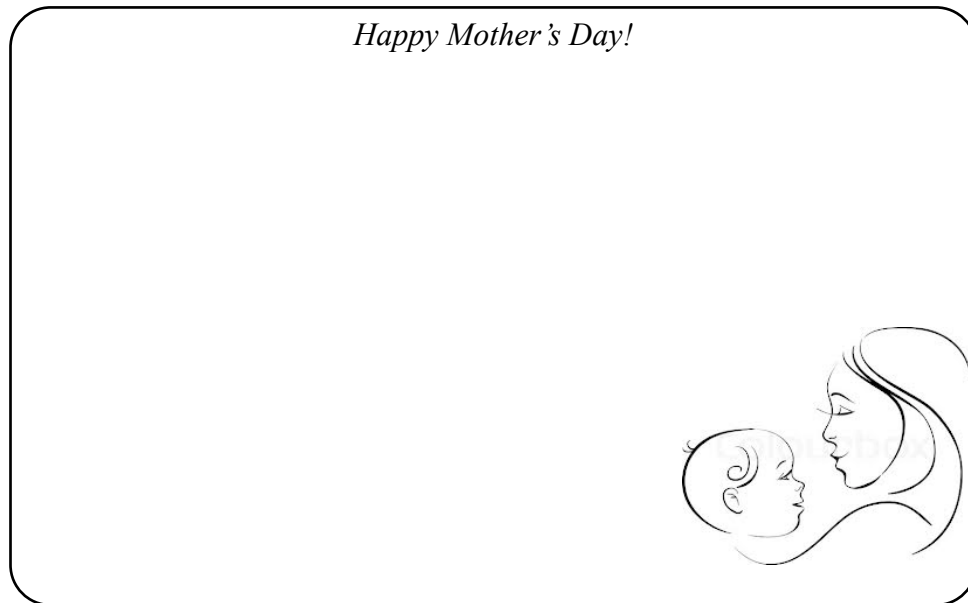
- Where you will go
- What gift you will make for mom
- What you will write in your card for Mom
- Special menu for a party

[Time: 15 minutes

MI: Verbal, Interpersonal

RBT: Evaluation]

10. Drafting Task: Now, get busy and write down what you will do on Mother's Day:



[Time: 10 minutes

MI: Verbal, Logical

RBT: Creativity]

11. Spelling Task: Look at the picture and write its name by adding the missing letter:



C _ _ _ T



CH _ _ _ IR



G _ _ _ N
P _ _ _ N



F _ _ _ N



P _ _ _ N



B _ _ _ D

C _ _ _ P



B _ _ _ S



[Time: 5 minutes

MI: Visual & Verbal

RBT: Application]

12. Vocabulary Task: These are describing words or adjectives. Discuss the meaning of these words with your group members. Then, write their opposites in the given space and add a noun after each adjective. The noun should be the name of an object in your classroom. One is done for you:

Thin Thick book

Big _____

Good _____

Dark _____

Long _____

White _____

[Time: 5 minutes

MI: Logical & Verbal

RBT: Analysis]

13. Dictionary Task: Read the words below with your partner and arrange their starting letters in alphabetical order. Next, answer the questions given:

FISH CUP GATE DOG EGG

- Which word comes before EGG in the dictionary? _____
- Which word comes after FISH in the dictionary? _____

[Time: 3 minutes

MI: Logical & Verbal

RBT: Analysis]

14. Grammar Task: Compare the incomplete words in Column I with those in Column II. Discuss the similarities and differences of the Column II words with your partner. Next, write A / An before the words given in Column II. What rule do you apply here? Tell your friends.

Column I

Column II

A bell

..... box

A mango

..... axe

An apple

..... pet

An elephant

..... ice-cream

[Time: 5 minutes

MI: Logical & Verbal

RBT: Analysis]

15. Grammar Task: These things are on Mrs. Roy's table.

Tea for Mrs. Roy →

Tea for Mrs. Roy and her friend

One cup →

One plate →

One spoon →

One cake →

One samosa →

One fruits →

But her friend is coming to tea. Please ask your partner to help you in rearranging Mrs. Roy's tea-table for two persons.

[Time: 4 minutes

MI: Logical & Verbal

RBT: Application]

16. Think and Write Task: Use your maths tables to answer these questions in full sentences:
Hint: Begin each sentence with: There are...
- How many tens are there in the number 54?
 - How many tens and ones are there in the number 67?
 - How many ones are there in the number 9?
 - If there are 4 tens in the number 45 then how many ones will there be?
- [Time: 10 minutes MI: Logical & Verbal RBT: Application]
17. Peer-teaching Task: Watch the video on skip-counting. Next, take turns to explain to your group how to skip count in twos, fives and tens. Use your matchsticks.
- [Time: (5+15) minutes MI: Logical & Verbal RBT: Application]
18. Role Play Task: Act out these little stories with your friends.
- ➡ Mr. Mehta asked his wife, Mrs. Mehta to cook a feast for him and his three friends. Mr. and Mrs. Mehta had two children. Their old grandfather, Dadaji also lived with them. Mrs. Mehta went to buy fish, eggs, potatoes, carrots, apples and cakes.
 - ➡ How many of each did she buy? Add them all up to find out many items she bought in total.
 - ➡ How many dishes did she serve?
 - ➡ Act out the scene of Mrs. Mehta in the market.
 - ➡ Act out the scene of the dinner party.
- [Time: (15+15) minutes MI: Mathematical & Verbal RBT: Application]
19. Speaking Task: Discuss with your reading group friends and share with the class:
- ▶ Who is the speaker in the poem *If I Were An Apple*?
 - ▶ Do you think, the apple wants to be eaten? Why / Why not?
 - ▶ In this poem, do nice boys like to eat apples? Which line gives you the answer?
 - ▶ What fruits do nice girls like to eat? Find out from your group friends.
- [Time: 15 minutes MI: Logical & Verbal RBT: Evaluation]
20. Good Advice Task: Write why we should eat fruits every day.
- [Time: 5 minutes MI: Logical & Verbal RBT: Analysis]
21. Role Play: Imagine you are in the fun fair (mela) of the poem *Merry-Go-Round*. Act out the parts below with your reading group friends. Say the safety rule for every game and stall in your role play.
- ▶ Rita, Ram, Mummy, Papa at the fair
 - ▶ Candy floss man
 - ▶ Merry go round man
 - ▶ Magician
 - ▶ Giant wheel man
 - ▶ Snacks stall man
- [Time: 4 minutes MI: Logical & Verbal RBT: Application]
22. Describing Task: After watching all the groups acting, write what the children do at the fair. Write the safety rules (You must ... / You must not ...).
- [Time: 7 minutes MI: Logical & Verbal RBT: Application]

Experimental Group English Task Sheet: Class II

1. Listening Task: Listen to the story of *Little Red Riding Hood*. While listening, tick [✓] each sentence on the story map below, as you hear it.

☛ Once upon a time, a little girl lived near the wood with her mother.

↪ Her grandmother made a red cloak and hood for her.

Red Riding Hood set off with the basket for grandmother through the wood. ↪

↪ The wolf asked her where she was going.

It became late as she picked a bunch of flowers for grandmother. ↪

↪ The wolf jumped up on the bed and gobbled grandmother up.

“What big teeth you have, grandmother!” said little Red Riding Hood. ↪

↪ A woodcutter, chopping trees nearby, heard her scream.

The woodcutter saved little Red Riding Hood from the wolf. ↪

↪ Grandmother thanked him for killing the wolf.

Little Red Riding Hood promised grandmother never to talk to strangers again. 😊

[Time: 8 minutes MI: Verbal RBT: Application]

2. Writing Task: With help from your group friends, find out the missing parts of the story in the story map above. Write the full story in your own words.

[Time: (10+10) minutes MI: Logical, Verbal RBT: Analysis]

3. Feedback Task: Read out your story to your group for their comments. Listen to your friends' stories. Compare your stories to check:

- ☐ Does your story have a good opening sentence?
- ☐ Where did you put grandmother's house?
- ☐ Did you describe the wolf?
- ☐ Underline the good describing and naming words used.
- ☐ Who killed the wolf in your story?
- ☐ Does your story have a happy ending sentence?
- ☐ Any spelling errors?

Rewrite your story with no errors, for homework.

[Time: (20+10) minutes MI: Logical, Verbal RBT: Evaluation]

4. Comprehension Task: Answer the following questions in complete sentences. You may discuss the answers with your group first.

- a. What did Red Riding Hood carry for her grandmother?
- b. Who met Red Riding Hood on the way?
- c. What did the wolf do to grandmother?
- d. Why was Red Riding Hood find grandmother scary?
- e. How did the woodcutter save Red Riding Hood and her grandmother?

[Time: 15 minutes MI: Verbal, Logical RBT: Application]

5. Grammar Task: Recite this poem aloud and mark the ‘doing’ words with red crayon.

Playtime

I jump, I shake.

I dance, I hop.

I like to move.

I run outside.

I leap, I skip.

I bounce, I slide.

I swing, I flip.

But I am careful

I don’t trip.

How many doing words did you find in this poem?

A doing word is a Verb.

But **am** is also a verb!

Now, let’s act out these verbs to know their meaning!

[Time: 8 minutes

MI: Verbal, Kinesthetic

RBT: Application]

6. Vocabulary Task: Verbs are such fun, aren’t they? See if you can complete these sentences with the verbs above:

a. _____ the jar to make lassi.

b. Can you _____ over this chair or _____ across the bed?

c. You can _____ to the music.

d. I can _____ on one leg, can you?

e. How fast can you _____ ?

f. _____ the ball on the wall and the floor.

g. We will _____ down the slope.

h. Let us _____ on this rope.

i. Don’t _____ and fall down!

j. The doctor told me not to _____ my leg while he bandaged it.

k. I _____ happy today.

[Time: 10 minutes

MI: Verbal, Visual

RBT: Application]

7. Dictionary Task: Say aloud the names of the animals Funny Bunny meets. What do you notice about their names? Arrange their names in alphabetical order.

[Time: (3+7) minutes MI: Verbal, Logical

RBT: Application]

8. Spelling Task: Unscramble the jumbled words and learn their spellings (Look → cover → say → check → write).

CMAEL RUOPD PNGEUNIS ERARMKS BONLE

[Time: (10+15) minutes

MI: Verbal, Logical

RBT: Application]

9. Decision-Making Task: After reading *Our Neighbourhood* in EVS:

- ▶ Decide which are the important emergency services available in your neighbourhood.
- ▶ Make an ‘Emergency Contacts’ chart. It is important to keep the telephone numbers of emergency neighbourhood services handy.
- ▶ Write the names and phone numbers of your neighbourhood services neatly and correctly with a sketch pen.

- Compare your list with your friend's to check what is missing.
- Pin up the chart where your phone is kept at home.

[Time: (10+15) minutes

MI: Verbal, Logical

RBT: Analysis]

10. Composition Task: Write a diary entry about what you wish to become and why. Read out your entry to your friends and listen to theirs. Give each friend two stars for two good points and one wish for improving their writing.

[Time: 10 minutes

MI: Verbal, Logical

RBT: Analysis]

11. Experimental Task: Read *Jugs and Mugs* and find out how many cups of water are needed to fill your own water bottle. Take a water jug, a glass and a bowl from your kitchen. Now use the same cup to fill all these containers with water. How many cups do you need to fill each? Next, record your experiment by writing all the steps you took. You must include

- What did you use?
- Where did you put the things?
- What did you do?
- What did you see?

[Time: (5+15) minutes

MI: Kinesthetic, Logical, Verbal

RBT: Evaluation]

12. Research Task: Find out and write five ways in which to save water in the home.

[Time: (10+15) minutes

MI: Logical, Verbal

RBT: Evaluation]

13. Read and Reason Task: Raju makes a cup of coffee with

- $\frac{1}{2}$ cup water,
- 2 spoons sugar
- 20 ml milk
- 1 spoon of coffee beans

Now, find out and write the answers to the following problems in full sentences.

- a. How much sugar is needed for 6 cups of coffee?
- b. How much milk is needed for 5 cups of coffee?
- c. How many coffee beans are needed for 4 cups of coffee?

[Time: (10+15) minutes

MI: Logical, Verbal

RBT: Evaluation]

12. Grammar Task: Remember that doing words are called verbs? Discuss with your friends and write down ten sentences describing what you do everyday. Every sentence must have a verb in it.

[Time: 10 minutes

MI: Verbal, Logical

RBT: Application]

13. Recitation & Peer-Assessment Task: Recite aloud for your group, either *Zoo Manners* or *Mr. Nobody*. Listen to your friends recite in turn. Grade (A-D) each student for:

Grades	A	B	C	D
▶ Volume	Loud and clear	Can be heard	Last words not heard	Whole lines not heard
▶ Clarity of speech	Every word is clearly spoken	Can understand almost all words	Many words not clear	Most words not clear
▶ Expression	Very good tone	Good tone	Not very good tone	Not all all good tone

[Time: 15 minutes

MI: Verbal, Logical

RBT: Analysis]

14. **Grammar Task:** Nouns are naming words, as you know. Pronouns can replace nouns. Adjectives describe nouns. You learnt this. Now, let us practise. Each sentence below has two blanks. Fill them with one adjective and one verb from the boxes below:

- Take this _____ book and put _____ on the table.
- I am a _____ boy and my teacher loves _____.
- The vet cured the _____ cow and gave _____ some medicine.
- Lock Mr. Patel's _____ door and give the key to _____.
- Karim has lost his _____ pens and cannot find _____.

Adjectives: new honest front sick interesting	Pronouns: her it them him me
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[Time: 10 minutes

MI: Verbal, Logical

RBT: Analysis]

Experimental Group English Task Sheet: Class III

1. **Listening & Skimming Task:** Listen to the song and while listening, circle the words where you hear loud drum beats:

Ships of the Desert (Ebba Kingstrom)

Clio was a young camel, only four years old
Six feet tall, weighed 800 pounds, and not very bold.
Almost as large as her mother, who stood eight feet high.
They lived in Arabia, a desert land, hot and dry.
One day her master came to her at play.
"Clio, you are old enough to work today."
Clio thought sadly, my time has come.
My good times are over; my work time's begun.
But soon she found out that work was fun.
She was learning new things to do in the sun.
To kneel down and get up when told,
And to carry a load on her back, strapped to hold.
Her master looked at her and said,
"You're a very good camel, Clio" and patted her head.

"You can go on our very next trip
 Across the Arabian desert strip.
 "We must get ready; soon we'll start.
 You'll carry two water bags, to do your part."
 So Clio now stayed with the older camels.
 (All the family are called mammals.)

[Time: 7 minutes MI: Verbal, Musical, Logical RBT: Analysis]

2. Comprehension Task: After reading your EVS chapter, *The Ship of the Desert*, discuss with your group to create a quiz on the chapter, with ten questions.

[Time: (10+10) minutes MI: Verbal, Logical RBT: Application]

3. Dictionary Task: Arrange these words in alphabetical order and find and write their meanings: Blinking Transformation Correspondence

[Time: 9 minutes MI: Verbal, Logical RBT: Application]

4. Vocabulary Task: Make at least seven words from the three words above. Have a group race. Who makes the most words in 7 minutes? Use your dictionary.

[Time: 4 minutes MI: Verbal, Logical RBT: Application]

5. Spelling Task: Create a word bank from your English, EVS and Maths Units done so far. Divide this work among your group members. Get ready for a 'Spelling Bee' after we collect all the words from all the groups.

6. Grammar Task: Mustafa quickly wrote these notes while riding across the desert on his camel. It is very difficult to write on camel-back!

Can you make each note into a full sentence by adding 'The' and 'is'?

For example: *wide* desert → The desert is *wide*.

Note the difference in the position of the adjective. Some adjectives can be used both before and after the noun.

hot day	empty water-bottle	cool oasis	green date-palms
lovely sunset	red clouds	very cold night	warm blanket
bad-tempered camel	long tiring journey		

[Time: 15 minutes MI: Verbal, Logical RBT: Application]

7. Creative Writing Task: Write a poem about yourself using every letter in the alphabet. Make a rough draft of points describing yourself and facts about you. Your poem need not rhyme. Count the adjectives you have used in the poem. Count the facts you have said about yourself. Give yourself a star for every adjective and a smiley for every fact.

[Time: 30 minutes MI: Verbal, Intrapersonal RBT: Creativity]

8. Poetry Task: Mark and write the rhyming scheme for *The Balloon Man*.

[Time: 5 minutes MI: Verbal, Logical RBT: Application]

9. Speaking & Peer-assessment Task: Interview your partner to find out about his/her family members, likes-dislikes, future wishes, etc. Ask questions using: What, Why, Who, Whom, Which, When and How. Ask your partner to rate your questions for fact-finding.

A = Questions covered all the main facts about him/her.

B = Good questions, but left out some main facts.

C = Questions did not cover many important facts.

D = Not interesting or relevant questions.

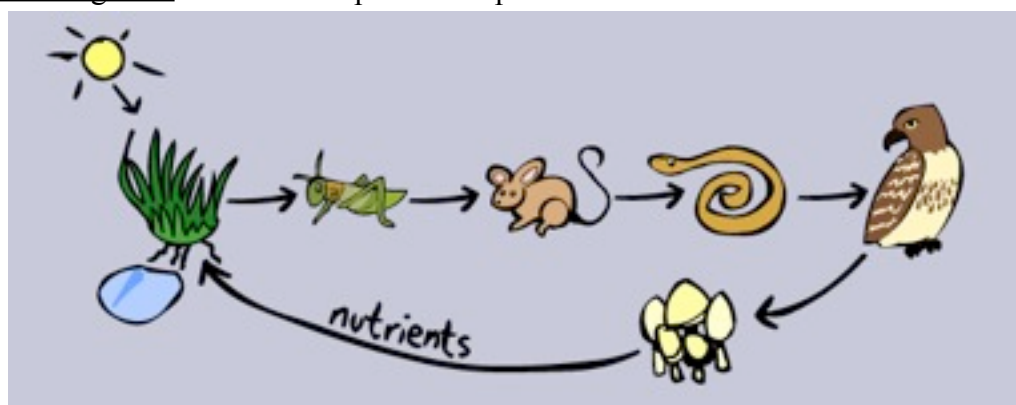
[Time: (7+5) minutes MI: Verbal, Interpersonal RBT: Evaluation]

10. Role Play & Brain Teaser Task: Read the following information.

- ▶ A producer is a living green plant that makes its own food in the leaves from sunlight, air and soil.
- ▶ A consumer is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.
- ✓ Form yourselves into two teams of Consumers and Producers of different kinds.
- ✓ Brainstorm with your team and list points on how you help the world.
- ✓ Now have a balloon debate on *Who Rules the World - Consumers or Producers?*
- ✓ One member from each team speaks in turn. Producers and Consumers speak alternatively.
- ✓ Every member of each team must present five proofs of their importance and contribution in the world.
- ✓ Each speaker gets two stars for two good points and a wish for improvement from the preceding speaker (in the opposite team). So, listen carefully to the speaker after you.

[Time: (15+5) minutes MI: Verbal, Naturalistic RBT: Evaluation]

11. Factual Writing Task: Write and explain in steps how this food chain functions.



[Time: 10 minutes MI: Verbal, Naturalistic RBT: Application]

12. Scientific Presentation Task: You are also part of a food chain. What is your position in the chain? Draw your own food chain and explain it to your class. Are all your food chains different or similar?

[Time: (5+5) minutes MI: Verbal, Naturalistic RBT: Application]

13. Map Reading Task: You have learnt how to read maps in EVS. You are a detective with the map of Treasure Island (below). Discuss with your group where the treasure could be hidden, with reasons. Each group must select one site and explain their theory to the class. Give two stars for logical reasoning and a wish for improvement to each group. [Time: (10+5) minutes
MI: Verbal, Logical
RBT: Evaluation]



14. Creativity Task: After doing *Fun With Give and Take* in maths, make up and write three story problems for your friend to solve.
[Time: 15 minutes MI: Visual, Logical RBT: Application]
15. Musical Task: Listen to the song about addition and subtraction. Can you make up a rap verse showing the link between division and subtraction? You can add examples. Your group can record and upload your *Sub-Div Rap Song* to your class blog.
[Time: 20 minutes MI: Verbal, Rhythmical RBT: Creativity]
16. Story Telling Task: Watch the division and multiplication story video on your class blog. Next, make up your own number stories and act them out with your group.
[Time: (5+10) minutes MI: Verbal, Logical RBT: Application]

Experimental Group English Task Sheet: Class IV

1. Listening Task: Listen to the interview with Ruskin Bond and afterwards, answer the following questions in 1-2 words each:
- Who is Ruskin Bond?
 - Where does he live?
 - When did he begin writing?
 - What was his first job?
 - What did his father say to him?
 - What was his first published story?
 - Where was his first story published?
 - What is his own favourite story?
 - Who inspired him to become a writer?
 - Which writers does he admire?
- [Time: (9+20) minutes MI: Verbal, Logical RBT: Application]

2. Intensive Reading Task: Read the biography of Ruskin Bond given below. Underline the new facts about him that you did not hear in his interview:

Ruskin Bond was born in a military hospital in Kasauli to Edith Clerke and Aubrey Bond. His siblings were Ellen and William. Ruskin's father was with the Royal Air Force. At the age of ten Ruskin went to live at his grandmother's house in Dehradun after his father's sudden death in 1944. Ruskin was raised by his mother. He completed his schooling at Bishop Cotton School in Shimla where he won several writing competitions. Ruskin's love for books and writing came early to him since his father had surrounded him with books and encouraged him to write little descriptions of nature.

After his high school education he spent four years in England. In London he started writing his first novel, *The Room on the Roof*, which won the 1957 John Llewellyn Rhys prize. Bond worked for some years as a journalist in Delhi and Dehradun. Since 1963 he has lived as a freelance writer in Mussoorie, a town in the Himalayan foothills. He wrote *Vagrants in the Valley*, as a sequel to *The Room on the Roof*. These two novels were published in one volume by Penguin India in 1993. The following year a collection of his non-fiction writings, *The Best Of Ruskin Bond* was published by Penguin India. His interest in the paranormal led him to write popular titles such as *Ghost Stories from the Raj*, *A Season of Ghosts*, *A Face in the Dark* and other *Hauntings*.

The Indian Council for Child Education awarded him the Sahitya Academi Award in 1992 for *Our Trees Still Grow in Dehra*. He received the Padma Shri in 1999.

[Time: 10 minutes MI: Verbal, Logical RBT: Analysis]

3. Recitation Task: Recite the poem *Don't be Afraid of the Dark* by Ruskin Bond. Listen to your partner recite. Give your partner two stars for good recitation (pronunciation, clarity of speech, tone, voice modulation) and one wish for improvement.

[Time: 10 minutes MI: Verbal, Logical RBT: Analysis]

4. Poem Appreciation Task: Discuss the answers of these questions with your group.

- ▶ Who is speaking to whom in this poem? Give reasons to show how you know this. Does the poet tell you clearly?
- ▶ What is the speaker's message? State this in one line.
- ▶ How can you stop fearing the dark night?
- ▶ Are you afraid of the dark? How do you cope with this fear?

[Time: (4x5=20) minutes MI: Verbal, Logical RBT: Analysis]

5. Brain-storming & Mind-mapping Task: *What do People Fear?* Brain-storm with your friends to find out and list some things that most people fear.

- ▶ Do more people fear concrete objects/persons or situations?
- ▶ Identify some situations or objects that many people fear.
- ▶ Next, brain-storm to find out ways in which to reduce and deal with some of these fears.
- ▶ Does coping with fear make us braver or more cowardly? Give reasons.
- ▶ Make mind-maps linking every fear with its solution and then its outcome.

[Time: (5x5=25) minutes MI: Verbal, Logical RBT: Evaluation]

6. Creative Writing Task: Select any one situation of fear. Write a very short story about a boy/girl who suffered from this fear and how s/he got over it. Mix dialogue with narration in your story. Read your friend's story and grade it for plot and character:

8. Dictionary Task: Let us learn some new words we heard on the video:

Divide these words among your group members. Look up the meanings of the words. Arrange them in alphabetical order. Write the meaning of each word, along with a short sentence showing its usage.

[Time: 40-60 minutes]

MI: Verbal, Logical, RBT: Analysis]

visible, twilight, constellation, magnitude, counterclockwise, scattered, approximately, apparent, celestial, telescope, temperature, binoculars, solar, ascending, descending

9. Vocabulary Task: How many more words related to stars do you know? Write them in three columns headed Mono-syllabic Di-syllabic Poly-syllabic

Compare your list with your friend's. Note down and learn any new words you see.

[Time: 10 minutes]

MI: Verbal, Logical

RBT: Application]

10. Spelling Task: Learn the spellings of the words from Tasks 8 and 9 (Look → cover → say → check → write).

[Time: 25 minutes]

MI: Verbal, Logical

RBT: Application]

11. Grammar Task: Identify ten different verbs in the dialogue below and sort them in different columns according to tense.

Dad: Rohan, when you look up at the night sky you are looking at the universe. Everything is inside the universe, even us, and it is impossible to imagine how big the universe is.

Rohan: Who can tell us how big the universe is, dad?

Dad: Special astronomers called cosmologists are trying to measure it. They analyze the light from a star with an instrument called a spectroscope. By studying whether an object is moving away from Earth or toward Earth, scientists have learned that the universe is still growing outward in all directions.

Rohan: How old is the universe?

Dad: Scientists believe that over 15 billion years ago, a powerful explosion called the Big Bang brought the universe into existence.

Rohan: Dad, how do you measure distances in the universe?

Dad: Since the universe is so huge, astronomers measure distance with a big scale. They use a unit of length called a light year which is the distance light can travel in one year. Light travels very fast, so in a year it can go 6 trillion miles which is one light year.

Re-write this dialogue in reported speech. How do the verbs you identified change? What is the rule you apply here?

[Time: (10+15) minutes]

MI: Verbal, Logical

RBT: Application]

12. Inference Task: *Can you guess how old a star is?* The prefix "astro" in astronomy means "star" in the Greek language. Did you know that stars vary in their size, colour and brightness? Stars can shine for up to 10 billion years! A star can be red, orange, yellow, white, or blue. Its colour depends on its surface temperature, which is determined by its age and size. Stars go through many stages in their lifetime. Some of

the names for these stages are *Nebula*, *Supernova*, *White Dwarf*, *Red Giant*, *Black Hole* and *Neutron Star*. Read the meanings of these stages below. Next, number each stage in the correct order of its occurrence.

- ☐ *Red Giant* - a star that becomes cooler, swells and glows with a red colour. This happens after a medium-sized star has used up all its energy and begins to collapse.
- ☐ *Nebula* - a cloud of dust and gas in space in which a new star is born.
- ☐ *Supernova* - a great explosion that gives off tremendous amounts of light at the end of a star's life cycle. A supernova can become a neutron star or a black hole.
- ☐ *White Dwarf* - the remains of an old star after it uses its energy. It is a small, faint, whitish star.
- ☐ *Neutron Star* - a neutron star is the leftovers of a supernova.
- ☐ *Black Hole* - a black hole forms in the end of a star's life when a massive star collapses.

[Time: 15 minutes MI: Verbal, Logical RBT: Analysis]

13. Group Discussion Task: Check your group's work and compare it with your own. What is the correct order of the stages of a star's life? Explain your reasoning to the class.

[Time: 15 minutes MI: Verbal, Logical RBT: Analysis]

14. Story Task: Read the story below silently.

My UFO Story (By 8 year old Jennifer Smith on the Internet)

One spooky night when I was in bed, I got up for some water. I heard a strange noise. I looked out my back door and saw a big flying saucer! It had blinking lights on it and it also made a loud humming noise.

I woke up my mom and dad. When we all got to the back door, the flying saucer was gone. We all went back to bed. Mom and dad said I must have been dreaming. After I was in bed for a while I heard another strange sound. I jumped up and ran back to the back door. The flying saucer was back and this time it's lights were blinking but it was making no sound.

I watched from the back door and a strange door opened on the side of the flying saucer. There were colorful lights around the door and bright light coming from inside. Then I saw a shadow and it moved. I saw two bright green eyes in the door way and they were moving toward me. The alien walked a few steps away from the saucer. The alien was tall and skinny. His eyes were very big and glowed green in the dark. He was not really scary looking but was sort of friendly. I was not afraid.

The alien saw my kittens. He started to pet them. They were afraid and ran away. All at once he made a soft purring sound and the kittens came running back to see him. This time they let him pet them. I heard lots of purring from the alien and the kittens. It was very funny. I laughed really loud and the alien heard me. He started to walk towards me. I said "hello" and "how are you"? He didn't say anything but he made that purring sound.

Then he turned and walked toward the flower garden. He picked some flowers for samples to take home with him. He smelled them and sneezed very loud. That woke up my parents and also the neighbors. Everyone came to see what the noise was and when they saw the alien, they were a little scarred, especially the kids. The alien was happy and glad that we were there to see him. He smiled and said "I will not harm you." Then he made the purring noise, turned around and walked toward the flying saucer with the flowers.

He stopped and petted the kittens one last time before he went into the flying saucer. The door closed behind him and the lights around it went out. There was a big sound and the saucer began to spin around faster and faster. There were bright lights and lots of smoke.

Then it took off and went into the sky. It moved very fast. When it was far, far, away, we couldn't see it anymore.

Everybody talked about the alien for a while. Suddenly my mom looked at the flower garden and saw a strange flower that she had never seen before. It glowed in the dark and changed to all the colors of the rainbow, back and forth. My mom said that this beautiful rainbow flower must have been the aliens special gift to all of us.

Now discuss the following points with your group:

- ▶ Which word makes the opening line interesting?
- ▶ How soon does she introduce the main topic?
- ▶ What is the main topic of each paragraph?
- ▶ When does she make a new paragraph?
- ▶ At which points of the plot do you feel any suspense?
- ▶ How is the closing line special?
- ▶ If you change the plot, what will you change? Any new characters?

[Time: (15+15) minutes MI: Verbal, Logical RBT: Analysis]

15. Creative Writing Task: Write a one-act skit with your group, based on Jennifer's story, but adding your own twists to the plot. Enact the skit for your class. Ask your audience for two stars on your skit and one wish for improvement.

[Time: (15+15) minutes MI: Kinesthetic, Interpersonal RBT: Creativity]

16. Grammar & Vocabulary Task: Imagine that your alien wants to learn English to speak to various people. Can you help to compile a vocabulary for him to learn? Discuss with your group and fill in the table below with words that might help the alien to communicate in these places:

Places	Nouns	Adjectives	Verbs	Adverbs
At mealtimes				
In school				
Shopping				
Airport / Railway station				
Question prompts				

[Time: 30 minutes MI: Verbal, Interpersonal RBT: Evaluation]

Experimental Group English Task Sheet: Class V

1. **Listening Task:** Listen to Raghu's holiday on the beach. While listening, note down the things Raghu liked and disliked in the columns below:

Liked	Disliked

[Time: 6 minutes MI: Visual, Interpersonal RBT: Evaluation]

2. **Skimming & Scanning Task:** Find the following words while quickly reading through *The Little Bully*:

bruise pinching queer ginger lobster horror claw streaming hoarse

[Time: 6 minutes MI: Visual, Verbal RBT: Application]

3. **Dictionary Task:** Find out the meaning of the words above by guessing from the sentence. Check the dictionary to see whether your guess is correct. Give yourself a star for every correct meaning.

[Time: 15 minutes MI: Visual, Interpersonal RBT: Evaluation]

4. **Sentence Task:** Find the sentences where the following words occur. Make your own sentences with these words:

eagerly prick shrimp yell pincer nipped claw sandwich

[Time: 15 minutes MI: Verbal, Logical RBT: Application]

5. **Spelling Task:** Learn the spellings of the words in Tasks 2 and 4 (Look → cover → say → check → write).

[Time: 15 minutes MI: Verbal, Logical RBT: Application]

6. **Comprehension Task:** Answer the following questions:

- a. What were the two tricks that Hari played on his friends?
- b. What do you understand by 'Telling tales'?
- c. Why did all the children hate Hari?
- d. What did the monster crab do when he met Hari?
- e. How did Hari realise his mistake?

[Time: 25 minutes MI: Verbal, Logical RBT: Application]

6. **Brain-storming Task:** Plan for your holidays! Decide with your group where do you want to go for a week. Discuss what you will need on your holiday.

● Goa ● Ooty ● New Delhi ● Jim Corbett Wildlife Park

[Time: 15 minutes MI: Verbal, Logical RBT: Analysis]

7. Drafting Task: Now, discuss with your friends and make a list of things to do before you start on your trip:

- ✓ How will you arrange to travel?
- ✓ Where and how will you arrange to stay?
- ✓ What will you pack?

Helping words: flight, train book, reservation, hotel, ticket, car, airport

Things To Do

[Time: 15 minutes MI: Verbal, Logical RBT: Analysis]

8. Creative Writing Task: Imagine you have returned from your holiday. Write a letter to your cousin about what you did, what you enjoyed and what you did not like.

[Time: 15 minutes MI: Verbal, Visual RBT: Creativity]

9. Grammar Practice Task: Circle the adverbs in the following passage and mention their types. Replace each adverb with another one that you know. How does the meaning of the passage change?

Renuka wants to make friends in her new school. But she is very shy. The tall girl, Stuti, looks at her again. She has a sweet smile. But Renuka looks down at the floor. She silently turns away. The teacher will arrive shortly. Then, it will be too late to talk. Is Stuti lazy? She never completes her homework. The class is working hard for their examination. Just then, the teacher walks quickly into the class.

[Time: 10 minutes MI: Verbal, Logical RBT: Analysis]

10. Comprehension Task: Read this poem and answer the following questions:

If you think
If you think you are beaten, you are.
If you think you dare not, you don't.
If you like to win, but think you can't
It's almost a cinch you won't.
If you think you lose, you're lost.
For out in the world we find
Success begins with a fellow's will,
'Tis all in the state of mind.
If you think you are outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger and faster man,
But sooner or later the man who wins,
Is the man who thinks he can.

- a. Where does success begin?
- b. How should we think to achieve a goal?
- c. Who can win at the end?
- d. How will this poem help you?

[Time: 10 minutes MI: Verbal, Logical RBT: Analysis]

11. Vocabulary Task: Fill in the blanks with the antonyms of the words given in bold.

- a. _____ is the step towards **success**.
- b. He **won** all the battles but _____ people's faith in him.
- c. I was feeling _____ but my father advised me to think **high**.
- d. He came **before** me but left _____ me.
- e. Betty is **stronger** than Simi, who is even _____ than Kate.

12. Autobiography Task: Everyone is gifted with one or the other quality, like the nightingale can sing beautifully, the glow-worm shines in the dark. Likewise, we also have some special qualities. Somebody can sing well, somebody else can dance. Now, write what special qualities you have. Show this to your friend. Ask whether s/he sees any other qualities in you that you have overlooked. Make a poster of these qualities under the header, *A Winner*. Pin up the poster where you can read it everyday.

[Time: 10 minutes MI: Verbal, Intrapersonal RBT: Evaluation]

13. Creative Writing Task: What things make you happy? Think and write fifteen lines about it in a diary entry.

[Time: 10 minutes MI: Verbal, Logical RBT: Analysis]

14. Listening Task: Use your Jodo-kits and work with your partner. Listen to the teacher's instructions and form patterns with the pieces as instructed.

[Time: 7 minutes MI: Visual, Logical RBT: Application]

15. Logical Reasoning Task: Rearrange the same pieces used in the task above, to create your own pattern.

- ✓ Write the steps that must be followed to create your pattern.
- ✓ Exchange your instructions with the next table.
- ✓ Are they able to create your pattern as instructed in your steps?
- ✓ If not, discuss where your instructions are misleading and require changes.
- ✓ Re-write your steps according to the feedback you receive.

Experimental Group English Task Sheet: Class VI

1. Listening Task: Listen to your friends' presentations on the Mughals. While listening, tick [✓] the topics in your textual unit covered by the presentation. Rate each group presentation (A-D):

Topic	A	B	C	D
	Additional, textually relevant Information	Relevant but text-repetitive information	Relevant but incomplete information	Information is not textually relevant

[Time: (5x4=20) minutes MI: Visual, Logical RBT: Evaluation]



2. Factual Writing Task: Create a timeline of Mughal History, highlighting major political, social and economic developments.

[Time: (5x4=20) minutes MI: Visual, Logical RBT: Analysis]

3. Note-taking Task: While watching the video on Mughal architecture, note down points on

► Buildings in Delhi:

► Buildings outside Delhi:

► Emperor-builders:

► Islamic architecture features:

4. Group Discussion Task: Please discuss with your group members and note down points on the similarities and differences between the Mughal empire and Delhi Sultanate in terms of:

political stability social developments economic measures

[Time: (5x4=20) minutes MI: Verbal, Logical RBT: Analysis]

5. Debate Task: Based on the comparison made in the previous task, speak for/against the motion in a class debate entitled *The Mughals brought Peace and Prosperity to India*.

[Time: (5x4=20) minutes MI: Verbal, Logical RBT: Evaluation]

6. Intensive Reading Task: Answer the following questions based on your reading of *Taro's Reward*.

- a. Where did Taro live? (1 sentence)
- b. What made Taro sad? (3-4 sentences)
- c. How did Taro find the waterfall? (2-3 sentences)
- d. Who stopped by for a visit? (1 sentence)
- e. Why did the villagers shout in anger? (3-4 sentences)

[Time: 25 minutes MI: Verbal, Logical RBT: Application]

7. Extensive Reading Task: Read up on Japan and the lives of farmers there today. Are there still persons like Taro today in Japan? When do you think this story took place?

[Time: 30 minutes MI: Verbal, Visual, Interpersonal RBT: Evaluation]

8. Creative Writing Task: Imagine a meeting of Taro with Aurangzeb! What would they say to each other? Brain-storm with your group for ideas. Create a dialogue between Taro and Aurangzeb about what they did for their fathers.

[Time: (15+15) minutes MI: Verbal, Interpersonal RBT: Creativity]

9. Grammar Task: Represent the kinds of Pronouns in the form of a table on chart paper with examples from *Taro's Reward*. Make a table of the idioms in this unit with their meanings.

[Time: (15+15) minutes MI: Verbal, Logical RBT: Application]

10. Literary Appreciation Task: While re-reading *Taro's Reward*, make notes on the following topics:

- ▶ Taro's character
- ▶ Character of one other important character
- ▶ Plot Summary of the story
- ▶ Theme of the story
- ▶ Descriptions of setting

[Time: 40 minutes MI: Visual, Interpersonal, Logical RBT: Analysis]

11. Brain-storming Task: Based on the notes above, discuss with your group and create mind-maps on a twist to the plot, added by you.

[Time: 40 minutes MI: Visual, Interpersonal, Logical RBT: Analysis]

12. Narrative Writing Task: Re-write the ending of the story, according to your modified plot. Read your group's stories. Is there any difference in writing style, even though the plot is the same? Give feedback to your group (2 stars and a wish).

[Time: 15+20 minutes MI: Verbal, Interpersonal, Logical RBT: Evaluation]

13. Active Vocabulary Task: Make sentences of your own from these textual words, changing the form of each word slightly, without changing its meaning.

chopped, thoughtful, whistled, expensive, delicious, pitcher, procession, muttering, disappointment, encourage

[Time: 30 minutes MI: Verbal, Logical RBT: Application]

14. Spelling Task: Revise the spelling rules learnt in class. Select and write three words serving as examples for each rule from *Taro's Reward*.

[Time: 15 minutes MI: Verbal, Logical RBT: Application]

15. Reflective Writing Task: Discuss in your groups why the following values are important.

- Sincerity
 - Hard work
 - Care and respect for the elderly, especially one's parents and grandparents
- Write a letter to Taro, saying why you admire these qualities in him.

[Time: (15+15=30) minutes MI: Verbal, Logical RBT: Analysis]

Experimental Group English Task Sheet: Class VII

1. Extensive Reading Task: Read up on Acid Rain and make notes on how it affects the weather, crops and historical buildings.

[Time: 30 minutes MI: Verbal, Logical RBT: Analysis]

2. Listening Task: Watch this video and take notes under these headers

Natural Causes of Acid Rain	Human Causes of Acid Rain

[Time: 9 minutes MI: Verbal, Logical RBT: Analysis]

3. Intensive Reading Task: Re-read your science chapter on *Acids and Bases* and answer the following questions accurately:

- a. What are the properties of Acids? Give three examples of natural acids.
- b. What are the properties of Bases? Give three examples of bases.
- c. What are indicators?
- d. How is Acid Rain caused?

[Time: 15 minutes MI: Verbal, Logical RBT: Analysis]

6. Experimental Task: Observe and record the effects when

- a. raw beet root is added to an acidic solution and to a basic solution
- b. turmeric solution is added to various solutions

Explain why these changes take place. Use scientific terms and remember to describe the apparatus used for the experiments.

[Time: (20+20=40) minutes MI: Verbal, Logical RBT: Evaluation]

4. Reasoning Task: Why does the doctor give us antacid tablets when we suffer from indigestion? Brainstorm with your group to discuss the logical reason and the process in the digestive system. Explain this in a flow chart showing the chain of cause and effect.

[Time: (10+15=25) minutes MI: Verbal, Logical RBT: Analysis]

5. Deductive Grammar Task: Match the Rules defining types of adjectives in Column A with the examples in Column B:

Column A (Rules)	Column B (Examples)
<i>Proper Adjectives</i> are formed from proper nouns.	This is the <i>very</i> man who was disturbing the meeting.
<i>Emphasizing Adjectives</i> are used to emphasize a statement	<i>What</i> a boy you are!
The word 'what' is sometimes used as an <i>Exclamatory Adjective</i>	The <i>Chinese</i> language is very difficult.

[Time: 5 minutes MI: Verbal, Logical RBT: Analysis]

6. Comprehension Task: Read the interactive story *Autobiography of a Cricket Ball* on your iPad and answer the following questions:

- a. How many balls were there in each cardboard box?
- b. What is a cricket ball made of and how is it made?
- c. What is the size of a cricket ball?
- d. What is the colour of a cricket ball used in a test match? How is it different from a ball used in a limited-over match?
- e. What kind of a ball does a fast bowler use?
- f. What happens when a cricket ball is hit into the stands?
- g. Why was the cricket ball's first experience a memorable one?
- h. Who are spinners and how do they like to bowl?
- i. Why was the cricket ball not used again by the cricketers?
- j. What happened to the ball in the end?

[Time: (10+20=35) minutes MI: Verbal, Visual RBT: Analysis]

7. Grammar Task: Quick recall: Participial adjectives are participle forms of verb that function as adjectives (barking dogs seldom bite). Make a list of participial adjectives in the *Autobiography of a Cricket Ball*.

[Time: 10 minutes MI: Verbal, Logical RBT: Analysis]

8. Letter Writing Task: Practise Formal and Informal letter formats. Do one of these letters in class and the other at home. Listen to the music-audio clip (Vivaldi, Four Seasons) on the class blog while writing.

- a. Imagine that your father is posted to another city. Write a letter giving him the home news – your school result, your mother's health, or any other interesting and important information.
- b. Ravi was suspended for disrupting the lesson and beating up a classmate. Imagine you are Ravi. Write an application to the Principal of your school, explaining the incident, apologising for your misconduct and promising to behave in future. Also request for a withdrawal of the suspension order.

[Time: 10 minutes MI: Verbal, Musical RBT: Creativity]

9. Grammar Task: Here is a quick recall of the rules for using 'the' that we have learnt so far. Identify one example of each usage in your textbooks and write.

- ▶ 'the' before nouns which refer to persons, events, things already mentioned.
- ▶ 'the' when the person or thing referred to is quite obvious.
- ▶ 'the' with the noun which is only one of its kind.
- ▶ 'the' with the superlative degree of adjectives.
- ▶ 'the' before the names of rivers, seas, oceans, valleys, mountain ranges, groups of islands, gulfs, canals, deserts, winds.
- ▶ 'the' before singular common nouns and adjectives of quality to denote the whole class.
- ▶ 'the' before the names of directions when there is a preposition before them.
- ▶ 'the' before the names of great books of religion and literature.
- ▶ 'the' before the names of hotels, cinemas, theatres, shops, museums, stadiums, airports, banks, when they do not begin with a proper name.

[Time: 20 minutes MI: Verbal, Logical RBT: Analysis]

10. Skim & Scan Task: Look up the heritage map of Surat posted on your class blog and note down the following sites.

- a. The Arabs settled in _____ in 1225 AD.
- b. _____ is a typical example of Mughal architecture.
- c. The first Jains in Surat offered prayers at _____.
- d. The Dutch cemetery is located at _____.
- e. Ferozeshah Tughlaq's fort is at _____.

[Time: 8 minutes MI: Visual, Logical RBT: Application]

11. Intensive Reading Task: Read the poem *Treasure* by Kathleen Partridge on your class blog and complete the following based on your understanding of the poem:

- a) A worried head can't buy sleep even if _____.
- b) Wealth cannot buy the _____.
- c) A heart of love cannot be exchanged _____.
- d) A happy home is a _____ home.
- e) We can be happy if _____.

[Time: 15 minutes MI: Verbal, Logical RBT: Understanding]

12. Spelling Task: Prepare a list of five words with tricky spellings from your current units in Social Science, Science, Maths and English. Put all your words up on the Word Wall. Learn (Look → cover → say → check → write) as many words as you can from the Board.

[Time: 10+20 minutes MI: Verbal, Logical RBT: Application]

13. Creativity Task: Draft a poster in about 50 words to be issued by Labour Department for *World Day Against Child Labour* which is celebrated every year on 12 June. Your poster should use text and visuals in an effective combination. Brain-storm with your group and create rough drafts before the fair copy.

[Time: 15 minutes MI: Verbal, Logical RBT: Understanding]

14. Peer-Feedback Task: Analyse the posters made by all the groups above under the following headers:

- ▶ Relevance of message to Theme
- ▶ How convincing is the message?
- ▶ Whom does it address?
- ▶ What is the impact of the visuals?
- ▶ How effective is the layout?

Next, provide feedback on each poster, giving two stars and a wish.

[Time: 15 minutes MI: Verbal, Visual, Interpersonal RBT: Evaluation]

15. Reflection Task: Time yourself and write down as many adjectives as come to your mind when you think of the lesson *The Ashes That Made Trees Bloom* and your learning experience of this Unit. Next, with the help of these adjectives, write what your feelings were about the tasks in this unit.

[Time: 15 minutes MI: Verbal, Intrapersonal RBT: Analysis]

Experimental Group English Task Sheet: Class VIII

1. Listening & Note-taking Task: While watching the video take notes in points on:
 - ▶ Animals harmed by poaching
 - ▶ Difficulties of rearing orphan baby animals
 - ▶ Mortality rate of orphan animal babies[Time: 12 minutes MI: Verbal, Interpersonal, Visual RBT: Analysis]
2. Extensive Reading & Note-making Task: Read up on poaching, its causes, game parks, hand-rearing baby animals orphaned by poachers, taking relevant notes in point form on the problems that exist and solutions to problems.
[Time: 30+ minutes MI: Verbal, Logical RBT: Analysis]
3. Group Discussion & Decision-Making Task: Brain-storm with your group and make a mind-map of anti-poaching measures and ways of helping orphaned baby animals.
[Time: 20 minutes MI: Verbal, Logical RBT: Analysis]
4. Persuasive Writing Task: With the help of your mind-maps, write an article for a magazine, on the problems of poaching in any wildlife park of India, and the possible solutions for the survival of the babies orphaned by poaching. Add at least one innovative long-term measure.
[Time: 25 minutes MI: Verbal, Logical RBT: Creativity]
5. Intensive Reading Task: Read *This is Jody's Fawn* and decide, which of the problems and solutions of poaching are applicable here. Identify one main difference between the solution here and those researched and suggested by you earlier.
[Time: 15 minutes MI: Naturalistic, Logical RBT: Analysis]
6. Discussion & Debate Task: Can adoption by humans be applied as a solution to all orphaned baby animals? List and present points for and against the measure, citing examples from real life cases. Have a class debate on the topic.
[Time: 25 minutes MI: Logical, Naturalistic RBT: Evaluation]
7. Skim & Scan Task: Look up the meanings of the following words in the dictionary:

dilated, hemmed, ungrateful, anxiously, sidled, unwilling, obliged, delirious, convulsion, enchanted, fumbled, frantically, ecstasy, snorted.
8. Active Vocabulary Task: Arrange the above words in alphabetical order and write a one sentence from your own real-life experience, with each word.
[Time: 30+ minutes MI: Verbal, Intrapersonal RBT: Creativity]
9. Creative Dictionary Task: Collect all the scientific and maths terms from your current unit. Look up the dictionary, consult with your teacher and write down their meanings

simply and briefly. Next, list them alphabetically. Finally, create two Maths and Science bookmarks with the terms and meanings written on them for ready reference.

[Time: 60+ minutes MI: Verbal, Logical, Visual RBT: Application]

10. Message Writing Task: Read the following telephonic conversation which took place when Vishal was staying with his uncle. Write the message from Vishal to his uncle in about 50 words in the format given below.

Ashu: Hello! This is Ashu from Jaipur. Can I speak to Mr. Sagar, please? I'm a friend of his son, Sudhir.

Vishal: This is Vishal here. My uncle is not here, at the moment. How was your visit to Ranthambore Tiger Park? How is Sudhir?

Ashu: We enjoyed our camping. But Sudhir had a fall while trekking, and he fractured his left leg. He's okay now. We brought him by vehicle to the hospital in Jaipur, where his leg has been x-rayed and plastered. The doctor says there is nothing to worry about, now. But we return sooner, due to his accident. We will reach Surat tomorrow evening. Please inform his father.

Vishal: Is Sudhir in hospital, now?

Ashu: Yes, he's in Sanjay Gandhi Hospital. Will you please inform his father?

Vishal: Yes, of course. Thank you for calling.

Date:	Time:
Salutation:	
Content:	
First Name of Writer	

[Time: 60+ minutes MI: Verbal, Logical RBT: Application]

11. Grammar Task: Read the conversation between Sudhir and his Science teacher.

Teacher: Sudhir, somewhere in Siberia, 40 million years ago, the sabre-toothed tiger flourished. It became extinct only about 10,000 years ago.

Sudhir: How did the modern tigers appear on the scene?

Teacher: The modern tigers, descendants of the saber tooth, began moving southward from India to Indonesia, in search of more suitable habitats as the Ice Age made Northern Asia uninhabitable.

Sudhir: Are there still tigers in Russia?

Teacher: Today, deep in the snows of the far eastern parts of Russia, 200 tigers still roam.

Sudhir: How did the first humans regard the tiger?

Teacher: Wherever the tiger lived, it exercised a deep and lasting effect on the indigenous people, who traditionally revered it as God and protector of the forest and co-existed with it in an atmosphere of mutual harmony and respect.

Sudhir: What endangered the tiger?

Teacher: Western civilisation brought danger to the tiger as thousands were shot for sport, and much of their habitat was destroyed to make way for industry and increasing population.

Sudhir: What is the status of the tiger now?

Teacher: At present, the tiger has reached a crisis. It faces extinction because recent conservation efforts have failed.

Sudhir writes a letter to his cousin Vishal, telling him what his teacher said about the tiger. Write the above dialogue in Reported Speech as Sudhir did in his letter to Vishal.

[Time: 20 minutes MI: Verbal, Logical RBT: Application]

12. Vocabulary Task: If you are a conservationist, who frequently speaks on the topic, then make a list of the vocabulary that would be useful to you. Brainstorm with your group to create your list. Put up the terms on the word wall. Did you learn any new words for your next talk?

[Time: 35 minutes MI: Verbal, Logical RBT: Analysis]

13. Public Speaking Task: Your group should assume the roles of an activist, an industrialist, a teacher, a timber dealer, a forest official and a TV anchor. You are speaking on a TV debate on the conservation of wildlife and their habitat. Discuss the conflicting interests of progress versus nature. Record your debate on video.

[Time: 15 minutes MI: Verbal, Logical RBT: Analysis]

14. Grammar Task: Look at the Comic Life dialogue between a mother tigress and a poacher in your iPad. Write it down in Direct Speech.

[Time: 15 minutes MI: Verbal, Logical RBT: Application]

15. Reality Project: After reading your science unit, discuss the ecological chain of a forest with your group. Create a poster showing the operation of the ecological chain in a flow-chart or web diagram. Next, imagine that a motor road is built through the forest. Which links in the ecological chain will be affected by the road and how? Draw another poster giving this information in diagrammatic form as before. Present your posters before the class. Give your feedback on other group presentations with two stars and a wish.

[Time: 60+ minutes MI: Verbal, Logical RBT: Evaluation]

16. Reflection Task: Think back and write about the highs and lows of your learning experience in *This is Jody's Fawn*. What did you enjoy and why? State what you found difficult or boring, giving reasons. Add a few strategies on how you can overcome the learning difficulties.

[Time: 10 minutes MI: Verbal, Intrapersonal RBT: Evaluation]

Appendix H

Qualitative Data (in Print) Appendix H: This appendix contains a collection of worksheets from Classes I-VIII in the CG schools. These worksheets constitute Qualitative Data on ELT materials used by EG teachers (refer Chapter Four). Each worksheet represents a sample of language learning items used by CG learners in classwork and homework during the term. Language items in these worksheets are usually copied by teachers from various private publications or from previous tests papers in school files.

Comparison with the CBSE summative test paper in Appendix I reveals the similarity of CG ELT materials with standard testing materials. Comparison with the EG Task sheets in Appendix G indicates the differences between CG language teaching items and EG language learning tasks.

Appendix H

Control Group English Work Sheet: Class I

Section A: Reading

1. Read the passage below and state whether the following statements are true or false:
Grown ups have 206 bones in the body whereas babies are born with 300 bones. The smallest bone in your body is in your ear. The heart circulates your blood through your body about 1000 times each day. Your fingernails grow four times as fast as your toenails. Each of your fingers has a different fingerprint. Children have 20 milk teeth which fall out as they grow. A grown up has 32 teeth.

- a. Grown up have 300 bones _____
- b. Children have 20 milk teeth. _____
- c. A grown up has 42 teeth. _____
- d. The smallest bone in your body is in your eye. _____
- e. Each of your fingers has a different fingerprint. _____

Section B: Writing

2. Write a few sentences about your friend below:

I have a friend.

His name is _____.

He _____ old.

His father _____.

He has _____.

Section C: Grammar

3. Match the words below with their meanings:

- a. hardly - far
- b. often - breathe fast
- c. blow - sometimes
- d. puff - in an angry mood
- e. straw - dried yellow stems of crops
- f. huffed - mostly
- g. away - send out air from your mouth

4. Fill in these blanks with the help of words given above:

- a. I _____ cry when I get hurt.
- b. A nest is made up of _____.
- c. My mother _____ bakes cake for me.
- d. I like to _____ up the balloons.
- e. The wolf _____ and _____ and blew pig's house down.
- f. Keep your children _____ from junk food.

5. Listen to the teacher carefully and circle the words you hear:

live	damn	walk
smile	whole	happy
knot	often	huffed
bricks	sticks	what
knife	comb	straw

Section D: Literature

6. Answer the following questions from *Three Little Pigs*:

- a. How many pigs were there?
- b. Was the wolf good or bad?
- c. Which house was the strongest?
- d. What is your house made of?

7. Number the sentences below in the correct order:

- ☐ The pigs lived happily on in the stone house.
- ☐ The wolf blew down the house made of sticks.
- ☐ The first pig built a house of straw for himself.
- ☐ The wolf crept up to catch the fat little pig.
- ☐ He burnt his tail badly in the hot water.

8. Give the opposites of the following words:

wicked, fat, strong, little

Control Group English Work Sheet: Class II

Section A: Reading

1. Read this poem and answer the following questions:

Apples, apples
Growing on a tree.
Apples, apples
Pick one just for me!
One apple, two apples,
Three apples, four –
Red apples, green apples,
Yellow apples, more!
Apples, apples
Tasty as can be.
Apples, apples
Share one now with me!

- a. Where are the apples?
- b. What does the child want?
- c. How are the apples?
- d. What colours are the apples?

_____, _____, _____

2. Write the rhyming words from the poem above:

- a. sick - _____
- b. free - _____
- c. bun - _____
- d. care - _____

3. What does the word 'tasty' mean?

- a. good for you
- b. red and green
- c. Yummy

4. What does the word 'share' refer to here?
- A tree
 - A child
 - An apple
 - Many fruits

Section B: Writing

5. Write the following sentences in the correct order to describe Raju's morning:
- I get up at 6 o'clock every morning.
 - After breakfast, I play with my puppy for ten minutes.
 - Then, I get dressed and have my breakfast.
 - The school starts at 9.15 am.
 - First, I brush my teeth and drink a glass of milk.
 - Next, I study for an hour.
 - My name is Raju.
 - After that I take a bath.
 - The school bus comes at 8.30 am and I go to school.
6. Look at the picture of the house and write a few lines about it with the hints given:



large house, slanting roof, many trees, river flowing in front, doors and windows

Section C: Grammar

7. Fill in the blanks using 'in', 'on' or 'at':
- Ramu is sitting _____ the bench.
 - Benny is playing _____ the field.
 - We are meeting _____ the playground today.
 - Mummy is waiting _____ the gate for me.
 - The book is _____ the table.
8. Identify and write 'C' for countable nouns and 'U' for uncountable nouns below:
- milk
 - pen
 - book

- d. water
- e. umbrella
- f. sugar
- g. salt
- h. ball

Section D: Literature

9. Say whether the following lines from *The Fox in the Well* are True [T] or False [F]:
- a. The wolf offered to help the fox.
 - b. The fox stayed in the well.
 - c. The wolf wanted no return for his help.
 - d. The wolf was greedy.
 - e. The wolf got a house and a lot of money for helping the fox.
10. What did the fox fall into?
- a. A pond b. A well c. A lake
11. Why did the fox say he had fallen into the water?
- a. to drink water b. to help the villagers c. to make the well dry
12. Circle the correct meaning of these word from your text:
- a. fell: dropped / pulled
 - b. stay: remain / go
 - c. above: next to / over
 - d. search: look for / ask for
 - e. need: close / want

Control Group English Work Sheet: Class III

Section A: Reading

1. Read the passage and answer the questions below:

Dana loves flowers. Her favourites are daisies, tulips, and daffodils. Tulips and daffodils come up every spring, and daisies come up later in the summer. These plants are perennials.

Dana loves the spring because she can go to the flower market to buy her annuals. The annuals only last one season, but they add a lot of colour to the garden. Dana got up Saturday morning very early. She wanted to get to the market early so she would have time to plant everything when she got home. Off she went to the Flower Market. She met some friends.

“Hi, Dana,” they called out to her.

“Hi,” said Dana with a big smile. “Let’s look around together!” Dana and her friends saw pansies, periwinkles, and petunias.

“Oh, so many pretty flowers!” exclaimed Dana. “I love them all.”

Dana decided to buy red and yellow pansies, blue periwinkles, and purple petunias. *That will add a lot of color to my garden*, thought Dana. She said good-bye to her friends and went home.

Dana happily began planting her new flowers around the tulips and daffodils. Dana was so happy. She loved her flower garden, and she knew she would enjoy it all summer long. Dana had a perfect day.

annuals – a plant living for a year; perennials –lasting for a long time, forever

1. According to the story, Dana liked to
 - a. cook food from the garden
 - b. plant flowers in the garden
 - c. pull weeds from the garden
 - d. none of the above
2. Daffodils and tulips are
 - a. perennials
 - b. annuals
 - c. need to be planted each year
 - d. none of the above
3. Annuals are flowers that
 - a. come up year after year
 - b. add color
 - c. must be planted each spring
 - d. both b and c.
4. Dana bought
 - a. every flower at the market
 - b. tulips and daffodils
 - c. pansies, petunias and periwinkles
 - d. none of the above

Section B: Writing

5. Write a few sentences about things you like and wonder about, as a diary entry.
6. Write a letter to your sister, telling her about a visit to the flower show in the horticultural garden.

Section C: Grammar

7. Subject And Predicate: Every sentence has two main parts: subject and predicate. The subject tells who or what the sentence is about. The predicate tells what the subject does.

A. Circle the subject and underline the predicate in these sentences:

- The tiny insects scurried quickly from place to place.
- Micky liked the peace and calm of the forest.
- The soldiers fought the war bravely.
- The villagers celebrated with a great feast.
- The forests are disappearing.
- The children screamed for the winning team.

B. Combine subject and predicate to make sentences:

<u>Subject</u>	<u>Predicate</u>
The soldiers	worked hard
All the boys and girls	need sunshine and water
How many animals	laughed at the funny song
Plants	lived in the jungle?
The men and women	sacrificed their lives for the country

Example: All the boys and girls laughed at the funny song.

Section D: Literature

8. Who were Tiny and Peter in *The Computer Mouse*?
9. Where did Tiny live?
10. How did Tiny turn on the computer?
11. What did Tiny do while Peter worked on the computer?
12. How did Tiny type letters on the computer?
13. How did Peter and his dad find out about Tiny?
14. Why did Peter's dad call Tiny a computer mouse?

Control Group English Work Sheet: Class IV

Section A: Reading

1. Read the passage carefully answer the questions following in brief:

Trees are of importance not only to man but also to birds and animals. The branches of trees give shelter to millions of birds and forests give shelter to numerous wild animals. We value trees not only for their usefulness but also for their beauty. They have a way to refreshing the eye and also refreshing the mind. Perhaps that is why the *rishies* of olden days were drawn to the forests, and they and their people chose to going to forest homes in company of Nature. In modern times when Rabindranath Tagore started a school, he too chose a place full of trees and called it *Shanti Niketan* the home of peace.

Once upon a time large areas of India were covered with forests full of numerous kinds of trees. As the population grew, trees began to be cut down for man's use. That is how the wonderful forest described in our ancient poems came to be destroyed, and a great part of our forests wealth was lost. Now we are trying to replace this loss, and our government wants trees to be planned all over the country. A new festival called 'Van Mahotsava' has been started for this purpose. Since trees are the country's wealth we must consider it our scared duty to protect them. We should plant new trees wherever we can and look after them well.

- a) How are trees important for birds and animals?
- b) Why did the *rishis* in olden days make forests their homes?
- c) How can we replace the loss of forests?
- d) What does *Shanti Niketan* mean? Who started it?

Section B: Writing

2. Write an email (100 words) to your dad, telling him about who you think is the best boy or girl in your class and why. Do not use real names.
3. Write a notice announcing a poster-making competition to be held in school for students of Classes IV-VIII on the occasion of World Peace Day on 21 September.

Section C: Grammar

4. Read the following story and underline all the nouns. Then put them in the correct boxes:

Long long ago there was a king in Persia. He was very selfish and greedy. He would travel all over his kingdom, with a troop of horses and a regiment of soldiers following him, collecting taxes from his subjects. There was anger and bitterness among his subjects.

However, his queen Sabina was known for her kindness and goodness. She decided to teach the king a lesson. One day, for lunch, she ordered her servants to place before the king dishes filled with heaps of gold and silver coins. At first, the king was filled with joy, but soon realised that gold and silver couldn't satisfy his hunger. He realised his mistake and became a better man.

PROPER NOUN	COMMON NOUN	COLLECTIVE NOUN	ABSTRACT NOUN

1. Form abstract nouns from the words given below by adding –ity, -ment or –tion:

pay treat invite popular able equal destroy

2. Now fill in the blanks with the abstract nouns formed by you:

- Flood waters entered the village and caused great _____.
- I request an early _____ of the dues.
- For success, you need the _____ to manage your time.
- I received your _____ after the function was over.
- This serial has gained amazing _____.
- You should follow the doctor's instructions till the _____ is over.
- I believe in the _____ of all human beings.

3. Draw the pictures of the following nouns and say whether they are countable or uncountable.

Oil Kites Tea Grass Pencil

4. Complete the sentences with the appropriate collective nouns given in the box:

ream gang team set flock crowd swarm herd

- A notorious _____ of thieves is very active nowadays.
- The carpenter came with his _____ of tools.
- The shepherd loved his _____ of sheep.
- Our cricket _____ won the cup last year.
- The farmer lost his _____ of cattle in the floods.
- My uncle has gone to buy a _____ of paper.
- Somu is in hospital. He was attacked by a _____ of bees.
- A large _____ of men, women and children blocked the road.

1. Underline the Nouns in the following sentences and write their Gender:
 - a. Not many people can keep a secret. _____
 - b. The queen went to swim in the river. _____
 - c. The hunter killed the tiger. _____
 - d. Jack fell down and broke his crown. _____
 - e. We saw the actress with her children. _____

2. Rewrite these sentences changing the masculine nouns to the feminine:
 - a. That old lady has two sons.

 - b. My grandfather gave his watch to my uncle.

 - c. The bridegroom looked just like his father.

 - d. The dog barked at the old woman.

 - e. The duke is a good person.

Section D: Literature

11. Who was Shetty in *The Little Fir Tree*?
12. Why did the magician grant the fir tree four wishes?
13. Why did the tree wish for green leaves?
14. Why did the tree wish for gold leaves?
15. Why did the tree wish for glass leaves?
16. What made the tree happy at last and why?

Control Group English Work Sheet: Class V

Section A: Reading

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

Prisoners

Thus, we sat for some time in deep silence. Soon after, we heard footsteps at the entrance of the cave, and immediately our jailer entered. We were so much accustomed to his regular visits, however, that we paid little attention to him, expecting that he would set down our meager fare as usual and depart. But to our surprise, instead of doing so, he advanced towards us with a knife in his hand, and going up to Jack, he cut the thongs that bound his wrists. Then he did the same to Peterkin and me! For fully five minutes, we stood in speechless amazement, with our freed hands hanging idly by our sides.

From the given alternatives, choose the best choice as your answer:

- (a) Where were the author and his friends imprisoned?

- i. Rocks
 - ii. Jail
 - iii. Room
 - iv. Cave
- (b) Why did they pay scant attention to their visitor?
- i. They were accustomed to his regular visits
 - ii. They were accustomed to his irregular visits
 - iii. They were unaccustomed to his rare visits
 - iv. They were accustomed to each other
- (c) What did the visitor carry with him?
- i. A rope
 - ii. An axe
 - iii. A knife
 - iv. A pistol
- (d) What unexpected action did he show?
- i. he hugged them
 - ii. ate food along with them
 - iii. he tied them up tighter
 - iv. he cut the thongs that tied their wrists
- (e) The word 'thong' means
- i. narrow strip of leather
 - ii. narrow strip of wool
 - iii. narrow strip of cloth
 - iv. narrow strip of canvas

Section B: Writing

2. Read the given outline and write the story in 80 – 100 words.
- Once a lion sitting in the jungle – mouse kept playing on lion's head. Lion got angry – grabbed the mouse – mouse pleaded for mercy – told lion that if need arose he would help him in future – lion laughed – lion got caught by hunters – roared loudly – mouse came – chewed the net – set lion free.
3. Write out in ten steps, what you would do to escape, if you were locked up by kidnappers in their den?

Section C: Grammar

4. Rearrange the following to make meaningful sentences. Also identify the kinds of sentences.
- a. crying / why / are / you
 - b. am / homework/ my / doing / I
 - c. what / handwriting / beautiful / you / a / have
 - d. take / medicines / regularly / yours
5. Underline the phrases in these sentences:
- a. There is a fast food corner across the street.
 - b. We bought flowers for Meetu on her birthday.
 - c. A traffic policeman controls the traffic at a crossing.
 - d. I have been working since five in the morning.
 - e. An accident has occurred on the main road.
 - f. I'll go for a walk in the park.

6. Underline the subjects in these sentences:
- Why haven't you submitted your notebook?
 - Here comes the bride!
 - Can anybody climb this tree?
 - Unfortunately, the crop was ruined by the rains.
 - In the last twenty years, I have been home only once.
 - There might be some rain in the afternoon.

Section D: Literature

- Where did Linda's grandmother live?
- What signs of spring did Linda see?
- How did Linda fall into the stream?
- Why did Mrs. Anna scold Linda?
- Which sentence in the story gives a useful piece of advice?
- Explain the expressions 'tread water' and 'give her a piece of my mind'.

Control Group English Work Sheet: Class VI

Section A: Reading

1. Read the given poem carefully and answer the questions that follow:

Don't Give Up

If you've tried and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.

Though young birds, in flying, fall,
Still their wings grow stronger;
And the next time they can keep
Up a little longer.

Though the sturdy oak has known
Many a blast that bowed her,
She has risen again, and grown
Loftier and prouder.

If by easy work you beat,
Who the more will prize you?
Gaining victory from defeat,-
That's the test that tries you!

- A. Complete the summary by filling in the appropriate word. Supply only one word for each blank:
- The poet says that if one has tried and not (a) _____, one should never cry because (b) _____ trying is great and good. Young birds wings grow (c) _____ even when they fall repeatedly while flying. The next time they can keep up longer. The sturdy oak has grown (d) _____ and prouder though struck by many a blast. If one is beaten by easy work, there will be no one to remember one. Gaining (e) _____ from defeat is the test that tries one.
- B. From the given alternatives, select the most appropriate choice:
- _____ is a stage without any worry.
- Teens
 - Poverty
 - Childhood
 - Aged

- b. The _____ of geese flew in the sky.
- | | |
|------------|-----------------------|
| i. Gaggles | ii. Fleet |
| iii. Herd | iv. None of the above |
- c. _____ was the first lady Prime Minister of India.
- | | |
|----------------------|---------------------|
| i. Sonia Gandhi | ii. Indira Gandhi |
| iii. Kasturba Gandhi | iv. Priyanka Gandhi |
- d. _____ is known as a famous tourist destination.
- | | |
|-------------------|-----------------|
| i. Chandani Chowk | ii. Mt. Everest |
| iii. Indian Ocean | iv. Simla |
- e. All growing children must drink _____.
- | | |
|-----------|------------|
| i. Tea | ii. Coffee |
| iii. Milk | iv. Coke |
- f. The _____ were very tight.
- | | |
|-------------|-------------|
| i. Trousers | ii. Sweater |
| iii. Shirt | iv. Trouser |
- g. _____ is a great virtue.
- | | |
|---------------|---------------|
| i. Obey | ii. Obedience |
| iii. Obedient | iv. Obeying |
- h. The _____ express is the superfast train.
- | | |
|---------------------|-----------------------|
| i. Rajdhani | ii. Garib Rath |
| iii. Indian Express | iv. None of the above |
- i. _____ was a famous writer.
- | | |
|-----------------------|---------------------|
| i. Einstein | ii. Ronald Reagan |
| iii. Sachin Tendulkar | iv. Charles Dickens |
- j. Einstein was famous for his _____.
- | | |
|-----------------|----------------|
| i. Intelligence | ii. Loyalty |
| iii. Diplomacy | iv. Creativity |
- k. Einstein was famous for his _____.
- | | |
|-----------------|----------------|
| i. Intelligence | ii. Loyalty |
| iii. Diplomacy | iv. Creativity |

Section B: Writing

2. Look at the given picture and write a paragraph on it in not more than 80 words:



3. On the basis of the following telephonic conversation, write a message in 50 words.

Put the message in the box. You are Savita / Sanjay.

Rachit: Hello! May I speak to Ajay?

Savita: He is not at home.

Rachit: Please tell him that the new science teacher will see the project work tomorrow. He must complete the project and reach the school positively. If he has any problem in completing the work, then he must come to me in the evening.

Savita: Ok! I'll do that.

Rachit: Please tell him to bring the article he has written for the school magazine. Bye.

Section C: Grammar

4. Using a dictionary find the meanings of the following words and use them in sentence of your own:

- a. famous
- b. ancient
- c. believe
- d. collection
- e. moral

5. Circle the odd word in each line:

- | | | | | |
|----------|----------|----------|-------|-----------|
| a. gaze | stare | glance | peek | hover |
| b. stink | smell | breathe | aroma | fragrance |
| c. thigh | elbow | knee | wrist | shoulder |
| d. crowd | solitary | assembly | mob | audience |
| e. wail | cry | groan | sob | scratch |
| f. evil | vile | misery | bad | wicked |

6. Circle the correct plural form:

- a. Photo: Photos / Photoes
- b. Chief: Chiefs / Chiefes
- c. Storey: Stories / Storeys
- d. Goose: Geese / Gooses
- e. Mango: Mangoes / Mangose

7. Select the correct option:

- a. The holiday season just ended, but the toy industry is looking ahead to the next holiday season. The news is/are that toys will be more sophisticated than ever.
- b. Soon, you'll be able to buy your niece or nephew a digital piggy bank. What it does is/are count the money for the child.
- c. Mattel, the world's largest toy company, has/have a marketing campaign to reunite one of America's most famous couples — Barbie and Ken.
- d. After a split on Valentine's Day in 2004, the two plastic celebrities lived separate, but successful, doll lives. Whether Barbie should "take Ken back" depend/depends on your vote on barbieandken.com.

- a. Fisher-Price's new toy with handles protect/protects mom and dad's iPhone while letting their baby play with the apps or chat with grandma on Face Time.
- b. The English is/are well-known for raising sheep. There are over sixty different breeds of sheep in the UK.
- c. Sheep has/have been raised in England for hundreds of years. Ninety per-cent of the sheep is raised for wool.
- d. Annually, from two to thirty pounds of wool are/is produced by one sheep. The wool from one sheep is called "a fleece", the wool from many sheep, "a clip".
- e. Genetics are/is one factor that determine/determines how much wool a sheep will produce. Lamb/Lambs produce less wool than mature animals.
- f. While sheeps/sheep and goats have many similarities, they are different species. Telling the difference between a sheep and goat are/is easy — look at their tails. A goat's tail goes up but a sheep's tail hangs down.

Section D: Literature

8. Who were Jim and Della?
9. What did Della's hair look like?
10. What had Della planned to buy for Jim?
11. What did Della do with her hair?
12. What Christmas gift did Jim buy for Della?
13. Pick out one simile and one metaphor from the story.
14. Were the Christmas gifts of Jim and Della useless? Which sentence gives you the reason?

Control Group English Work Sheet: Class VII

Section A: Reading

1. Read the following passage carefully and answer the questions below:

India has been and is a land of diversity. There has been diversity in every aspect of the country. The diversity in its food, clothing, culture and languages has made the country unique. The kind of variety in languages that is found in India is found in no other country. Most of these languages are distinct and have their distinct form in writing and speech.

Many centuries ago there were just two main categories of languages in India – Sanskrit and Dravidian languages. Since India was famous for its riches, in the past many foreigners came to India in search of wealth. First, it was the central Asians who conquered the north India. They brought Arabic, Persian and Urdu into the Indian Society. Soon the Europeans established their empire in India. Thus, English was introduced to the Indians. The British Government needed a common language for the purpose of administration. Indians were encouraged to learn English. Group of Indian people who were able to prove their proficiency in the language, were offered good positions in the British Government. As time went by, English became the language of the elite in India since only those who knew English were at the top of the Society.

After Independence, the country was in a position to choose a national language. But there were at least a hundred languages that were spoken in India. The leaders who framed the constitution decided on the use of Hindi as the national language, because it was the most widely spoken language, and the use of English for official purposes.

There were twenty-two recognised languages listed in the English schedule of the Constitution. Nepali, Konkani and Manipuri were added by the 71st Amendment. Bodo, Dogri, Maithili and Santhali were added by the 92nd Amendment 2003. The Indian Constitution provides that Hindi in Devnagri script shall be the official language of the Union. The Parliament has enacted an Act for continuation of English as long as Hindi hasn't replaced it. The official language of the Supreme Court remains English.

- (1) What were the two categories of languages in the past?
- (2) Name the languages that central Asians brought to India.
- (3) Why were Indians encouraged to learn English during the British Raj?
- (4) What is the official language of the Supreme Court?
- (5) Name the languages added by the 71st Amendment and 92nd Amendment.
- (6) Suggest a suitable title for the passage.
- (7) Find words from the passage that are synonyms of the following:
 - a) Overcome in war
 - b) Competency

Section B: Writing

2. You are Prakash from Shimla. A friend of your father is coming to Shimla by the Himalayan Queen tomorrow. He has requested your father to receive him at the railway station. He rings up to remind your father about it. Since your father is not at home, he asks you to convey this message to him. You are late for your tennis class and decide to leave the message for your father. Write the message in about 50 words.
3. Write a balanced essay, taking into account both sides of the question, Technology in the Modern World. Discuss the advantages and disadvantages of technology.

Section C: Grammar

4. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in the space given.

Anger is a fact for life. Everyone	(a)	
experiences this emotion from time and	(b)	
time. When anger is control it does not	(c)	
harm anyone. Uncontrolled but selfish	(d)	
anger destroyed everything. If you	(e)	
have to understand somebody character,	(f)	
find out what makes him anger.	(g)	
Anger is not always a sign of		
strength. It make a person look childish.	(h)	

5. In the passage given below one word is missing in each line. There is a slash (/) where the word is missing. Write the missing word in the space given:

Teach him / close his eyes to	(a)	
a howling mob and / stand and	(b)	

fight / he thinks he is right.
Treat him gently, but / not cuddle
him / only the test of fire makes
fine steel. Let him / the courage
to be impatient, let him have /
patience to / brave.

(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____

Section D: Literature

6. Who is A.R. Rahman?
7. What kind of childhood did he have?
8. What awards has he received?
9. What are his most popular compositions?
10. Who are the great inspirations of Rahman?
11. Use the suitable words to analyse the character of Rahman as it appears from the interview: modest, courteous, talkative, patient, proud, aggressive, discreet

Control Group English Work Sheet: Class VIII

Section A: Reading

A. Read the following poem carefully:

The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.
I breathed a song into the air,
It fell to earth I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?
Long, long afterward, in an oak
I found the arrow still unbroke;
And the song from beginning to end,
I found again in the heart of a friend

B. Now answer the following questions by choosing the correct options given below and writing it in your Notebook.

1. The poet shot an arrow and it
 - (a) killed his friend
 - (b) fell in an oak tree
 - (c) remained in the air
 - (d) broke into pieces
2. "Breathed a song" means
 - (a) heard a song
 - (b) sang a song
 - (c) breathed out while singing
 - (d) sighed
3. No one has the sight so keen and strong as to

- (a) know where the arrow fell (b) be able to listen to a song
 (c) see the flight of song (d) break an arrow
4. "I found again in the heart of a friend" means
 (a) the song had hurt a friend
 (b) the song was still fresh in the friend's mind
 (c) the arrow had struck a friend's heart and killed him
 (d) the arrow had been stolen by a friend
5. A word that means the same as "vision" is
 (a) flight (b) unbroke (c) song (d) sight

C. Read the following passage carefully:

BUNGEE!

In September 1997 Jochen Schweizer jumped out of a helicopter in the sky above Germany. He fell more than 1,000 m before the rope tied to his ankles pulled him up again. He then cut the rope and parachuted the rest of the way to the ground. It was one of the longest bungee jumps in the world!

Ten years before Schweizer's amazing jump, Henry Van Asch and A J Hackett invented the special rubber rope that made bungee jumping possible. In 1988 the two men started the world's first bungee jumping business in the small New Zealand town of Queenstown. Some of the locals didn't think the new business would last very long. But they were wrong. Soon thousands of visitors were coming to Queenstown and paying to bungee jump off the Kawarau Bridge, 43 m above the river below. The bungee jumping craze had begun.

Bungee jumping is now more popular than ever. Today you can go bungee jumping in many countries around the world. But why would anyone want to jump off a bridge high above the ground with nothing to save them but a huge rubber band? Some people do it just for the excitement. Others do it because they want to get over their fear of heights. And others just want to be able to say, 'Yeah, I did it!'

6. Complete each sentence with the correct word or phrase:

helicopter	parachuted	rubber band	rubber	fear of heights
------------	------------	-------------	--------	-----------------

- a) Car tyres are usually made of _____.
 b) On vacation in Delhi, I didn't go up the Qutub Minar because I have a _____.
 c) A plane crashed but the pilot _____ to safety just in time.
 d) You should put a _____ around these letters to hold them together.
7. What is the main purpose of the passage? Tick the correct option from below.
 a) To explain why people want to try bungee jumping
 b) To describe the first bungee jumping
 c) To explain how bungee jumping began
8. Write answers to the following questions:
 a) Where was Jochen Schweizer's bungee rope tied?
 e) Where did Van Asch and Hackett start their bungee business in 1988?
 f) What is a bungee rope made from?

Section B: Writing

9. Your brother is not at home. You have received a call from one of his friends to bring his practical notebook to school for submission. Write a message for your brother in about 50 words including the details as you are going to play. You are Mohit.
10. Imagine you have watched a play. Write a letter (300 words) to your friend, describing the play and the audience, covering the following points:
- How did the play begin?
 - What did the stage look like?
 - How were the actors dressed?
 - Did the audience like the performance?
 - How did the play end?
11. Study the picture given below and write an article (200 words) for your school magazine on the *Role of Women* in society today.



12. A press reporter visited the site of a major car-bomb explosion in Mumbai. He took the following notes on the spot. Now write a complete report.

Mumbai
powerful blast—busy office area—many vehicles damaged—nine persons killed—over twenty seriously injured—injured taken to city hospital—militants' hand suspected—bomb in Ambassador car—security tightened.

Section C: Grammar

13. Do as directed:
- The spectators said, "Bravo! Well played Sachin." (*Change into Indirect Speech*)
 - Frame a sentence using the phrasal verb 'set out'.
 - My servant will bring you some food. (*Convert it into an Interrogative Sentence*)
 - Rashmi and Reshma _____ flowers for the chief guest.
(*Fill in the blank with the Present Perfect Tense form of the verb 'bring'*)
 - accompanying her/are/brothers and/ also/sisters/her (*Rearrange the words to form a meaningful sentence*)
 - She does not know how to operate this new gadget. (*Identify the Verbs and Adjectives*)
14. Write two meanings of the word 'bear'.

15. Frame sentences with the homophones 'stationary' and 'stationery'.
16. Fill in the blanks with appropriate words from the brackets:
 - a. The _____ (kettle, cattle) are grazing in the field.
 - b. I cannot go to play _____ (therefore, because) I am sick.
 - c. Rina's jacket, _____ (who, which) was torn, is at the tailor's shop.
 - d. The butcher _____ (does not have, is not having) any mutton today.
17. Identify the tenses of the underlined verbs in the following sentences:
 - a. Raman is eating his lunch. _____
 - b. Novena wrote her essay well. _____
 - c. My grandmother wears fancy spectacles. _____
 - d. I shall have finished my work before my mom comes. _____
 - e. They will announce the results tomorrow. _____
 - f. She suffered a fracture in the accident. _____

Section D: Literature

18. Why is Anne surprised about not having abandoned her ideals?
19. How does Anne think the world is transforming?
20. Why does Anne wish to 'go on living even after my death'?
21. Why is Anne grateful to God for the gift of writing?
22. What would Caesar do to Rome according to Brutus?
23. Who brought Caesar's body to the marketplace?
24. Why did Caesar refuse the crown at Lupercal?
25. "I fear there will a worse come in his place." Who does 'his' refer to here?
26. Identify the figure of speech in "Poor soul! His eyes are red as fire with weeping."
27. How does Caesar's death benefit Mark Antony?
28. Who is the better speaker, Antony or Brutus? Explain your answer with reasons.

Appendix I

Qualitative Data (in Print) Appendix I: This appendix contains a CBSE Summative Assessment Paper for Class X. This test paper is included as Qualitative Data (refer Chapter Four) to provide a sample of language testing items to gauge the washback in CG ELT materials.

Comparison with the CG language items in Appendix H reveals the similarity of these with CBSE testing items. Comparison with the EG language learning tasks in Appendix G, on the other hand, indicates the differences between both.



SUMMATIVE ASSESSMENT – I, 2012
ENGLISH COMMUNICATIVE
Class - X

EC2-018

Time : 3 hours

Maximum Marks: 90

Instructions:

The question paper is divided into four sections.

Section A	:	Reading	20 marks
Section B	:	Writing	25 marks
Section C	:	Grammar	20 marks
Section D	:	Literature	25 marks

SECTION - A
(Reading – 20 Marks)

1. Read the following passage carefully :

10

(1) My grandmother's house is like a chambered sea shell ; it has many rooms, yet it is not a mansion. Its proportions are small and its design simple. It is a house that has grown organically, according to the needs of its inhabitants. To all of us in the family it is known as la casa de Mama. It is the place of our origin ; the stage for our memories and dreams of Island life.

(2) I remember how in my childhood it sat on stilts ; this was before it had a downstairs--it rested on its perch like a great blue bird-not a flying sort of bird, more like a nesting hen, but with spread wings. Grandfather had built it soon after their marriage. He was a painter and house builder by trade-a poet and meditative man by nature. As each of their eight children were born, new rooms were added. After a few years, the paint didn't exactly match, nor the materials, so that there was a chronology to it, like the rings of a tree, and Mama could tell you the history of each room in her casa, and thus the genealogy of the family along with it.

(3) Her own room is the heart of the house. Though I have seen it recently- and both woman and room have diminished in size, changed by the new perspective of my eyes, now capable of looking over countertops and tall beds-it is not this picture I carry in my memory of Mama's casa. Instead, I see her room as a queen's chamber where a small woman loomed large, a throne room with a massive four poster bed in its center, which stood taller than a child's head. It was on this bed, where her own children had been born, that the smallest grandchildren were allowed to take naps in the afternoons ; here too was where Mama secluded herself to dispense private advice to her daughters, sitting on the edge of the bed, looking down at whoever sat on the rocker where generations of babies had been sung to sleep. To me she looked like a wise empress right out of the fairy tales I was addicted to reading.

(4) And there was the monstrous wardrobe she kept locked with a little golden key she did not hide. This was a test of her dominion over us ; though my cousins and I wanted a look inside that massive wardrobe more than anything, we never reached for that little key lying on top of her Bible on the dresser. This was also where she placed her earrings and rosary when she took them off at night. God's word was her security system. This wardrobe was the place where I imagined she kept jewels, satin slippers, and elegant silk, sequined gowns of heartbreaking fineness. I lusted after those imaginary costumes. I had heard that Mama had been a great beauty in her youth, and the belle of many balls. My cousins had ideas as to what she kept in that wooden vault : its secret could be money (Mama's did not hand cash to strangers, banks were out of the question, so there were stories that her mattress was stuffed with dollar bills, and that she buried coins in jars in her garden under rose-bushes, or kept them in her untouched wardrobe ; there might be that legendary gun salvaged from the Spanish American conflict over the Island. We went wild over suspected treasures that we made up simply because children have to fill locked trunks with something wonderful.

(1.1) On the basis of your reading of the passage complete the statements that follow:

1x5=5

- (a) Memory helps people to stay connected to _____ .
- (b) The changing structure of the house reflected -----
- (c) When the author says woman and room have diminished in size he means Mama and her room are -----
- (d) The author's use of images such as "queen's chamber," and "throne room, " show that Mama -----.
- (e) God's word was her security system because -----.

1x2=2

(1.2) Answer briefly the following questions :

- (a) Why did Mama not keep the little golden key hidden ?
- (b) What had the author heard of Mama as a young woman ?

1x3=3

(1.3) Find the words from the passage which mean the same as the following.

- (a) very large/huge (para 4)
- (b) authority/control (para 4)
- (c) a string of beads to count prayers (para 4)

2. Read the passage given below carefully and complete the statements that follow by selecting the most appropriate options from the given ones :

1x5=5

What was the life of a cowboy really like ? It was hard ! Every spring, vast herds, numbering two or three thousand head, had to be moved from Texas to railroad towns up north so they could be shipped to other parts of the country. And that took skill, organization, and hard work.

A trail boss led a crew of about ten cowboys, a cook, and a wrangler. It was the wrangler's job to take care of the horses. There were seven or eight horses for each cowboy. There had to be fresh horses to ride, plus spare horses in case of accidents. The cook drove the chuck wagon and was in charge of supplies. At times he also served as a barber, a dentist, and even a doctor.

The crew ate breakfast before the sun was up. Then the men broke camp and got the cattle moving in a thin line about a mile or two long. They covered about ten miles each day. A cowboy sat in his saddle all day long, regardless of the weather.

Even crossing rivers was risky. Fast-flowing water often swept away cattle, horses, and men. The cattle wouldn't swim unless they could see the opposite bank of the river. They wouldn't swim with the sun in their eyes, either. It might take many tries to get a herd across. Cowboys said that the best river crossing was the one that was over.

- (A) Normally there are _____ crew members with a cowboy.
(a) eleven (b) twelve
(c) thirteen (d) ten
- (B) There were about _____ horses with a cowboy.
(a) seven (b) seventy
(c) ten (d) fifty
- (C) The cook was supposed to _____.
(a) only cook for the cowboys
(b) do many more chores than cooking
(c) cook food for the crew members
(d) drive and control the supplies
- (D) At night the crew were busy _____.
(a) sleeping
(b) whistling and singing
(c) taking animals for grazing
(d) guarding the sleeping animals
- (E) The synonym for 'risky' is _____.
(a) shipped (b) chuck
(c) grazing (d) dangerous

$$1 \times 5 = 5$$

- (1) When I heard the learn'd astronomer,
- (2) When the proofs, the figures, were ranged in columns before me,
- (3) When I was shown the charts and diagrams, to add, divide, and
measure them,
- (4) When I, sitting, heard the astronomer where he lectured with much
applause in the lecture room,
- (5) How soon unaccountable I became tired and sick,
- (6) Till rising and gliding out I wander'd off by myself,
- (7) In the mystical* moist night air, and from time to time,
- (8) Look'd up in perfect silence at the stars.

- Walt Whitman

a) Which of the following statements represents the main theme of the poem ?

- i. Science cannot fully express the wonder of the world.
 - ii. Nature is one's best source of recreation.
 - iii. Technology causes more problems than it solves.
 - iv. Learning causes one to become ill and fatigued.
- b) In line 5, what is conveyed by the phrase, "tired and sick"?
- i. the speaker's sorrow and loss experienced in his life
 - ii. a sense of approaching danger
 - iii. a sense of the speaker's poor health
 - iv. the speaker's boredom and disappointment with the lecture
- c) What is the main purpose of the phrase, "perfect silence" in the last line of the poem?
- i. to explain why he has to leave the lecture room
 - ii. to convey a sense of loneliness and sorrow
 - iii. to contrast with the sounds in the lecture room
 - iv. to highlight the pleasure of science and learning
- d) What do the last three lines of the poem suggest?
- i. the importance of personal experience with nature
 - ii. the dangers of losing track of time
 - iii. the importance of learning about astronomy
 - iv. the dangers of wandering off alone
- e) Which of the following is the best synonym for the word, 'learn'd' as it is used in line 1?
- i. aware
 - ii. remembered
 - iii. knowledgeable
 - iv. invented

SECTION-B

WRITING - 25 MARKS

4. **You are Aparna/Anand. Write a diary entry in about 50 words describing your visit to an orphanage as part of the Interact Club activity of your school** **4**

5. **Given below is a profile of your grandfather. Write a short bio sketch of your grandfather in 100 words. Take the help of the clues given below :** **6**
 - Born 11 Jan 1940
 - 6 feet tall, sand peppery hair
 - always dresses in trousers and t-shirt
 - doctor by profession served in Delhi, Mumbai
 - well-read, particular about education
 - helps you in your home work
 - tells you stories
 - lives with you

6. **You are Radha/ Rahul. Your friend Anna/ Albert who lives in Australia has asked you to describe the Holi celebrations. Using the information below write an e-mail in about 120 words describing the festival.** **7**

festival of colours-celebrated in North India-legend of Prahalad and Hiranyakashipa-played with colours-applied on one another-spread message of oneness-sweets distributed among friends and relatives

7. A recent survey highlighted the increasing dependence of youth on cell phones. Taking tips from the unit Science in the MCB and the suggestions given below write an article to highlight the point that science should help in better living and not control man's life. Write the article in about 150 words

8

- addiction to cell phones
- nomophobia
- communication breakdown
- little time for human interaction
- engrossed with mobiles
- losing it causes panic attacks
- shortness of breath
- science should enhance life
- not make a slave

SECTION - C GRAMMAR - (20 MARKS)

8. Complete the paragraph given below by filling in the blanks with the help of options that follow

$\frac{1}{2} \times 8 = 4$

Aspirin is (a) _____ the world's most prescribed medicines. Aspirin is so important in cardiac care (b) _____ patients who for some reasons (c) _____ tolerate aspirin are advised (d) _____ undergoing angioplasty. Aspirin's cancer link has often been discussed. There have been (e) _____ trials on aspirin's anti-cancer properties. It's not a new belief, but there have (f) _____ been confirmed benefits. The use of aspirin is not (g) _____ side-effects -internal bleeding and stomach ulcers (h) _____ the most common and most worrisome complications.

- | | | | |
|-----------------|---------------|----------------|-----------------|
| (a) (i) among | (ii) amidst | (iii) above | (iv) of |
| (b) (i) this | (ii) that | (iii) than | (iv) there |
| (c) (i) cannot | (ii) will not | (iii) must not | (iv) should not |
| (d) (i) for | (ii) against | (iii) to | (iv) at |
| (e) (i) many | (ii) few | (iii) several | (iv) more |
| (f) (i) ever | (ii) always | (iii) never | (iv) none |
| (g) (i) without | (ii) with | (iii) within | (iv) of |
| (h) (i) a | (ii) an | (iii) are | (iv) the |

9. Given below are instructions to make tomato soup. Read the given notes and complete the paragraph that follows with the help of given options.

$1 \times 4 = 4$

Place tomatoes in a pan-fill the pan with water-add onions and green chillies - cook for 10 min.-remove from the pan-peel tomatoes-grind tomatoes, onion, green chillies-add salt to taste-boil and serve hot.

To prepare tomato soup tomatoes (a) _____ in a pan and the pan is filled with water. Onions and green chillies (b) _____ and cooked for 10 minutes. Tomatoes are then (c) _____ and peeled. Tomatoes, onions and chillies are ground. After (d) _____ salt the mixture is boiled and served hot.

- | | |
|----------------------|----------------|
| (a) (i) are placed | (ii) will be |
| (iii) must be | (iv) can be |
| (b) (i) can be added | (ii) are added |



- | | | |
|-----|----------------------------|-------------------------|
| | (iii) will be added | (iv) should be added |
| (c) | (i) remove from the pan | (ii) removal from water |
| | (iii) removed from the pan | (iv) removes from water |
| (d) | (i) add | (ii) adding |
| | (iii) added | (iv) adds |

10. The following paragraph has not been edited. Identify the error in each line and write it along with the correction. Underline the correction you have supplied.

1/2 x8=4

	Incorrect Word	Correct Word
For Rahul Dravid cricket was a way to life	(a) _____	_____
a reflection of his grooming. It was quite	(b) _____	_____
evident at the		
time of his retirement too. Dravid draws a list of friends	(c) _____	_____
and broke a news two days ahead of the moment in	(d) _____	_____
Bangalore, in Chinnaswamy stadium where he had	(e) _____	_____
spent more time than at home during his	(f) _____	_____
forming years. This was Dravid, ever the team man,	(g) _____	_____
remember his friends and colleagues in his most	(h) _____	_____
important decision.		

11. Rearrange the jumbled words/ phrases to form meaningful sentences. The first one has been done for you :

1x4=4

have/area/potential/kills/species/road/endemic to the/entire/wipe out
Road kills have the potential to wipe out entire species endemic to the area.

- (1) entirely/blame the/we/public/cannot
- (2) them/educate/have/we/to
- (3) its life/an animal/could/cost/road/the/on/candy/throwing/a/even
- (4) this/why/is/shouldn't litter/one/roads

12. Read the dialogue given below and complete the report that follows :

1x4=4

Ranjan : Have you completed the work ?

Manoj : No, I am planning to do it tomorrow.

Ranjan : Didn't you know that it had to be done yesterday ?

Manoj : Yes of course I knew, but I spoke to the boss.

Ranjan asked Manoj (a) _____ Manoj replied that he had not but he

(b) _____ Ranjan asked (c) _____ Manoj replied that indeed he had known but (d) _____.

SECTION - D

(Literature - 25 Marks)

13. (A) Read the extract given below and complete the statements that follow by choosing the correct options.

1x3=3

Now the frog puffed up with rage,

"Brainless bird-you're on the stage-

Use your wits and follow fashion

Puff your lungs out with your passion".

- (1) The frog was puffed up with rage because _____ .

- (a) she didn't follow his instructions
- (b) the people didn't like his song
- (c) the people threw sticks and stones on him

- (d) the nightingale refused to sing
- (2) The frog called her a brainless bird because _____.
 - (a) she was actually stupid
 - (b) she followed the frog's instructions & killed herself
 - (c) she didn't respect the audience and showed attitude
 - (d) she didn't want to charge money for her concerts
- (3) When the nightingale puffed up her lungs _____.
 - (a) she was able to sing better
 - (b) her voice became more melodious
 - (c) she died because of the bursting of her vein
 - (d) she was able to impress the audience

B. Read the extract given below and answer the questions that follow :

1x3=3

"You can see they haven't. Can't you ? Now, Victoria, be off upstairs and that quick. Put your white frock on with a black sash".

- (1) Who speaks these lines ?
- (2) When does she say this ?
- (3) What does it tell about her character ?

1x3=3

C Read the extract given below and answer the questions that follow

"No one would believe it," said Mrs. Packletide, her face changing colour as rapidly as *though it were going through a book of patterns before post-time*. "Loona Bimberton would," said Miss Mebbin. Mrs. Packletide's face settled on an unbecoming shade of greenish white.

- (1) What wouldn't anyone believe in Mrs. Packletide's opinion?
- (2) Why is the rapidity of Mrs. Packletide's changing colour compared to that of going through a book of patterns before post time ?
- (3) What hidden threat lay in Miss Mebbin's mentioning Loona Bimberton's name ?

14. Answer any four of the following questions in 30-40 words each :

2x4=8

- (1) Which qualities of the two brothers in 'Two Gentlemen of Verona' justify their being called gentlemen?
- (2) 'Mrs. Packletide's Tiger' describes how jealous Mrs. Packletide was of Loona Bimberton.
- (3) It is the nightingale's gullible nature that brings about its death. Comment.
- (4) Why does Sylvia Plath compare the mirror to the lake ?
- (5) How does Shakespeare bring out the fact that art is more powerful than time ?

15. Answer the following in about 150 words.

8

As the narrator of 'Two Gentlemen of Verona' write a diary entry on your experience with the two young boys and how it impacted you

OR

As Louisa Mebbin write a paragraph on how you felt the first night you spent in the weekend cottage you bought near Dorking after you blackmailed Mrs. Packletide.

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Appendix K

Research Tool and Qualitative Data (in Print) Appendix K:

Teacher Journals and Anecdotal Reports were used as Instruments of the Research Tool to collect qualitative Data (refer Chapter Three) before and after the study from EG and CG teachers and learners.

This appendix contains samples of Qualitative Data collected from the first and last Task-Cycles of the study, from **Teacher Journal Entries (K-1)** and **Anecdotal Records (K-2)** maintained (digitally) by the EG teachers (refer Chapter Four).

Based on knowledge acquired through extensive reading, the EG teachers on their own initiative, engaged in self-appraisal for themselves and their learners, to promote reflection on their learning. One sample each of a **Teacher Self-Appraisal (K-3)** and **Learner Self-Appraisal (K-4)** are also appended here.

No corresponding samples of CG reflective writing exist as the CG teachers did not follow instructions from the researcher to maintain journals or anecdotal records. They stated that they did not have time for this, and preferred automated computer-generated reports, which presented better, if not accurate, descriptions of learners.

Appendix K

APPENDIX K-1: EG TEACHER JOURNALS

Extract 1 from a Journal Entry by an EG Teacher

... I think, we have to focus on English as the language for communication, separate from its formal use in the classroom. If learners speak in English even in their informal moments, that will improve their grammar and fluency...It is very important that they should focus on spellings - they make too many language errors while speaking, which I cannot correct, immediately...So I had a grammar focus task and another for spellings for the very young learners...

Extract 2 from a Journal Entry by an EG Teacher

... for me, what is best is teacher-collaboration. I used to think that J___ was very proud and aloof but now I have learnt a lot from her. She is quiet, but very caring...also to her students. She gives very good suggestions for improving my tasks and also for managing groups. I now know that different groups should be allowed to work at their own speed, for sometime. I used to get very tense earlier. What I like is she notices my good points and mentions, first, then she suggests one or two changes - when I ask her...

Extract 3 from a Journal Entry by an EG Teacher

...working in a group is not so easy for small children because they keep fighting for small things! They are also not speaking in English during the task, only presenting in English. But the group leaders are very good. They are able to keep time and stop the fights before it becomes too much... Even the students I was worried about actually shared the task resources with group members... I am just worried that they are helping each other too much - even teaching the quiet ones what to say and how to speak! But R___ wrote for the team! That came as a surprise to me because she usually never completes her written work in class...

Extract 4 from a Journal Entry by an EG Teacher

...it is better, in any case, to vary the MI inputs by adding topics from other subjects. If I add Geography, this time, then I can bring in some Visual-Spatial with map-work and some Kinesthetic with one model of the volcano. F___ [SS teacher] has told me they are doing this in the next SS unit. The mother teachers are combining EVS topics also with English... The worst part of this [NCERT English] text is very limited range of topics for MI inputs. So, it has to be other subjects, with some collaboration with those teachers. It will also help in their lessons...

Extract 5 from a Journal Entry by an EG Teacher

...I now understand that both RBT and MI have to go hand-in-hand, with one deciding how the other works. I never used to think about any textbook like this. Thinking about the learner is deciding which MI and what RBT, in fact my own use of MI and RBT is improving...now I am using my own higher-order thinking, as I am reading books and the Internet and watching videos on how I can make tasks and my students will learn better. I never used my MI earlier as I am now doing. What better way to be empowered?

Extract 6 from a Journal Entry by an EG Teacher

... Collaboration is good, because colleagues can give a more objective feedback of my strengths and weaknesses. But really, I already know these points while doing the task in class. Sometimes, MI is wrong, sometimes it is RBT. If the task outcome is not as expected, then I can see that the MI took the students away from language objective and RBT also did not match it. Then, for another section, I will change the task, slightly. Then, if I observe carefully and think about it, I can see what improvement is the result. I learn by doing, more than just by listening...

Extract 7 from a Journal Entry by an EG Teacher

...Interactive wikis are the most innovative digital platform for us, colleagues to be creative and to share this with each other. We are not always free to meet and exchange ideas. The weekly meetings are great for collaborating. So are the sessions for selecting the best MI-RBT task for each task-sheet. This has taught me from other people's thinking, how they make tasks. It has also taught me to think about my own tasks from different points of view. I also like my students' feedback when they enjoy doing a task very much, or even when they say, "Next time, make a task like this..."

Extract 8 from a Journal Entry by an EG Teacher

...Interactive wikis are the most innovative digital platform for us, colleagues to be creative and to share this with each other. We are not always free to meet and exchange ideas. The weekly meetings are great for collaborating. So are the sessions for selecting the best MI-RBT task for each task-sheet. This has taught me from other people's thinking, how they make tasks. It has also taught me to think about my own tasks from different points of view. I also like my students' feedback when they enjoy doing a task very much, or even when they say, "Next time, make a task like this..."

Extract 9 from a Journal Entry by an EG Teacher

...These days, when I sit down to plan tasks, I easily review all the strengths and weaknesses of my class. I know exactly what each one likes and dislikes. I know their working relationships and learning styles. I am constantly trying out new ways to learn LSRW in class. I do not feel hopeless, like I used to, at times, earlier. I feel there is a solution out there, with my colleagues, or with my learners and I just have to go on looking till I find it. Together, we make up a new method of teaching and learning. The MI-RBT task is the magnifying glass to help me discover solutions to learner problems. So, this is the power of good teaching...

Extract 10 from a Journal Entry by an EG Teacher

...that this is very good to see. Earlier, it was my responsibility alone that they should speak in English, but now, they remind each other when anyone forgets. Earlier, I used to think that they need to be told everything. But now I see that when I ask them, they have good suggestions and solutions to peer-problems. We have shared the responsibility of learning...

Extract 11 from a Journal Entry by an EG Teacher

...I especially like group discussion as a peer-learning technique. Children who hesitate to speak in front of the teacher or the entire class give a marvellous performance within the group. They can easily express themselves in their peer group. I am often surprised by their creativity and imagination when they are learning in their own way. Even gifted children are not neglected as I try to frame more challenging tasks. My children prove MITA research findings as they learn Maths very well through poems and music, Science through interesting stories and History through real life experiences and dramatisation...

Extract 12 from a Journal Entry by an EG Teacher

...I have learned some important points from peer-feedback:

1. In the same MI-RBT task, the slow learner is working at the Application level while the better ones are with the higher task-outcome RBT level. So everyone is doing their best and this should be vocally appreciated instead of being overlooked.
2. I have to study the MI-profiles of my students and know their individual strengths so that I can make the task for all of them.
3. I have to go round and check on my students during task-time, so that from observing, I understand them better.
4. I have to think with the student's psyche when planning the task - have empathy with their feelings, needs and interests - then the task will engage them.

Extract 13 from a Journal Entry by an EG Teacher

...I am now spending more time on making a task-sheet. But I do not mind the extra time and effort. Why? Because now, another problem has vanished. I used to have to shout at the top of my voice to get everyone in their place and then start teaching. Ten minutes wasted in the start of every period. Now, they have their task-sheets out and are in their groups and working even before I enter the class. They manage themselves - especially the trouble-makers are now quite. Either they are busy, or the team will not tolerate disturbance in their work! Even to start a new task, they are listening to the instructions carefully and not asking silly questions. I like a focused class - and if MI-RBT tasks help - then I will make them - and even better...

Extract 14 from a Journal Entry by an EG Teacher

...I am enjoying the challenge of thinking up interesting tasks that will help my students, especially, the slow ones. Everyone has enjoyed the first set of tasks. MI inputs are a little limited, as everyone has admitted. We have to think of including more MI, matching the learner MI-profiles. RBT is also interesting. I am developing my own unused MI and thinking at higher levels of RBT when I try to make a better task. I am also helping my colleagues in the other section. M___ was grumbling a lot about making MI-RBT tasks for the next cycle till we praised her tasks. She is good at it, but needs constant positive feedback. We all rely on our learners' feedback - that is the best. MI-RBT tasks are helping all my slow learners - that is for sure. I am thinking of doing this for all subjects, as a mother teacher...

Extract 15 from a Journal Entry by an EG Teacher

...it is right that they were cutting, sticking and making patterns but no definite language skills were there. But, D___ (another EG teacher) asked me to focus on the RBT, so I said, ok, Analysis for higher-order thinking. Then, I asked them to compare and point out differences in patterns. A lot of grammar also came in, after that...

Extract 16 from a Journal Entry by an EG Teacher

...I had mixed emotions of enthusiasm and nervousness when uploading my first teaching-video on my class blog. But the feedback from my students was a great experience and has motivated me to continue. This is learning to teach and teaching to learn happening together on the blog. My classroom has just extended to my students' homes and we are now in touch even during holidays!...

Extract 17 from a Journal Entry by an EG Teacher

...Picasso said, 'Good artist copy, great artists steal!' Till I read this, I felt culpable each time I was stimulated by a colleague's idea and borrowed it, or from the ultimate Pandora's box – Google! My censorious conscience said that *the idea wasn't 'originally mine'*. To unlock the door of my creativity, I researched till I came across Austin Kleon's book *Steal like an artist*. It is fascinating to trace a new idea through contrasting perspectives in any research. Austin Kleon posits that all human beings are collectors, but artists collect selectively. So, according to Kleon, being influenced by an idea, working on it to make it 'your idea' is as original as the original would be! As I embrace this truth, it liberates me from the self-created pressure of being 'completely' original...

Extract 18 from a Journal Entry by an EG Teacher

...Students are keen and interested in all the subjects. They like English tasks where they learn other subject concepts as well. S___'s mother has stopped sending him for tuitions and this is spreading. We have news of more than twelve cases who have stopped going for tuitions. They are more interested now in learning for long-term future gains, finding their hidden talents, all interlinked in the brain through their Multiple Intelligences. They have also admitted that teamwork has improved individual effort. Now, my students are truly Owners of their own lives and nurture their own learning...

Extract 19 from a Journal Entry by an EG Teacher

...if I look at real life, there is a lot of appropriate material suitable for them to learn LSRW by applying all the strategies on the list. Why did we not have this list sooner? It is exciting to identify the processes and strategies to learn LSRW. I don't think the text-book is really necessary, we can discuss and make our own syllabus, based on strategies, processes, learner MI and RBT to guide outcomes....

Extract 20 from a Journal Entry by an EG Teacher

...I'm constantly telling other teachers and parents to give positive feedback and not waste time fault-finding and blaming. If the children see that they can do things, then they will confidently approach problems and solve them on their own...

APPENDIX K-2: ANECDOTAL RECORDS OF LEARNERS BY EG TEACHERS

EG teachers wrote regular anecdotal reports on their learners, unlike CG teachers who generated automated reports with computer software.

Extract 1 from an Anecdotal Record by an EG Teacher

...N___ was having a lot of trouble following the story, because of her slow reading. Then, I was looking at the strategy list and found out the reading strategies. I thought, she does not know how to connect and I will have to show her how to do it. So I modeled for her, how to predict. Then, I asked her to read on and check the prediction. At first, it was not working well. Then, I asked her to read one story from the supplementary [reader] at home, silently. I asked her to stop and predict and then read and check whether it is right. She came back and said, she tried it with her mother. Her mother met me...and said, it was a very good method and N___ is now wanting to read on her own. First, always she asked her mother to read out to her. So, this strategy is working well. Next, whenever I find a problem in any student, I will show them what strategy to use and try to solve the problem like this...

Extract 2 from an Anecdotal Record by an EG Teacher

...H___ will not do well if we keep pointing out his last exam results. Instead, I am putting him in a group of keen readers, that will encourage him to read extensively, gain reading sub-skills and improve his EVS and Maths grades...

Extract 3 from an Anecdotal Record by an EG Teacher

...When I pointed out mistakes, there was not much reaction except head-shaking. But immediately afterwards, they are actively arguing, defending, requesting, referring, illustrating, comparing, contrasting, deciding, refusing, agreeing... there is no end to the list of language forms being used during peer-feedback! Feedback itself is like a language-task. I think, there is a growing sense of responsibility. I could see that L___ and A___ were actually noting down correction points in their work. They like being praised, but they like to have a BIG discussion even better. All differences melt away - each one seems to gain confidence and force of expression. This major resource was lying untapped, so far...

Extract 4 from an Anecdotal Record by an EG Teacher

...the best part of which is peer-feedback...and the best way to SPOT errors. I am tired of correcting books and then forcing S___ and B___ to do corrections. Now, whether I am correcting or friends are correcting, they are very alert and correct their mistakes on the spot. They also CHECK their writing now, with rough drafts and expert friends to help them in spellings and grammar. They are completing their work and submitting on time. There is a tremendous improvement - less errors for me to correct. The '*look-cover-spell-check-write*' strategy is working well...

Extract 5 from an Anecdotal Record by an EG Teacher

...I now realise that if the MI input had not been Musical, S___ would not have been interested in doing the task. Only because of this, she is motivated to speak, read and write in English! She is also very boosted as she is elected leader - no one knows as much about Indian classical as she does. So, for once, she is not self-conscious or feeling inferior to the others. They also cooperated by making grammar changes while she was writing. She asked them for spellings without feeling shy. This girl has taken the task outcome to Evaluation level - without her, they could not have done it! May be, I will make tasks with Kinesthetic input to get K___ actively participating, next...

Extract 6 from an Anecdotal Record by an EG Teacher

...M___ was not very attentive in class, though a bright boy to respond. It works for him to take notes when listening to a video on any topic. He doesn't disturb others and is busy getting ready for the follow-up activity by note-taking...

Extract 7 from an Anecdotal Record by an EG Teacher

...When the task has a visual input, then S___ is able to imagine and then write...her strong Visual-spatial MI unlocks her imagination and words just flow. R___ writes best when the music is playing. Now, they are encouraging each other to respond to these MI inputs. So, writing is happening for these two non-writers.

Extract 8 from an Anecdotal Record by an EG Teacher

... N___ is very motivated in class nowadays. This boy used to be dreaming while I taught and would never speak. Now that they are doing MI-RBT tasks he is having great fun... He did all the coloring, first. Then, he did not stop - he went on and labelled the diagram. After that, I asked him why he did not submit the sheet. Then, I saw, he was also writing the flow-chart. All the children began laughing at my expression. H___ said that now, N___ is very interested and he is giving good points for every writing work. He has also very good ideas for innovative presentation. I was very happy as I had almost given up on this boy. The group was groaning first when N___'s name came up in their group - now, they are groaning because they do not wish me to change a single member for the next cycle! They are calling N___ the 'brain' of the group!

Extract 9 from an Anecdotal Record by an EG Teacher

...I can clearly see that J___ is very happy to do tasks with higher RBT levels. He likes the challenge. He also like to do language tasks with topics from science and maths. He is not bored then. It is also helping him to develop his Interpersonal Intelligence when he shares his thinking strategies with team-members for problem-solving. He used to be very quick-tempered and rude. Now, he is completely absorbed in the task. He also suggests additions to every task to increase the RBT level. When I suggest extra work, every student groans, but now, they are interested in working more and working well...

Extract 10 from an Anecdotal Record by an EG Teacher

...The main problem was reading. That was when reading was only text and very long pieces or difficult language. When they search online and read short bits for information, then they read eagerly. Right now, they still make mistakes, but they catch the gist, ask the meaning of new words, they are taking the onus. The team members who read more, have more points to present, so now, they are all reading on their own, more or less independently...

Extract 11 from an Anecdotal Record by an EG Teacher

...I am thrilled to see that S___ and L___, the best and the weakest students, worked together, pooling their Verbal, Visual and Logical MI to create science and maths dictionaries of terminology from the text books – ‘converting English into Maths’, says L___ and using language for thinking skills, as per me....

Extract 12 from an Anecdotal Record by an EG Teacher

...I have just made the discovery that L___ is not a hyper or slow learner as his doctor parents believe. He is a gifted learner and very quick processor. He does not disturb his team-mates when he is given a meaningful role to play. He is very sincere about contributing towards team-success. When they did individual work, earlier, he was disturbing his neighbours, or attention-seeking with his antics. Now, he is the ‘Expert’ or the ‘Search Engine’ doing the research and reference work for his team. His team has collected the best information database on the syllabus topics. In class, if there is any query, everyone just asks L___, the expert!

Extract 13 from an Anecdotal Record by an EG Teacher

...interesting chat with C___’s parents during PTM, because usually they lecture me on how to teach C___ better, while I defend what I do in class. This time, I told them about the strategies I have noticed her using and what she has learnt by working with her group. The parents really listened to me. At last, there is a connection - we’re both talking about the real C___, not the imaginary future-doctor in her father’s head, and this child has real needs, especially need of praise for what she has learnt, instead of constant criticism and nagging...

Extract 14 from an Anecdotal Record by an EG Teacher

...This year, my students have learnt from their own PPTs, grammar-games created by them, conducting experiments, role-plays, field trips, research projects, making word-files, story-writing and doing all this in all their subjects. A win-win situation for all subjects. The interactive wikis and blogs are helping us to share LSRW skills and strategies in all subjects. This is the real assessment, not just the report card grades. When we teachers discuss before we grade, then there is a balanced focus on strong and weak points...

Extract 15 from an Anecdotal Record by an EG Teacher

...the best way to know that a method is working, after all the slow student being able to cope is the proof. Yesterday, R___ was just not willing to speak at all in class, even though I encouraged her and her friends, also did. Today, sitting with her best friend, playing Reporters, she did her celebrity interview and afterwards began discussing her book-review presentation. There was a lot of giggling and Hindi, but her points were ready for presentation. I think, she will do well tomorrow.

...at first, she was very soft, no one could hear her, but then, she got all excited with the questions and answered well. MI change from Naturalistic to Interpersonal helped, after all...

APPENDIX K-3: SELF-APPRAISAL BY EG TEACHERS

The EG teachers filled in self-appraisal sheets (developed in collaboration by them), usually after every syllabus unit completed. The sentences below are extracts from self-appraisals by EG teachers, as significant samples of their development. The researcher has ordered and arranged these statements in categories relevant to the present study:

Extracts from teacher reflection on My values, strengths and weaknesses as a teacher:

(Reflection on Collaborative Learning and Feedback)

- ✓ I build team spirit.
- ✓ Plenty of light, bright colours and allocated spaces for individual and group work.
- ✓ I try to keeps material resources and furniture ready for autonomous group-work.
- ✓ I try to be fair and impartial by including my students in decision-making up to a point.
- ✓ Team-teaching is a new experience – one more way of learning collaboratively.
- ✓ I actively collaborate with colleagues in planning and decision-making.
- ✓ I draw strength and motivation from discussing all aspects of the lesson with my colleagues.
- ✓ I learn new ideas from my colleagues and share mine with them.
- ✓ Planning and feedback sessions with colleagues help the learner in me.
- ✓ Problem-solving with the team gives me the confidence to solve problems autonomously.
- ✓ The opportunity to draw on my colleagues' knowledge and skills has strengthened me as a teacher and so I extend the same opportunity to collaborate to my students.
- ✓ I share the challenges I face as a teacher with my students as well as my colleagues.
- ✓ I promote collaboration among my colleagues and my students.
- ✓ My communication skills have improved – I address and respond to individuals more frequently than the whole class.
- ✓ Becoming aware of individual differences in learners, we overcome these by as accepting and sharing.

- ✓ When learners work in a group, individual differences transform from weakness to strength.
- ✓ Balancing and monitoring the individual roles within groups – this is tricky and needs most attention.
- ✓ My learners are transferring their language skills to effective interpersonal skills.
- ✓ My student experts make excellent peer-teachers, and now even my shy and slow learners freely express their doubts and queries.
- ✓ To some extent I need to communicate and collaborate with my students' families.
- ✓ I include my students' families in learning.
- ✓ Linking language-use with real life has even got grandparents and joint families involved.
- ✓ Peer-learning and peer-feedback is enabling learner autonomy in my class.
- ✓ I ask for feedback and accept criticism.
- ✓ I must learn to accept feedback without being demotivated.
- ✓ Maintaining healthy relations with my colleagues and students affects the balance between my personal and professional life.
- ✓ My students are able to adapt to varied roles and accept responsibility for learning, thus we are empowered as a group.

(Reflection on Teaching Skills for Autonomous Learning)

- ✓ The first step is to make the immediate physical environment learner-friendly.
- ✓ How can I cater to all the needs and doubts of my students without connecting with them first?
- ✓ I try to maintain a positive learning environment.
- ✓ I wish to create a learning climate that welcomes every new learner.
- ✓ I have to learn how to balance teacher-talk with observing my learners.
- ✓ I am friendly and encouraging with my students.
- ✓ I give space to my students to work on their own.
- ✓ To plan and deliver, monitor and reach out to all, I need to be open to learning with my students, model learning, reflect, develop empathy with learners and to respect their dignity.
- ✓ I am organised and set goals for the day.
- ✓ It isn't easy to influence more than one person towards the same learning goal.
- ✓ I need to think of immediate alternatives when a plan fails.
- ✓ I am able to tolerate ambiguity and changing priorities in my learners' attitudes to language learning.
- ✓ I am ready to accept challenges and keen to learn new ideas – this will influence my learners attitude to learning.
- ✓ I have challenged my students to utilize time efficiently and manage their learning.



- ✓ I use various resources to make learning easy.
- ✓ I try to use practical approaches to abstract concepts.
- ✓ In my opinion, linguistic skills are equivalent to thinking skills for my students.
- ✓ Brainstorming to generate plans for solving problems is my idea of effective real-life language use.
- ✓ I try to explain difficult ideas to my learners, but I like their explanations better.
- ✓ Today, I enjoyed teaching the most because a slow learner very articulately explained the underlying task-concept.
- ✓ At last, I am able to transfer the planned concept clearly to learners.
- ✓ Effective language teaching is communicating the need to become more responsible and independent learners.
- ✓ When I reflect, I am able to set and meet high standards and goals for me and my learners, thereby empowering both.

(Reflection on MI-RBT Task-framing)

- ✓ I like to create RBT think-tasks with MI inputs.
- ✓ I prefer to plan MI-RBT tasks around a learning theme.
- ✓ I am learning to align instructional objectives with MI-RBT task activity.
- ✓ I need better time management to frame tasks on time.
- ✓ I frame tasks in time for lessons.
- ✓ I should incorporate a greater variety of MI over a range of tasks.
- ✓ Planning MI-RBT is consistent with all aspects of students: the physical, emotional, social and cognitive.
- ✓ Framing MI-RBT tasks has made me aware of learners as individuals, my concerns are now more learner-centric than exam/syllabus-centric.
- ✓ I match MI-RBT tasks to my individual students' needs and abilities.
- ✓ I am rediscovering my creative imagination in framing MI-RBT tasks.
- ✓ I am artistic by nature and enjoy incorporating art, craft and music into language tasks.
- ✓ I must overcome my bias for my own strong MI when framing tasks.
- ✓ I need to challenge my learners to exercise their higher-order thinking skills.
- ✓ I try to involve every learner in the task at hand.
- ✓ The task activity was a complete mess in the class today because I underestimated my learners' ability to choose and decide on their own.
- ✓ Instead of increasing explanation and teacher-talk, I prefer to modify the task to engage learners.
- ✓ Now, I keep resources handy so that my students can conduct the task on their own.
- ✓ I am receptive to suggestions for improvement in the tasks from my learners.
- ✓ Success is - I am able to implement the task as per plan in the predetermined time duration.

- ✓ It gives me more energy when I see tasks framed by me help learners to solve problems in different ways.

(Reflection on Integrating Language Learning with Technology)

- ✓ Supplementing the textbook with audio-visual media and other resources elicits a range of teaching strategies to satisfy curriculum requirements.
- ✓ It is difficult to engage some learners but they are responding to language apps on the iPad – the instant feedback and visual learning helps.
- ✓ Learning about new apps for MI-RBT language learning makes me more tech-savvy and ready for the future

(Reflection on Assessing Learning)

- ✓ MI-RBT tasks enable us to evaluate learners in multiple ways.
- ✓ I strike a balance between exam-centered and learner-centered tasks, in order to include students in decision-making.
- ✓ I try to complete correcting copies on time.
- ✓ I previously disliked correcting copies – now I enjoy giving oral and written feedback.
- ✓ I assess levels of performance in oral-aural as well as reading-writing skills.
- ✓ I try to maintain learning logs and anecdotal records of my students.
- ✓ I need to monitor student's performance on a regular basis.
- ✓ I get so involved that I forget to record my students' learning activity.
- ✓ Balanced feedback, praising as well as suggesting improvements is key to language teaching.
- ✓ I affirm correct responses and reinforce them.
- ✓ Understanding and applying the principles of assessment, recording and reporting are important for professional development.
- ✓ In explaining less, observing more, listening more and reflecting more, I am understanding the difference between teaching and testing – and feel empowered by this new knowledge.

(Reflection on Professional Development and Self Empowerment)

- ✓ I must read more to keep in touch with the latest books and articles in my subject.
- ✓ I upgrade my professional competence by reading and action research.
- ✓ I take my learning from the workshops conducted by the school and implement the same in my class with help from colleagues.
- ✓ I enjoy and learn from workshops.
- ✓ I explore and evaluate new approaches to teaching that I learn of in workshops.
- ✓ I try to incorporate different teaching methods (learnt from observation).
- ✓ I like to take on new learning challenges.
- ✓ I maintain a positive and professional attitude to new learning-challenges I face.



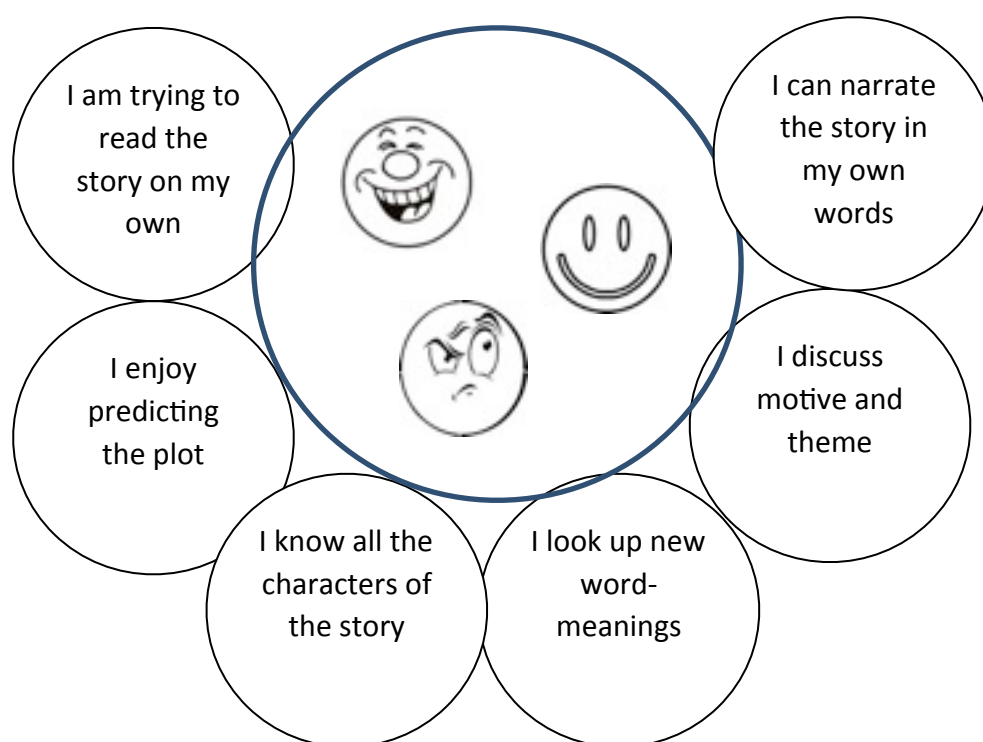
- ✓ I feel nervous just before my lesson is to be observed – but this vanishes during the lesson.
- ✓ Observing lessons is a learning experience – I have learnt to analyse and reflect.
- ✓ I like to work from a plan and get upset with myself if it doesn't work out.
- ✓ My reputation and identity as a teacher can be seen in the quality of my learners.
- ✓ I can improve my teaching by trying to understand how students learn better.
- ✓ For professional development I wish to effectively encourage independent learning in my students.
- ✓ My professional strength is my good rapport with students - they feel free to approach me.
- ✓ I am able to engage everyone in the task and maintain their interest and involvement till the end – this is professional growth for me.
- ✓ Seeing my students solving their problems in learning gives me a sense of professional identity, growth and empowerment.
- ✓ My strength or professional development rests on moments when I see the ‘Aha!’ spark in the eyes of my slow learners.
- ✓ I feel the same level of interest and energy at the closing of each day, as I begin with.
- ✓ When my students listen to me and respond too, I feel that they have understood what I taught – this empowers me.
- ✓ Understanding the learner empowers me the most.
- ✓ I used to believe in controlling my class as empowerment – but today, my students’ freedom to select and organize their learning empowers me.
- ✓ The human resources available – my colleagues and students – liberate and empower me.
- ✓ I have learnt to accept my own failures and build on them – this helps me to motivate my learners – and I am empowered in my role as a teacher.
- ✓ Salary and perks are fixed by the government and school management – but I prefer my empowerment as a teacher to remain in my own hands.
- ✓ I need to balance the latest technology with compassion, teaching with testing and implementing with reflection.
- ✓ A truly empowered teacher will demonstrate integrity and ethical behaviour along with language and communication rules.
- ✓ If language is communication then it is a life-skill – hence, language teaching empowers.
- ✓ By re-structuring my teaching method, I redefine and empower myself as a teacher.

APPENDIX K-4: SELF-APPRAISAL BY EG LEARNERS

The EG students filled in self-appraisal sheets for their I-Files at the end of every unit completed (fortnightly). These self-appraisals were developed in collaboration by the EG teachers. The younger learners used pictorial or word responses. The older learners wrote longer responses. A sample of such self-appraisal by a Class IV student is appended here:

I REFLECT ON MY WEEK AT SCHOOL

My response to the story in all these aspects:



Always / Most of the time / Sometimes / Never

I always do these - reading the story, discussing the plot and characters. I always enjoy dictionary race with my friends looking up new word meanings. I can predict the plot but my friend is more correct for this story. I can most of the time narrate the story. My friends tell me the words new words sometimes.

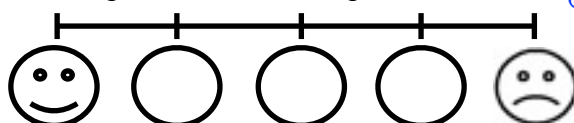
- ★ I am able to understand the text *most of the time*
- ★ I am able to answer the questions based on the text *always*
- ★ I read extensively outside the text for related information *always*

My response to the poem:



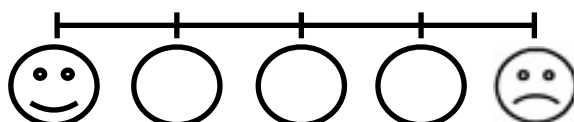
(enjoy / OK / confused / difficult)

- ★ I like the poem *very much*
- ★ I am learning all the new words *OK and difficult*
- ★ I can recite the poem with correct pronunciation *enjoy*



My response to the LSRW Tasks:

- ★ I can skim and scan for meaning *enjoy*
- ★ I can speak on a given topic *OK*
- ★ I speak in turn during group-discussion *OK*
- ★ I can write on the given topic *OK*
- ★ I perform listening tasks *enjoy very much*
- ★ I understand and apply the grammar rules learnt *OK*



My emotional responses:

My breathing exercise helps me relax when I am nervous:

I enjoy breathing exercises. They are fun to do. I am not nervous in English class. I do breathing exercise before tests if I am afraid.

My experience of learning to read fluently aloud:

This time, we did group reading aloud. I enjoy silent reading more. Popcorn reading is fun to do. Hetal mam reads very nicely. I try to read aloud like her. I like book-club activity very much.

My experience of reading silently for idea markers

Comprehension passage is easy. I found all answers very fast. I like writing more and oral not so much. I am first in my group to find the sentence expressing the new idea. I like it when my friends and mam praised me for good reading.

My experience of free writing in response to musical cues:

Listening to music and writing is a very good idea. I can write very well like this. I listen all my favourite albums while writing at home.

My experience of receiving peer-feedback on my writing:

Friends are good teachers. They show me my mistakes. No one scolds. I also like to read what others are writing. Our group read out every essay. We discussed the introduction and the ending. We should writie more in paragraphs. Like mam said every new idea in a new ~~paragaph~~ paragraph.

My experience of writing a story from a picture cue:

We first arrange the pictures in order. Then we tell the story. Then we write. Sometimes we also change the story. Then the ending is sad or happy. We start with the pictures and make a different story. Making up new plot and characters is great fun. I enjoy this very much.

My experiences of role-play:

This is little confusing also. It is fun but not easy to do. I got role-play of grandfather. But I am a girl. I tried to act like one old man in our building. But I do not know if he will be angry if children came to his house for interview. I thought and said different things about my childhood as a grandfather.

My Goals this cycle were:

I want to study well and get A-grade in all subjects. My parents will be happy. I also want to do homework myself and not go for tutions. I want to write like my friends. I want to improve my spellings and grammar.

What did I learn this week?

I learn common nouns, collective nouns and story-writing. Also I enjoyed spin-a-tale, role play, spelling bee, grammar-whiz, and popcorn reading. I learnt new thing that how to write in paragraphs with brain storming and mind-map with friends. I learn how to be polite for giving feedback in the group.

What did I do well?

I do everything nicely but I can work hard and do better in some things. Like spellings and punctuation marks. Also grammar I have to improve. I read many new books in book-club and enjoy very much. I like to read and learn new knowledge.

What am I confused about?

Some hard words spellings. Also why some words are common noun. I think men is collective noun. But my group corrected that is plural of common noun. It is hard to think of what to say in role play.

What do I need help with?

I have to ask mam for new words for make sentence task. Speaking task also I need help to think what to say. I need practice more spellings and grammar. I like to write with music. I have to learn to write long answers with arranging the points. I must not leave out points.

What do I want to know more about?

I want to read more books. I like the idea of having our class library with our own books. I want to borrow more books to find out new things about history of machines and great inventors and space and many new knowledge.

What am I going to work on next?

My group will make new library book covers. I will write the summary for the back cover. So I will choose and read the book first. Also, we will make English dictionary for Maths words so that we find it easy and it will help us to do word problems correctly.
