

Chapter 5

Description of the Study

5.0 Introduction:

A total number of 30 classes of one and half hours each were conducted individually in the six government schools selected for study in Coimbatore. The classes focused on various aspects of language teaching like reading comprehension, vocabulary development, grammar and functional use of language. An earnest attempt has been made to examine how the learners' L1 proficiency can be exploited in learning L2. In MahanandhaPathak's study he made an attempt "to see whether learners' knowledge and capabilities of L1 can be used to develop/enhance proficiency in L2" and explored various ways through which this could be accomplished (Pathak 50). His study was a qualitative one whereas the current study has incorporated a mixed method.

5.1 Research Methods:

Research methods can be divided into two broad areas: Quantitative and Qualitative. ZoltanDornyei (2007) defines quantitative and qualitative research methods as follows:

5.1.1 Quantitative Research

Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example: Survey research using a questionnaire, analysed by statistical software such as SPSS.

5.1.2 Qualitative Research

Qualitative research involves data collection procedures that result primarily in open ended, non-numerical data which is then analysed primarily by non-statistical

methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis. (24)

During the 1970s a breakthrough occurred in combining the quantitative and qualitative methods. “Researchers have been referring to studies that combine both methods in various names: “multitrait – multimethod research, interrelating qualitative and quantitative data, methodological triangulation, multimethodological research, mixed model studies, and mixed methods research” (qtd. in Zoltan Dornyei 2007) The mixed methods research is seen as the third approach in research methodology. “Mixed Methods Research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies” (24) the current study has used this Mixed method approach as it helped the researcher to produce evidence for the validity of research outcomes by converging quantitative and qualitative data.

5.2 Experimentation:

According to Best and Kahn “the experimental method provides a logical, systematic way to answer the question” in which, variables can be controlled to some extent. (162) The immediate purpose of experimentation is to predict events in the experimental setting. The ultimate purpose is to generalize the difference between variables so that it may be applied to the wider population. In a conventional experiment it is usually divided as Experimental Group and Control Group. The Experimental group is the one that is exposed to the intervention whereas the Control group is not.

For the current research, the six government schools were randomly allotted by the Chief Educational Officer of Coimbatore District. The Experimental and

Control groups were also divided randomly in the select schools. A Random Sample Selection was carried out to avoid bias among the samples and “random samples are almost always more representative than non-random samples” (Dornyei 97). The Experimental group was treated with the Additive Bilingual Approach to teaching English while the Control group did not receive any new method of teaching. A Quasi-experimental method was carried out in the intervention study.

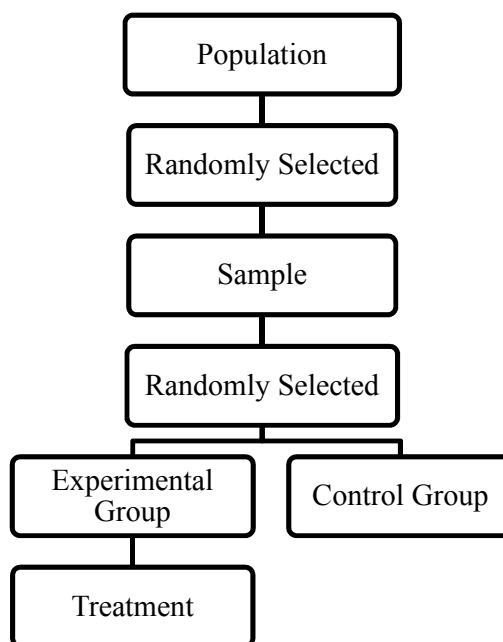


Fig. 6. Control Group and Experimental Group

5.3 Aim of the Study:

As given in Chapter 2, many studies have been done in the realm of using L1 (mother tongue) in teaching L2 (target language) but only a few studies have made attempts to manipulate the language learners' L1 knowledge in teaching L2, especially in the Indian context. Learners from private Matriculation schools or from CBSE, ICSE, and International schools have better and wider exposure to English (L2) in India, whereas learners from Government and/or Government-aided schools seem to have least or no exposure to the L2 and their only possible means of learning

English is the second language classroom. This circumstance requires an effective second language teaching, to enable the learners to understand the language better and to pick up the same. The research departed from this point in an attempt to make use of the L1 knowledge in L2 classroom. Researches already done in the same field ensure that employing L1 knowledge in the L2 teaching will help the learners to understand the target language, which will enhance their cognitive level to pick up the same.

5.4 Questionnaire for Parents:

The aim of the questionnaire prepared for parents was to get the learners' demographical details, and details about their behaviour and attitude in general. To enable the parents understand better the questionnaire was prepared bilingually, i.e. in English and Tamil, the regional language. The questionnaire consisted of 40 questions including the parents' personal details like name, age, educational qualification and occupation, and questions regarding the learners' family, birth and developmental details, their hobbies, interest, attitude towards friends, etc. The parents' questionnaire was distributed to the learners and they were asked to get the responses from their parents.

5.4.1 Objectives of the Parents' Questionnaire

- To find out the age, educational qualification and occupation of the parents.
- To know whether the family type in which the learner lives in has any significance in the learner's language learning.
- To verify whether the learner was born as a pre-matured baby and had any delay in the development of motor skills, to have a better understanding of the source/s of learning difficulty in the child.

- To verify whether the language proficiency of the learner's sibling/s has any significance in his/her language learning
- To find out if any other means can be used to improve the learner's reading habit
- To verify whether the habit of visiting library can improve the habit of reading.
- To know whether spending more hours in watching television/ playing video games has made or can make any difference in the learners' academic performance
- To verify whether watching television with high volume hints any understanding about the learners' listening
- To find out about whether lack of proper sleep contributes to the lack of interest in learning during day time
- To verify whether the health issues of the learners lower down their academic performance
- To know the extent of parents' involvement in the learners' progress in learning.
- To check to what extent the learners pickup verbal and non-verbal cues from their friends
- To find out how a learner behaves and handles his/her friends while working in a group
- To understand how the parents handle their children's mistakes
- To know how much the parents spend time with their children, apart from studies.

5.5 Questionnaire for Teachers:

A questionnaire was prepared for the teachers handling the classes selected for the current study. The teachers' questionnaire was also prepared bilingually as for the parents. This questionnaire was distributed to all the class teachers of the Class IV learners of the select six schools. It included teachers from both Control Groups as well as the Experimental Groups. The questionnaire aimed at getting details about the method/s of teaching used by the teachers, the language used in their classrooms, and about the Second language classes and learners in general. It consisted of 30 questions. Totally nine questionnaires were collected from the teachers.

5.5.1 Objectives of the Teachers' Questionnaire:

- To find the classroom language of the teachers
- To check whether the teachers use any specific teaching method in their classroom
- To understand how the teachers handle their learners in the classroom
- To know how the teachers teach reading to the learners
- To know whether they encourage learners to ask questions in the classroom
- To find how the learners respond in the classroom
- To know whether learners have the chance to use the second language i.e. English in the classroom.
- To know whether the teacher conducts activities or games in the classroom
- To find out how much the learners are attentive in the classroom
- To find out whether the teacher maintains a rapport with the learners
- To know whether the teacher maintain a rapport with the parents regarding the learners' progress

- To understand whether the teacher takes extra efforts to rectify any learning difficulty found in the learners
- To find out how the teachers assess the learners in the classroom other than the scheduled exams
- To verify whether the teachers are aware of the language skills
- To know about the subjects that the teachers teach other than their own subject of specialization
- To understand what the teachers think about the learners' involvement in the classroom
- To verify whether the teachers could complete the lessons before the exams
- To know how the exercises provided in the text book are worked out in the classroom
- To know whether the teachers have a clear understanding of the curriculum provided
- To find about the teacher's opinion on the curriculum provided

5.6 Classroom Observation:

The classroom observations were carried out in all the select six schools for two hours each. Since the study was started during the first term of the academic year, the teachers were focusing on the first two lessons of the prescribed text. The researcher was keen to observe the use of L1 in the English class by both the teachers and the learners. The researcher also noted down how the languages, both L1 and L2, were used for various purposes in the classroom.

For example:

- The teachers' mode of instruction
- The learners' response

- The overall classroom activities and
- The use of L1 and L2 during the language class

5.6.1 Findings:

The classroom observation carried out in the six select schools showed that the mother tongue (L1) was extensively used in the target language (L2) teaching classrooms. The L1 used for various purposes in the classrooms were listed below. The translations of the instructions given in L1, i.e. Tamil, were also provided in English wherever possible. The observations were provided based on the list of schools: PUMSE, PUPSG, PUPSK, PUMSVN, PUMSV, and GPSU.

5.6.1.1 Teachers' use of L1:

During the observation period the grammar and poetry units were being taught. The L1 has been used by the teachers in the classroom for the following reasons:

- To provide meaning for words, phrases and sentences
 - In PUMSE, the teacher gave the meaning of the poem in L1, Tamil. She gave a detailed description in Tamil about the content of the prescribed poem "Trains". It was a sense by sense translation from L2 to L1
 - In PUMSVN, the teacher explained in L1 the types of sentences
 - The teacher in PUMSV was handling subject and predicate in the classroom. She explained in L1 the concept of subject and predicate
 - The teacher was handling 'verbs' in PUPSG. She explained in L1 the regular and irregular forms of verbs
- To elicit answers from the learners

- The teacher in PUMSE, who was handling the poem “Trains”, demanded the learners to give meaning for the words in L1. For this purpose she used questions like “What is a river?”, “How does it look?” etc.
- In PUMSV the teacher was handling the grammar part of matching Subjects with the appropriate Predicate given. To match Chimpanzee with the correct predicate she first asked them in L1 “what is a chimpanzee?” “Is it a bird or animal?” Then she asked them to search for the word animal in the given sentences to match with it.
- To give instructions
 - In all the six schools the teachers used L1 To maintain the classroom discipline

5.6.1.2 Learners’ use of L1:

- To give answers
 - Though unsure, the learners confidently gave answers when their teacher asked questions in L1. For example, in PUMSV when the teacher asked the learners “what is a chimpanzee?” they responded “it is a monkey”. Then she asked if it was a bird or animal, they responded “it is an animal”. In the same way she helped the learners to match the subject “the teacher” with its predicate. She asked “what will a teacher do when the learners commit mistakes?” and the learners responded “the teacher will scold”
 - In GPSU the teacher was describing the train. She asked the learners whether they have seen a train and how it appeared. Few learners were describing the picture of the train given in the text book. One girl said

the train is in black colour. It runs in the hilly area. Few gave details about the train that they have seen. “Train is in blue colour. We can sleep inside”.

- To interact with their peers
 - The learners in all six select schools used L1 to interact with their peers. As it is their mother tongue they are more comfortable using that language among their peers. Learners used L1 for the following reasons: to borrow pencils, to enquire about home work, while playing, etc.

5.7 Findings and Interpretations:

The classroom observation clearly showed that the teachers and the learners used L1, Tamil, for various purposes in the classroom. But the teachers seemed to be unaware that the use of L1 could be done in a positive way to teach the L2, English. English, in these schools, was not being taught as a language but as a subject. The learners were being given to study ‘about’ the language and contents in that language but they did not seem to get to learn the language. As a result the learners were not able to use the Second language. Also the learners were expected to memorize the grammar items and word spellings and reproduce them in the examinations. This was a major understanding of the second language teaching-learning scenario in all the six schools selected for the current study.

The process of learning happens stage by stage and development also differs according to the individual’s ability. However, the teachers expect all the learners alike to understand and memorize whatever is taught in the class. In all the six schools the teachers were repeatedly asking the learners to reproduce whatever they read from the text book and/or whatever the teacher writes on the blackboard. The classroom

activities for the learners were found to be either copying down on their notebooks from the blackboard or reading the text aloud, individually or in groups, in the class.

Therefore the second language classroom routine can be summed up as follows

- Copying from the Blackboard
- Reading Aloud
- Translating L2 into L1 to understand
- Error correction of L2 done in L1 by the teacher

5.7.1 Copying from the Blackboard

The teachers in all the six schools invariably provided this ‘copying down’ activity for the learners. Be it grammar units or vocabulary or composition, the second language learners are asked to copy from the blackboard. This activity could very well be replaced by some grammar activities or games that would contribute to better language learning.

In GPSU the classes were handled only by two teachers. So the headmistress of the school handled both Class IV and Class V together, wherein the students of both the classes were made to sit in the same classroom. While she taught Class V the Class IV students were given some silent reading of the text or some writing activity, to avoid disturbance of any sort during the class. Sometimes the teacher had to assign some reading or writing work to the students because she had to either correct the homework notes of the students, or update the school registers or do some clerical work that every government school teacher ought to do.

5.7.2 Reading Aloud

In all the six schools selected for study, the teachers were not seen teaching English to enable the learners to speak. The only opportunity the learners got to practice the language was by reading aloud in the class. The teacher in PUMSE asked

the entire class to read the sentences while doing grammar work. Out of the 30 students only very few, who could read the sentence, read it aloud and the rest of the class could not read it properly, probably because of difficulties in recognizing the letters or words. So they were actually pretending to read the sentences along with the others who were actually reading out. This could very well be replaced by an individual reading activity, which would not only avoid pretensions in the students but also alert them to involve themselves in the activity. In addition the learners would get better practice in pronunciation and accent in the second language.

5.7.3 Translating L2 into L1 to understand

In all the six schools the teachers used L1, Tamil, for translating the meaning of the L2 text. The teacher read out aloud one sentence in English and gave the meaning in Tamil. For example, the teacher in PUMSV read the line “Tom and Jerry were chasing each other” and continued with the explanation “were chasing each other is called as the predicate, which speaks more about the subject. A predicate always contains a verb form”. After reading this sentence the teacher explained it in L1, i.e. Tamil. In PUPSG also the teacher did the same way. She read out the sentence, “We all _____ the rocky mountains”. Then she asked in Tamil “how will you go on a mountain?” hoping to get the word to be filled in the blank. The learners responded in L1. Simultaneously she asked the questions in the L1. To make the learners understand the teachers translated the sentences into L1. But this in fact leads to lack of understanding of the language. When the learners are asked to give meaning to the sentence explained by the teacher they could do that but they later they could not give meaning to a separate word taken from the sentence. They simply followed what was being taught yet they could not ‘pick up’ the language with its meaning. Instead the teacher could have used the sentence in both L1 and L2 and

elicited the word meaning from the learners and where they go wrong she could have guided them and corrected them.

5.7.4 Error Correction of L2 done in L1 by the Teacher

This is another predominant action that all the teachers carried out in their classes. The teachers expect the learners to memorize the words with their spellings. The learners at times were not paying attention to the class when the teacher was teaching the spelling of a word. In GPSU, the teacher was handling the poem “Trains”. After giving meaning of the poem she wrote a list of words from the poem on the blackboard. Then she asked the learners to repeat the spelling of each word after her. She read the word “mountain” and the learners repeated after her. Then she asked one of the boys in the class to spell the word correctly. Since he could not spell it correctly the teacher corrected him and asked him to repeat it five times continuously. This was the case in almost all the classes observed.

Most of the teachers believe that this behaviourist method would help the learners to memorize the spelling. For that moment the student somehow manages to repeat the word and later he/she forgets it. This method might therefore be helpful at that point in time but further practicing of the word is what is needed. The teachers could not take this need into account owing to the other responsibilities like having to finish teaching the lessons with all grammar exercises within a very short duration before exams. A final revision is given just before the exams and that is all that could be done with the text. The learners could not help learn everything by heart and reproduce the same in their exams. In such a scenario there is every probability of the learners’ getting things wrong. But the teachers expect the learners to put in more efforts to do well in exams and thus no actual language learning takes place in the

classroom. Teachers do not just expect error-free answers from the learners but they fail to understand the process involved in learning as the focus is on the outcome.

5.7.5 Field Notes

During the observations of the classes, Field Notes were taken by the researcher. It included each and every utterance made by the teachers and the learners and also the usage of L1 in the classroom. Permission was denied to video-record the classroom observations and so the researcher used written notes for to record observations of classroom activities.

5.7.6 Description of the Study

The study was carried out in six select government schools in Coimbatore, Tamil Nadu. Details about the samples have been presented in Chapter 3. The emergence of private schools has been huge and owing to their exorbitant fee structure most of the lower-middle class parents in India resort to government schools which manage a great percentage of students. This research is thus an earnest attempt to find ways to benefit these learners.

The study was carried out in three broad phases. The first phase included reading and collecting research articles, books and journal publications and other related materials for the selected area of research. After having read a reasonable amount of related literature the researcher went on a field work to select schools for the study. A list of randomly selected schools was submitted as a proposal to conduct classes for research, to the District Education Officer, who sanctioned permission for 6 schools. In the second phase, the classroom observations were done in all six select schools and then a questionnaire each was prepared for the teachers as well as the parents of the samples selected. Later the responses for these questionnaire were consolidated and inferences were made. Based on the inferences a language teaching

module was prepared to handle classes to the second language learners in all the six schools. With the help of this module 30 classes were handled along with a Pretest and a Posttest. The third phase involved quantification of the data collected followed by arriving at the findings and inferences of the research.

5.7.7 Description of the Classes Handled

As stated earlier a total number of 30 instruction hours was spent for each class in the Experimental group. These classes covered the following aspects of second language learning:

- Listening
 - a. Listening for specific information
 - b. Listening in detail
 - c. Listening for individual sounds
- Mechanics of Reading
 - a. Reading with purpose
 - b. Reading for a sense group and pausing
- Vocabulary Development
 - a. Noun (Names, Objects, Birds, Insects)
 - b. Verb (Action words – Present/Past Tense)
 - c. Adjectives
- Speaking
 - a. Expressing views
 - b. Narration
 - c. Negotiation
 - d. Presentation

Skill	Hours																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Listening	✓			✓								✓	✓									✓									
Speaking	✓			✓	✓	✓	✓					✓	✓								✓	✓					✓			✓	✓
Reading		✓	✓											✓	✓	✓	✓						✓					✓	✓		
Vocabulary								✓	✓	✓	✓								✓	✓					✓	✓					

Table 7 Skills Focused

A separate module was prepared for the classes handled which included various activities for the above mentioned language skills and elements. It also incorporated the lessons from the prescribed text book. Few activities were designed separately for the lessons given in the text book and few were taken from the online source. The activities prepared for Reading Comprehension, Vocabulary Development and Speaking comprised of both cognitive and linguistic elements. The following are the lists of cognitive and linguistic elements that were focused in the teaching session.

- **Listening**

Cognitive Elements	Linguistic Elements
1. Find	1. Vocabulary
2. Comprehend	2. Meaning

- **Vocabulary Development**

Cognitive Elements	Linguistic Elements
1. Remember	1. Present/Past Tense
2. Identify	2. Noun
3. Find	3. Verb
4. Recollect	4. Adjective
5. Comprehend	

- **Reading Comprehension**

Cognitive Elements	Linguistic Elements
<ol style="list-style-type: none"> 1. Identifying 2. Comprehending 3. Perception 4. Interpretation 	<ol style="list-style-type: none"> 1. Phoneme 2. Words and its meanings 3. Sentence Construction

- **Speaking**

Cognitive Elements	Linguistic Elements
<ol style="list-style-type: none"> 1. Expressing 2. Interpretation 3. Recollect 4. Comprehend 	<ol style="list-style-type: none"> 1. Pronunciation 2. Using appropriate words 3. Able to convey a message 4. Able to construct own sentence

The classes handled in each school are discussed in this chapter. To avoid ambiguity and to ensure precision in description the different aspects of the classes handled are discussed.

5.7.7.1 Listening

To develop the learners' listening skills the following activities were conducted in the classroom: Blindfold walk, Spelling Messenger, Put in order, Guess what it is, and Listen and draw a story. In the first Listening class "**Blindfold walk**" was conducted in the classroom. This was the first intervention class too. The learners were eager and enthusiastic about the very fact that they have a new language teacher (the researcher).

The researcher divided the class into groups. She drew on the blackboard the picture of a butterfly without antennae. One student from each team should come forward to take the blindfold and draw the antenna. His/her team members would guide him to reach the board giving instruction like: go forward, one step right, two steps left, two steps backward etc. Similarly the researcher also used images like rats and elephants in other classes and the learners were asked to draw the tail. As the activity was fun-filled the learners in all six schools enthusiastically participated in it.

In **Spelling Messenger** the learners were divided into groups and each group consisted of three members. One would stand facing the board and the other would stand at the back. The student standing at the back would be given a word. The third student would run to the student standing at the back to receive the first letter of the word. He would secretly tell the first letter to his team member. The third student would have to run to the student facing the blackboard and would tell the same letter, so he would write the first letter on the board. Again he would go to the student standing at the back to receive the second letter. At the end of the process the actual word would be written on the blackboard. This activity was conducted for two to four groups simultaneously, depending upon the space available in the classroom. The first team who would write the word correctly would win the game. Also if one group was given a four letter word, all the other groups were given four letter words. This was to make the game even more interesting.

The game **Put in Order** was conducted to develop the learners' ability to remember words and to enrich their vocabulary. This game was conducted in the first ten minutes before going into the lesson as a warm-up game. Different sets of flashcards of

vegetables, animals, birds, nouns and verbs were used. The learners were divided into groups and each group was given a set of flashcards. The instructor read out the name of the vegetables in a certain order. The learners should arrange the flashcards in the same order. The group that would arrange the cards in the right order would be the winning team. This would be repeated in different orders and the marks for each group would be noted down. At the end of the game the marks scored by each team were calculated and the winning team was rewarded.

Guess what it is was more like a riddle game. The learners were divided into groups. An object or an animal or a person was described. The instructor gave the description sentence by sentence to encourage the learners to find out the answer. The learners were allowed to discuss with their group members before giving the answer. The group that found out the right answer was the winning group.

In **Listen and Draw a Story** a story was narrated first and once the narration was over, the learners were supposed to choose one scene from the story and draw/paint that scene. The learners had to listen to the story carefully to get the appropriate picture. The learners were permitted to get their doubts clarified in the course of their drawing. The learners found this activity very interesting. It also helped them to develop their listening skills, understanding ability and to recollect information from their memory.

5.7.7.2 Vocabulary Development

A total number of four lessons were handled for vocabulary development. The first lesson was **Reading for Fun**, a section from the Term-II prescribed text book. The instructor called for a volunteer to read the story. A boy from PUMSVN came forward to read the story. As he read it, the rest of the class listened to him. The instructor helped

him whenever required and once the reading was done, the learners were encouraged to read it on their own, after which the learners were asked to narrate the story. The learners came forward to narrate and took help from their friends wherever they had doubts or had misinterpreted the story. The researcher wrote on the blackboard the past tense form of the words and their meaning. She elicited the present tense form of the same words from the learners by asking questions. In PUPSK, PUMSV and in PUPSG the learners tried to give the present tense form of the words. In PUPSG, PUPSK and in PUMSE their class teachers interrupted and helped the learners to find the answers. The learners in GPSU tried reading the story with the help of the instructor. However they could not comprehend it.

The instructor carried out two follow up activities for the above lesson. The first one was **Fill in the Blanks**. The instructor recollected the story that she had dealt in the previous class and moved on to the activity. The first one was to find the correct answer and write it in the space provided. The learners in PUMSVN and PUPSG had performed it well. Few learners in PUPSK and PUMSV had struggled to comprehend the questions and to write the answers. They took the instructor's (here, the researcher) assistance to do the activity. Similarly in PUMSE and in GPSU the learners took the instructor's assistance to find the answers. In the second task the instructor provided the past tense form of the verb and the learners were supposed to find out the present tense form. The instructor gave ten minutes to read and recollect the words taught in the previous class. The learners' performance was the same as the first task in PUMSVN and PUPSG. And PUPSK, PUMSV and PUMSE too had performed well as they were studying the present tense and past tense forms of verbs for the exams. In GPSU the learners' performance

was improved. As the instructor had given time to read the list of words taught in the previous class the learners could find out the answers.

The next lesson was **A Night in June**, a poem written by William Wordsworth. The instructor first read out the poem aloud. Then she asked the learners what they could understand out of the poem. The learners in PUMSE said it happened at night. When the researcher repeated the title one learner said it happened during the month of June. Then she explained the poem to the learners. She elicited the meaning from the learners as well. They responded as she asked questions from the poem. After that she asked the learners to find out the rhyming words from the poem. She gave them few examples for that. Then she gave them five minutes to find the answers, after which she asked the learners for the answers. A girl from PUPSK gave two answers: “set – yet and cry – sky”. One boy said “threes – tree”. Similarly the learners from other schools also responded well. Following this the learners were given fifteen minutes to draw a picture that depicted the short passage they read. This was to induce their imagination as well as to make them understand what they learnt in a better way. Few sample pictures drawn by the learners are attached in the annexure.

As in the previous lesson the instructor conducted two activities to the learners. In the first activity few pictures were given and the answers were provided at the top. The learners were supposed to pick the correct word and write it near the picture. Before going into the activity the instructor recollected the poem and interpreted that once again to the class. The learners also joined her while interpreting it. Then the material was provided to them. Ten minutes for them to do the activity. A boy in GPSU who was earlier found having great difficulty in reading could read and identify the correct word.

Though the words given were simple, he had taken much effort from his side to perform the activity. And he felt so happy that he could find the correct answers. In PUMSE also the learners who found it difficult to read the sentences in English had tried and could find the answers. Moreover the learners in PUMSV, PUMSVN, PUPSG and PUPSK had also performed well.

In the second activity, two sets of family circle were given. The learners were asked to find the appropriate words and write them in the circles provided. The learners were given ten minutes to do the activity. Since the two families provided were quite similar it was a little confusing for the learners in all six schools to find the answers. The instructor guided them to understand the differences and to find the answers.

The Guest House was a reading passage taken from the Term II prescribed text book. The instructor read out the passage and the learners followed her. She explained the passage to the learners. The hard words were written on the blackboard and were given meaning. The learners followed reading those words. Then the instructor asked the learners read it one by one. The learners' pronunciation errors were checked and corrected immediately. Then the instructor asked them to interpret the passage, with whatever knowledge they had. The instructor guided them to reach the proper understanding of the passage. The learners from all the schools responded well to this activity.

The researcher gave a puzzle to be solved as an activity in the next class. The hints were given and the learners were supposed to find the answers and write them in the given boxes. They were given twenty minutes to do the activity. Almost all the learners in all schools tried their best to do the activity from their own point. After that the

instructor discussed the answers with the learners. The second activity given was a ‘fill in the blanks’. The learners were asked to read the sentences and to write the correct word in the space provided. They were given fifteen minutes to do the activity. The learners found both the activities a bit challenging for them. Yet they tried very well. The instructor guided them during the activity for them to do it. And the answers were discussed at once they finished the activity. And the errors were cleared.

The fourth lesson was **A Nation’s Strength**, a poem written by Ralph Waldo Emerson. The researcher asked the learners how our nation got freedom from the British people. The learners from PUMSV responded as “SandaipottuSuthandhiramvaangunom” (we fought and got the freedom) Then the researcher asked “how did we fight?” for which a girl responded “Ahimsai” (through nonviolence). Similarly the researcher had elicited the responses from the learners. Then she read out the poem to the learners and asked them to interpret the poem. A boy from PUMSVN said the poem was about the freedom fighters and how they got freedom for the nation. When the instructor asked him how he arrived at this understanding the boy said he connected the historical details discussed in the beginning of the class, the pictures portrayed on the page of the poem and the title. Then the instructor interpreted the poem to the learners. After that she asked the learners to find the rhyming words from the poem. As they had already done this for the previous poem, they could easily find it out. Then the instructor asked the learners to come forward and interpret the story in English. Learners in all the six schools tried their best by volunteering themselves to interpret it.

Two activities were conducted after the poem was taught. The first one was to choose the right adjective. The learners were given fifteen minutes to do the activity. The

learners in GPSU, PUMSE and PUPSK had taken the instructor's help for reading and understanding the words and sentences. For few learners a complete guidance from the instructor was demanded. On the other hand the learners in PUMSV, PIMSVN, and PUPSG had tried to do it on their own. They were allowed to discuss with their friends. Few learners, who found it difficult to read the words, had taken their peers' help and support. Similarly the learners had performed their second activity as well. The second one was to match the words opposite in meaning. They were asked to draw a line from the words given at the left side to its antonym given at the right side. The learners were given fifteen minutes to do the activity. Almost all the learners from all the six schools had done this activity well. They kept trying to improve their learning. It was quite evident that the learners had taken efforts to learn and understand the language.

5.7.7.3 Reading Comprehension

The lessons handled in all the schools were in the same order. The first lesson handled was **Tenalirama and the Thieves**. The classes started at PUPSK first, according to the time allotment. The researcher used the prescribed text book. The researcher read the story in English and the learners repeated after her as she read out each sentence. After reading the text the researcher asked the learners whether they could understand the story. But the learners said they did not understand it. Then the researcher narrated the story in the mother tongue. After that she read it again. Now she explained it in the L2, English, with corresponding actions. Now the learners could follow the story in English as they knew it already in their mother tongue. And the meaning of the words was written on the blackboard. Then she took few volunteers to play the characters from the story. As the learners knew the story now they could play the story in the L1. Whenever the

learners missed the continuity of the story the instructor helped them by asking questions. For instance she asked “what did Tenalirama do to save his wealth?” The learners responded in the L1 that he made a plan to save his wealth. Then the volunteers continued playing the story. This was the case in PUMSV, PUMSVN and PUPSG also.

In PUMSE, the learners were not able to follow the story when it was read for the first time. Then the researcher narrated the story in the L1 as mentioned in the previous case. Then she used the L2 to explain it with action. But still the learners were not able to associate the words appropriately. So the researcher explained the words and sentences in the L1. After that she took the volunteers to play the characters of the story. In GPSU the learners were not able to read even simple words from the story. As mentioned earlier there were only two teachers in the school. Though the learners were less in number, the teacher found it difficult to handle them simultaneously. So the learners were taught to pronounce letters and words in the first class. From the second class onwards they were taught the actual lesson. (See **Copying From the Blackboard**) For few lessons extra classes were handled for the learners in GPSU as they found it difficult to pick up the language. Therefore, in this school (GPSU) alone an extra 5 hours were taken.

After handling each lesson follow up activities were conducted. In the follow up activity conducted for the lesson “Tenalirama and the Thieves”, the researcher assured that the learners understood the story clearly. Then she asked them to give a different ending to the story. But the learners hesitated to come forward as they have no idea how to give a different ending to the story. The instructor gave an example using “Dora”, a cartoon character. She said “When the thieves were stealing the jewel box Dora came over there and warned them not to steal the box. Then the thieves left the box unopened

and went away”. After listening this, the learners understood how to give a different ending to the story. Now the learners started coming forward one by one to tell their imaginative ending to the story. At the first place the researcher wanted the learners to come forward and share their ideas. So the learners were not forced to use the L2. The learners narrated the story in the L1. The researcher listened to their ideas and then encouraged them to narrate the same thing in the L2. Most of the learners were hesitant to use the L2. They said they don’t know English. And few learners tried to narrate their ideas in the L2. Though their language was not grammatically correct they tried to use the language. In PUMSVN, a boy narrated the same ending that the instructor gave but instead of Dora he used “Bheem”, another cartoon character. Another boy came forward and used the same cartoon character, Bheem. But he incorporated Bheem’s characteristic features into the story. The English translation of the story that was narrated in the L1 is as follows: “Bheem came over there and told the thieves not to steal the jewel box. But they did not listen to him. Then Bheem ate Laddoo and gained power. He went and fought with them. He saved the jewel box from the thieves and returned that to Tenalirama who thanked Bheem for his help”. When the researcher encouraged him to use the L2 he hesitated at first but then attempted to use the L2. The boy used the L1 wherever he was lacking for words. He narrated the same story as: “Bheem, come. Bheem tell, no. Thieves..... (He used gestures to indicate that the thieves did not listen). Bheemladdoo ‘saapidraan’.Power ‘vanthuruchu’. ‘Apram’ Bheem fight. Thieves ‘odittanga’.Tenalirama thanks Bheem”. A girl from PUPSK gave an ending by using the character Shin Chan. Even before the instructor insisted the girl narrated the story in English. She narrated the closing part as: “Thieves sleep. Shin Chan come. Walking.Box

see Shin Chan. Think snacks. Shin Chan take box. Thieves “Mulichutanga”(woke up). “Theduranga (searching) box ah”. No box. Thieves “poitanga” (gone). In PUPSG a boy narrated with another ending for the story. He said “Tenalirama called the Police. Police men came to Tenalirama’s home. They arrested the thieves and put them in jail”. The instructor encouraged him to narrate it in the L2. But the boy refused to do that.

The second lesson was **Planning a Picnic**. The researcher used an e-book produced by the Staff Selection Commission program (SSC). Lesson 1 of Unit 5 was taken (enclosed in the annexure). The researcher had chosen three activities which were suitable for the learners’ level. A copy of the lesson was given to the learners in the classroom along with the follow up activities. The lesson taken was a dialogue between two friends and between a daughter and her mother. In PUMSE, the instructor read the dialogue with proper tone and pauses. The learners followed her as she reads each sentence. She explained the dialogue in English with gestures. The class teacher who was sitting aside told the instructor that the learners could not understand it. So the instructor gave the meaning of the dialogue in Tamil, i.e. the L1. She explained the words given under the Read and Note (i.e. Activity I, under Planning a Picnic). Also she wrote words and their meaning on the blackboard for the learners to understand them better. After assuring that the learners understood the dialogue, the instructor asked the learners to stand and read it aloud one by one. When a learner mispronounced a word or read a sentence without proper pause the instructor helped his/her to read it properly.

The follow up activity was conducted in the next class. The instructor recollects the dialogue. Then she mentioned the Activity II under the same lesson and gave five minutes for the learners to read and understand the questions. The learners attempted

reading it. But more than half of the class was not able to comprehend the questions. So they wanted the instructor to give the meaning in the L1. The researcher read the questions and explained it in the L1. After that they were asked to choose the correct answer to the questions. The learners were given five minutes to do the activity. Then the instructor read the question and asked the learners to give the answers. The learners could not find the answers as the instructor already explained the sentences in the L1. But few learners could not do that as they found it difficult to read the words and comprehend it. To get response from the learners the instructor read the questions one after the other and she explained it to the learners in the L2. She elicited the answers from the learners by recalling the dialogue and giving hints in the L1. When the instructor asked the learners to answer the question in the L2 they hesitated in the beginning. Then few of them attempted to give the answer. Though their answers were not in the proper grammatical form they tried to answer the questions. Then the instructor helped them to write the sentences in the proper structure.

In PUMSVN the learners could follow the instructor after she gave the explanation in the L2 to the dialogue. Only few learners wanted to explain the same in the L1. And the learners could find out the answers for all the questions in this activity. But in Activity III (under the same lesson) the learners found it difficult to answer as it was answering the question. The learners struggled to form a sentence. Though they could convey the meaning they found it difficult to answer the questions with proper sentence. Similarly in PUPSK and PUMSV the learners could follow the instruction in the L2 and they performed the previous activity but they found it difficult to perform the Activity III. Here also the learners struggled a lot in making grammatically correct

sentences. In GPSU the learners were not able to follow the instructions in the L2. Every time the researcher first gave the instructions in the L2 and would give the same in the L1 for the learners to understand it. The researcher read the questions and the options given in the Activity II (under the same lesson) and explained them in the L2 first and then in the L1. She recalled the dialogue and elicited the answers from the learners by asking questions. When the researcher asked the learners, “Who are Maliha and Saleha ?” they did not respond anything. When she asked the same in the L1, “Maliha, Saleha “yaaru”?, the learners responded “Friends”. They are studying in...? The learners did not say anything and one boy responded “orae class” (same class). Then she said, “Yes, same class”. They could not understand the question “When do they meet?” They expected the instructor to tell the answer for them. Then she said, “They meet during weekends”. The learners insisted the instructor to say that in Tamil. So she said “Weekend la meet pannuvanga”. Simultaneously she asked, “What is a Weekend? Week-end” Then she again asked them “Weekends naennanupaathom?” One boy responded “Friday”. Next she asked, “How did Maliha and Saleha become good friends?” She elicited the answers from the learners in the similar way. Though the learners found it difficult to follow the instructions in the L2 they tried to comprehend the meaning of the words.

The third lesson was **Mother Teresa – Peace on Earth**, coming under Reading Comprehension and was taken from the prescribed text book. The learners in PUMSE and GPSU found it difficult to follow the lesson as it had many new words. The researcher read out each paragraph and gave meaning in the L1 for each word and again she explained the same words in the L2. She helped the learners to understand the words

with the help of their knowledge in the L1. The learners tried to associate the words in the L1 to the L2. The learners assimilated the words from the L2.

The learners in PUMSVN, PUMSV, and PUPSG could follow the instructions and they responded to the instructor's questions. The researcher read out the text and explained it to the learners in the L2. The vocabulary presented in that paragraph was explained with the meaning. As the learners could follow the instructions given in the L2 the researcher used the L1 only where it was needed for better understanding and clarifications. The researcher used simple words from the paragraph to teach them synonyms and antonyms. In PUPSG when the instructor asked "What is a baby?" The learners responded "Pappa" (baby in Tamil). Then she asked "Girl?" they responded as "Ponnu" (a girl in Tamil). Simultaneously she asked "What is the opposite of Girls?" They responded "Boys" Then she asked "Father?" Learners answered "Appa" (Father in Tamil). And she asked "What is the opposite of Father?" They responded "Mother" By using the learners' existing knowledge in the L1 the instructor assisted them to comprehend the meaning. Also the researcher gave examples of present and past form of words from the text. After giving detailed explanation of the text the researcher read the text again and the class followed her as she reads.

The activities are given after the lesson was taught. The learners were given two activities based on the lesson. The first activity was to rearrange the sentences in the correct order. The sentences were given in a wrong sequence and the learners were supposed to arrange them in the correct order. The researcher recollected the story before going into the activity. She read the sentences and gave meaning of them in the L2. The learners were given ten minutes to do the activity after which the researcher called for a

volunteer to give the correct order to it. A boy from PUPSK volunteered himself and made the first four sentences in the correct order. The instructor explained the remaining two sentences in the L1 for the learners to understand it better. Then a girl gave her answer but with a couple of errors. After eliciting responses from the learners the researcher once again read out the sentences in the proper order and explained it to the entire class. Similarly in PUMSE and GPSU the learners attempted to find the correct order of the jumbled sentences.

The second activity was to match the words with the correct meaning. The words were taken from the text book and had already been explained in the previous class. So the instructor read the list of words from the text book and elicited the answers from the learners. The learners were given ten minutes to read the words and their meaning from the text book. After that they were asked to close the books and read the words and meanings given in the material. The learners were supposed to draw a line from the word to its actual meaning and to connect them both. In PUMSVN, PUMSV, PUPSK and PUPSG the learners performed it easily. On the other hand in PUMSE and GPSU the learners found it difficult to perform the activity. When the researcher asked the learners to explain the meaning only few of them could say that in the L1. The researcher asked them how they could find the actual meaning of the words. Most of the learners said it was given in the text book and they learnt it by-heart and performed the activity accordingly. As the words and their meaning were explained in the previous class few learners could recall the meaning and they answered the meaning of few words in the L1.

Reading a Conversation was the fourth lesson under Reading Comprehension. This conversation was also given in the prescribed text book under listening activity. But

the researcher felt that this could be used to teach reading to the learners and hence it was used for that purpose. The conversation was between two friends who were talking about A Life-care Home after visiting there. The researcher read the conversation first without any interruption but with more expressions, to convey the meaning clearly to the learners. After reading it she asked the learners, “what was the conversation about?” A boy from PUMSE answered “old age home pathipesuranga” (The conversation was about the life-care home) Also few learners attempted to convey the meaning that they understood. Similarly in the other schools also the learners could guess the meaning on their own as the sentences were simple. The researcher read the conversation again and the learners followed her with proper tone and pauses. Then she asked the learners to read it one by one in the classroom. As they read, the instructor helped them to use proper tone and pause wherever needed.

The activities given for this lesson were finding out the correct adjective and rearranging the structure of the sentences. To work out the first activity the researcher gave ten minutes to the learners. The spelling of the words given was not in the proper order. The learners are supposed to find out the correct words by using the letters given in the mixed order. Before going into the task the researcher recollected the conversation handled in the previous class and once again she had gone through the words and their meaning. Though the words provided were simple, it was quite confusing for the learners to their level. Those who could not finish it within the given time asked for five more minutes to finish the task and they were so eager to find out the correct word. After the learners completed the activity the instructor checked the answers. Most of the learners in almost all schools found the right answers. The learners considered it as a sense of

achievement when they got their answers right. And the learners found it a more interesting activity.

The second activity was a similar one. The learners were asked to rearrange the structure of the sentences. They were given ten minutes to perform this activity. During the activity the learners were not allowed to use their text books as the sentences provided were taken from the conversation. Though this activity was quite similar with the previous one the learners struggled to find the answer as they were not familiar in using sentences. In exams they memorize the answers and reiterate it in the papers. There is no possible way for them to use it in their school environment. So they could not locate the subject and predicate of the sentences. Though they had a chance to listen to English in the classes conducted for the study they probably need more time to pick up the language.

The final activity under reading comprehension was **Reading Short Stories**. The researcher used five supplementary short stories for this lesson. They were The Golden Egg, The Tortoise and the Bird, The Cows and the Tiger, The Camel and the Baby, Elephant and Friends, all downloaded from the internet. The learners were divided into groups and were given a story each. The copies of each story were given to the learners in each group. They were asked to read the story and to share their understanding to their group members. The learners were given 30 minutes to read the story. Though the stories were simple the learners were completely unfamiliar with them. It is completely for the learners to read and understand it. In between the instructor helped the learners wherever needed. If a learner did not know how to pronounce a word or he/she did not understand the meaning of a word or sentence the instructor assisted them to read and understand it.

In GPSU the learners still had difficulty in reading. The problem with the learners was the parents did not insist them to read or study. Many of the learners do their academic works only at the school. As they do not do their home assignments properly at home they tend to forget more. Also they used to absent themselves to the class very frequently. So they often get disconnected from the subjects and the lesson. As a result they needed too much of time to learn a language. Many of the learners had reading difficulty. As they could not read properly they had problem in understanding as well. In spite of the instructor's assistance they could not comprehend the meaning and do the activity well in the classroom. In PUMSE the learners made a great effort to read and understand it. The learners had improved their reading and tried to comprehend it. Two groups had narrated the complete story in the classroom. The other groups also tried well but they lost the storyline somewhere in the middle. On the other hand in PUMSVN and in PUPSG the learners performed well. They were eager to learn new words. They took the instructor's assistance whenever needed and tried to understand it in context to the story. Almost all the five groups could narrate the story in the classroom.

Similarly in PUMSV and in PUPSK the learners tried and performed well. In PUMSV three groups narrated their story and in PUPSK four groups narrated their story. As they improved their reading they could read properly. The learners tried a lot to comprehend the meaning. They took the instructor's help. And wherever they got confused they discussed among their group members. In PUPSK, one group where learners were reading the **Elephant and Friends** story had two different understandings of the story. They started arguing over each other and the researcher interrupted and cleared the meaning to them. A line from the story: "Seeing no other way to solve the

problem, the elephant kicked the tiger and scared it away”. Instead of reading it as “scared it away” they had read it “scared”. As they reached the word scared they immediately concluded that as the elephant got scared of the lion. And they interpreted the story as the elephant kicked the lion and it got scared. It went and informed other animals. As the elephant too got scared of the Lion the other animals agreed to take the elephant as their friend. Nevertheless, the other three members of the same group were claiming this interpretation as wrong. They narrated the same story as follows: The elephant scared the lion by kicking him and it went and informed the other animals. The other animals were happy that the elephant had saved them and they all agreed to take the elephant as their friend.

5.7.7.4 Speaking (Functional Use of Language)

The final component focused as part of the study was the functional use of the second language, English. The learners were given activities to use the language in different contexts. Vygotsky’s socio-cultural theory incorporates the interaction between the Learner and the Adult (Teacher/Instructor). The language gradually develops as the learner interacts with the adult in a social context. The activities were planned incorporating this idea. Here the learners were given six activities, where each activity carried different interactions between the learner and the adult or his/her peers.

Waste Management was the first activity given to the learners. The learners were asked to interact with the sweepers to know how the classroom and the school campus were maintained to be clean. The learners were given fifteen minutes for interacting with the sweepers during the class hour. They went out of the class and collected details from the sweepers. Then the learners were asked to list out the points they had collected. A girl

from PUPSK came forward and listed four points in the L1. The instructor asked the learners to summarize the points in the L2 but she was tolerant to the learners' grammatical and syntactic errors while they described, as this was the first speaking activity to the learners. The learners should come forward and talk, in the first place. The researcher-cum-instructor was keen that the learners must be enabled to express and share in L2 what they already knew. The researcher assumed that it might terrify the learners if they are forced to speak in the L2 in the beginning itself and that it might thwart their efforts to speak in the L2. Therefore the learners were allowed to express their ideas in the L1, to some extent. This worked in the classes and many learners came forward to express their ideas in the L1. The few inhibited learners were also encouraged to take help and support from their friends. A boy from PUMSVN hesitated to stand in front of the class and speak in English. The instructor assured of help and then he spoke in his own broken language as to how he went and met the sweepers, what he asked them and what was their response to him. Similarly a girl from the same class, who was hesitant to even stand up, despite the assurance to help by the instructor, was cajoled to take her friend's/neighbour's support. Finally she could come out of her fear and hesitation and spoke in English.

On the whole, the learners did come forward to speak without fear, their understanding of a concept, to the class in the L1. After summing up the points in front of the class the learners were given ten minutes to write down the same points in a paper. When they speak in an excitement the learners might speak random points. But when it comes to writing the learners must organize the points and to put them in proper sentence structure. Though to write in the L1 it might be challenging for the learners as they were

only at the primary level. The research suggests that the learners could learn the second language with the help of the mother tongue. As per the suggestion it is needed to understand how much the learners are strong in their L1. Also to know this the learners were asked to write the points in the L1. The sample responses of the learners were given at the annexure.

The next activity was **Visiting a Library**. The instructor asked them whether the learners have visited a library. Few learners from PUMSVN, PUPSG and PUPSK said they have visited general library in their native. Few learners from PUMSVN said the last hour of each day was exclusively given for reading. And the learners would be provided story books in both Tamil and English. The learners had their liberty to read any book they wanted. In few schools the library was functional but the students were not allowed to access it. Few schools they do not have a separate library. The teachers train the learners only to read their prescribed text books during class hours.

The researcher felt that the learners' curiosity could be induced and the sources might be provided but if the learner could not read and understand things on his/her own the process of teaching learning go fail. Rather simply listen to classes, memorizing questions and scoring marks it is reading that helps the learners to learn. This could be possible only by inculcating the habit of reading at the young age. Keeping all these things in mind the researcher planned the activity. The learners were given ten minutes time during break to go and interact with the other teachers on campus. They were asked to get information regarding the rules to be followed in a library. The learners went to different class teachers and collected the details. After ten minutes they returned to the

class and were eagerly summarizing the points they collected, in English. The learners were themselves surprised that they could speak in English.

In PUPSVN, a boy came forward to tell the points to the class. Though initially he requested the instructor's permission to describe in L1, after getting applauded for the efforts, described the same in L2. He said, "Silent. No talking. Read. Don't fold book. Keep correct place. Don't throw". For this, the researcher rewarded him with a chocolate. Another boy came forward to describe the points in L2 before using L1. He said, "Story books. Writing. Reading. Books don't throw. Don't tear. Silent." In PUMSE also learners spoke in the L2 even before the instructor insisted. A girl came forward and said, "Silent. No speaking loudly. Reading. Keep correct" Another boy said, "story book reading. Do not playing. Do not pets. Do not throw the books. Do not tear". In GPSU the learners struggled a bit. Yet they tried it well. A boy came first and said, "Books read. Silent. Noise no". All those who came forward to speak were rewarded with a chocolate each and this encouraged them a lot. In PUMSV, PUPSG and PUPSK also learners actively participated in the activity. Though they hesitated in the beginning they found it to be interesting and it was a fun activity as they started doing it. They felt so happy and had a sense of pride that they could speak in English. They started encouraging their friends stating that it was quite easy and they also could do it well. This joy and happiness also reflected in their following activities. The learners were asked to write the same points that they spoke in front of the class in the L2, English. This was to enable them to organize their understanding of a concept in the target language. The samples of the learners' writing have been given in the Annexure.

The third activity was **Building Nests**. The learners were divided into groups. They were given ten minutes to collect materials for building a nest. Then each team was instructed to build a nest within twenty minutes with the materials collected. Each team had to come in front and present how they built the nest along with their team members' support. After listening to the instructions the learners were so eager to do the activity. They collected materials like thread, scissors, papers from their notebooks, small sticks, fallen leaves, etc. that had fallen from the tree in the ground. After many attempts they could get a form of a nest. Few teams had prepared eggs out of small white paper and had kept inside the nest. In PUMSVN, PUPSK and PUPSG the learners used white papers for making eggs. Some students from GPSE, PUMSE and PUPSK had used small stones as eggs. After finishing the activity the learners wanted to place the nest on the tree for the birds to come and stay in. So the instructor received permission from the School Headmistress to place the nests on the tree. The pictures of the nests built have been added in the annexure.

In the next class the learners were asked to share their experience of 'nest building' with their friends. Each team came forward and shared their experience. One team from PUPSK shared how they struggled to fix the base. A girl from that team said "Nest not fixing first. Use leaf stick. After fixing. Thread give my friend. "Kattitom" (tied) small small leaf. Small small stick. Fix. Nest finish". Following them other teams also shared their experience. Also in GPSU the learners tried speaking in the L2. They had taken the instructor's help when needed. A boy said, "collect big leaf, stick, small leaf. One big leaf. Kutykuty stick. Small small leaf side la. Nest ready". He used gestures to show how they connected the leaves and the sticks. In PUPSG, PUMSVN and

PUMSV also the learners shared their experiences. In PUMSVN and PUMSE the learners took turns among themselves and gave chances to all in the team. A boy from PUPSG was saying he could not attach the sticks for the base and a girl from the same team interrupted him and said she gave an idea of joining the stick using leaves under them. After that they started working on the body part and in between the nest got collapsed. Another girl interrupted and said she used a thin stick which was quite flexible to tie the sticks together. After that the body part got fixed. The learners from all the schools enjoyed building the nest. As they enjoyed doing the activity they actively participated in sharing their experiences as well. As mentioned earlier the classes were originally in different order. And they were organized under three broad sections so that it would be easy for anyone to read. Indeed this was the thirteenth class handled to the learners out of the thirty classes handled to them. After doing this activity the learners could understand their process of learning. In the beginning the learners were playfully doing the activity. They did not realize that they learn seriously. Only after this class they could understand the process involved in their learning which was evident in their subsequent activities.

The next activity was an interaction between the learners and their grandparents. The learners were asked to inquire about the food, the games, the river/pond that was flowing around their place, and the schools where they studied if applicable and their occupation. The learners were given two days time to do this. Those who do not have their grandparents at home were encouraged to interact to the old people in their neighborhood. After two days the learners came up with the details gathered from their grandparents. A girl from PUMSVN shared in English the details that she had collected.

She said when her grandmother was young she used to sing traditional folk songs along with their playmates and she sang a song in the class that her grandma taught her.

Another boy from the same class said his grandmother used to weave threads when she was young. Also they used to go to a nearby pond for taking bath every day. A boy from PUMSE said his grandmother used to play “Pallanguli” when she was young along with her playmates. Also they used to have porridge during their time. Another girl from GPSU said her grandfather used to eat *Poori* (a food item) for breakfast when he was a young boy. They used to eat rice only during festivals. A boy from PUPSK said his grandfather used to play “Paandi” and “Pachakuthirai”. Another girl from the same school shared that her grandma used to play “Thattaangallu” A girl from PUMSV said her grandfather studied in the government school in his town. Another boy from the same school shared that his grandmother lived in a hut. In PUPSG a boy said his grandpa used to go to a pond nearby to swim with his friends. Many of the learners volunteered to speak. When they shared the games that their grandparents used to play they were allowed to show a trial game in the classroom and the learners enjoyed doing this activity.

The final activity was **Role play**. The learners were given different situation and were asked to take roles to be performed. They were supposed to act as the character that they opted. Each class was divided into four groups. Each group was given different situation. The first situation given was a dialogue between a shopkeeper and a mother. Depending upon the members in a group the characters were decided. The instructor guided the learners to take roles which suited the given situation. As the Shopkeeper increased the price the Mother get into an argument with him. One boy stood for the

Shopkeeper and a girl as a Mother and two other students acted as kids and one as an assistant for the shopkeeper at his shop. The learners were given fifteen minutes to plan for the dialogues. To make it more interesting and to get a clear idea of how to act their role the learners were permitted to use the L1. This was followed by the same set of instructions in L2. A sample conversation from PUPSK is given for example:

(The mother was taking children from school. On their way back children wanted to have chocolate. Scene takes place in a grocery shop. Characters: Mother, Two Kids, Shopkeeper, Shop Assistant)

(Kid 1 showed a chocolate to his mom)

Mother : Who give?

Kid 1 : My Friend.

Kid 2 : “Enakku” (I want one)

(Kid 1 refuses to give and Kid 2 starts crying)

Mother : “Yen ippadipanra” (Why are you doing like this?) I

Complain “Appa”.

Kid 1 : No Ma. No.

Mother (to Kid 2): Wait. I give chocolate.

(Mother goes to a shop and asks for a chocolate)

Mother : I want one chocolate.

Assistant : Seven Rupees.

Mother : No five Rupees.

Assistant : Ask owner.

Mother : Chocolate five rupees. Why seven rupees.

- Shopkeeper** : My business. My Price.
- Mother** : Costly chocolate. I can't buy. My baby want.
Reduce money. Please.
- Shopkeeper** : My business. My price.
- Mother** : Illegal.
- Shopkeeper** : No.
- Mother** : I go police.
- Shopkeeper** : You disturb my business.
- Mother** : You wrong.
- Shopkeeper** : What you want?
- Mother** : This chocolate. Tell right money
- Shopkeeper** : Five Rupees.
- Mother** : Take five rupees.

(Mother gives the chocolate to the kid and takes them home)

Similarly the learners were given different situations: Parents took a toddler to the park and the baby plucked a flower from a plant. The gardener rushed over there and a conversation goes between him and the parents. Other situations included a daughter asking permission from her mother to join a class excursion, a boy asking his friend to take him to play, etc. Though the learners took time to deliver their dialogue they kept trying to talk in the L2. Sometimes they used the L1 and sometimes the instructor helped to proceed further. The learners from all the six schools performed well in this activity.

5.8 Conclusion:

This chapter discussed the data collected and how the study was executed. As mentioned in the previous chapter the schools were assigned by the Educational Officer. To collect details about the nature of the learners and their behavior pattern a separate questionnaire was prepared for the parents. Another questionnaire was prepared to collect details from the teachers. The objectives for preparing the parents' and teachers' questionnaires were given in this chapter. A detailed note on the classroom observations in the select six schools has also been given. The findings and the interpretation of the observed classrooms were also given. The module prepared for the study had incorporated the lessons from the prescribed text book as well as the activities based on the theory and the approach adopted. Also this chapter had provided a detailed description of how the classes were handled in the six select schools. In addition to that a clear picture of the activities conducted has also been illustrated. The following chapter gives the analysis of the data collected.