"EFFECTIVENESS OF A COMMUNICATIVE APPROACH BASED PROGRAMME IN SPOKEN ENGLISH FOR URDU MEDIUM STUDENTS"

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By

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Under the Guidance of

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September - 2014

DECLARATION

I hereby declare that the thesis entitled **"EFFECTIVENESS OF A COMMUNICATIVE APPROACH BASED PROGRAMME IN SPOKEN ENGLISH FOR URDU MEDIUM STUDENTS"** completed and written by me has not previously formed the basis for the award of any Degree or other similar title upon me of this or any other University or examining body.

Place : Pune

Date : / / 20 **BENAZEER S. TAMBOLI**

CERTIFICATE

This is to certify that the thesis entitled **"EFFECTIVENESS OF A COMMUNICATIVE APPROACH BASED PROGRAMME IN SPOKEN ENGLISH FOR URDU MEDIUM STUDENTS"** which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Education of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by **Mrs. Benazeer S. Tamboli** under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

Place : Pune

Date : / / 20

Dr. Dattatreya Tapkeer

Research Guide

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For any errors or inadequacies that may remain in this work, the responsibility is entirely my own.

Place : Pune

Date : / /2014 **Mrs. Benazeer S. Tamboli**

ABSTRACT

Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students.

- **Review of Related Literature and Research:**

  Researcher studied 1 report, 7 books, 10 academic papers, 7 M.Ed. Dissertations, 1. M.Phil. Dissertation, 5 Ph.D. Theses and 3 independent studies.

- **Statement of Problem:**

  To Develop A Communicative Approach based Programme In "Spoken English" for Urdu medium Students of Std. VIII and find its effectiveness.

- **Operational Definitions:**

  1) **Effectiveness:** The intended change in the form of improved scores in spoken English of Urdu medium students of std. VIII due to implementation of developed programme.
  2) **Communicative Approach**: Communicative Approach is the latest innovation in the field of language learning which tries to develop accuracy along with fluency in speaking and lays emphasis on the principles of communication in language.
  3) **Programme:** A plan of series of activities based on Communicative Approach for improvement in spoken English of Urdu medium students.
  4) **Spoken English:** Using functional English confidently and correctly with meaningful communication while speaking with others.
  5) **Urdu Medium Students:** The students who have taken Urdu as the medium of instruction for their studies in school subjects.
  6) **VIII Standard:** The class in which students are admitted after passing VII standard according to the syllabus of SSC board.

- **Objectives :**

  1) To find out the difficulties of Urdu medium students of Std. VIII in spoken English.

  2) To develop the communicative approach based programme in spoken English for Urdu medium students of Std. VIII.

  3) To study the effectiveness of developed programme in spoken English for Urdu medium students of Std. VIII.

  4) To study the effectiveness of developed programme in spoken English for Urdu medium female students of Std. VIII.

  5) To study the effectiveness of developed programme in spoken English for Urdu medium male students of Std. VIII.

  6) To study the gender wise difference in the improvement in spoken English for Urdu medium students of Std. VIII.

- **Hypotheses :**

  Research Hypotheses :-

  1) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

  2) There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

  3) There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

  4) There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

  5) There will be a significant difference in mean gain score of male and female

students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.

6) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

- **Variables :**

1) **Independent:** A communicative approach-based programme developed in spoken English, based on the needs of Urdu medium students of Std. VIII.

2) **Dependent:** Scores in Post test.

- **Assumptions :-**

1) Urdu Medium students face difficulties in spoken English.

2) There is a lack of proper guidance in spoken English due to scarcity of trained and skilled teachers.

3) Enough exposure is not available for daily practice of spoken English in schools and at homes for Urdu medium students.

- **Scope :-**

1) This research included boys and girls of Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area.

2) This research included Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area.

- **Limitations :-**

1) Aspects like interest, span of attention, motivation, fatigue, etc. were beyond the control.

2) Use of mother tongue of the students out of classroom was beyond the control.

- **Delimitations:-**

1) This research was delimited to the students of Std. VIII.

2) This research was delimited to Urdu medium students.

3) This research was delimited to spoken aspect of English communication.

- **Methodology :- Mixed Method**

1) Survey Method.

2) Experimental Method.

- **Population**:

Urdu medium students of Std. VIII in Pune and Pimpri Chinchwad Municipal Corporation area.

- **Sample :**

For Survey:

- 300 Students
- 25 teachers.
- 100 parents.

For Experiment:

- 60 students of Std. VIII

- **Method of Sampling:**

Convenience Sampling

- **Experimental Design:**

One Group Pre Test Post Test Design

O_1 X O_2

O_1 Pre test X Treatment O_2 Post test

- **Tools for the study**:

1) **Questionnaire:** To find out the difficulties of Std. VIII Urdu medium students researcher prepared questionnaires for the students, parents, and teachers.
2) **Pre test**: For exploring the existing condition of spoken English.
3) **Post test:** To find out the effectiveness of a programme developed in spoken English for Urdu medium students of Std. VIII.

- **Statistical Tools** :

Percentage

t- Test

- **Findings related to Objective 1**

Parents' View

1. Parents said that their children are weak in :

Vocabulary	-	33%
Sentence construction	-	17%
Pronunciation	-	32%
Confidence	-	18%

Students' View

Difficult to select proper words while speaking in English.

93.30% Yes 6.70% No

Sentence construction.

91.30% Yes 7.70% No 1% No response

Proper pronunciation.

82.30% Yes 17% No 0.70% No response

Problem of confidence.

81.70% Yes 18.30% No

Teachers' View

Urdu medium students lack confidence.

96% Yes 04% No

Urdu medium students fall short of vocabulary.

84% Yes 16% No

Improper pronunciation. - 24%

Improper use of vocabulary. - 60%

Improper use of tense. - 16%

- **Findings related to Hypotheses Testing**

Hypothesis testing 2

Research Hypothesis

- There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Null Hypothesis

- There will be no significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Interpretation:

Degrees of freedom	59	Level of significance	0.01
Critical 't' value	2.390	Calculated 't' value	34.21

As calculated 't' value exceeds the critical value, null hypothesis is rejected and research hypothesis is accepted.

Finding:

There was a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of the developed programme using communicative approach.

Hypothesis testing 3

Research Hypothesis

- There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Null Hypothesis

- There will be no significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Interpretation:

Degrees of freedom	36	Level of significance	0.01
Critical 't' value	2.423	Calculated 't' value	26.1316

As calculated 't' value exceeds the critical value, null hypothesis is rejected and research hypothesis is accepted..

Finding:

There was a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of developed programme using communicative approach.

Hypothesis testing 4

Research Hypothesis

- There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Null Hypothesis

- There will be no significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Interpretation:

Degrees at freedom	22	Level of significance	0.01
Critical 't' value	2.508	Calculated 't' value	21.3531

As calculated 't' value exceeds the critical value, null hypothesis is rejected and research hypothesis is accepted.

Finding:

There was a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of developed programme using communicative approach.

Hypothesis testing 5

Research Hypothesis

- There will be a significant difference in mean gain score of male and female students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.

Null Hypothesis

- There will be no significant difference in mean gain score of male and female students of Urdu medium students of Std. VIII in the improvement in spoken English after the implementation of spoken English programme based on communicative approach.

Interpretation:

Degrees at freedom	58	Level of significance	0.01
Critical 't' value	2.660	Calculated 't' value	0.3805

As calculated 't' value does not exceed the critical value, null hypothesis is accepted and research hypothesis is rejected.

Finding:

There is no difference in mean gain score in the improvement in spoken English of Urdu medium students of Std. VIII due to implementation of spoken English programme based on communicative approach.

Hypothesis testing 1

Research Hypothesis

- There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

Null Hypothesis

- There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

Interpretation:

Degrees of freedom	58	Level of significance	0.01
Critical 't' value	2.660	Calculated 't' value	0.7425

As calculated 't' value does not exceed the critical value, the null hypothesis is accepted and research hypothesis is rejected.

Finding:

There was no significant difference in spoken English of Urdu medium male and female students of Std. VIII before implementation of spoken English programme based on communicative approach.

Hypothesis testing 6

Research Hypothesis

- There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Null Hypothesis

- There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Interpretation:

Degrees at freedom	58	Level of significance	0.01
Critical 't' value	2.660	Calculated 't' value	0.5287

As calculated 't' value does not exceed the critical value, null hypothesis is accepted and research hypothesis is rejected.

Finding:

There was no difference in spoken English of Urdu medium male and female students of Std. VIII after implementation of spoken English programme based on communicative approach.

- **Conclusions:**

1) Parents and teachers agree that better spoken English will provide better opportunities for education and career to Urdu medium students.

2) Majority Urdu medium students do not read English newspapers.

3) Majority Urdu medium students read their English text book only when compared with other reading material in English.

4) Many of them do not listen English news or other programmes on radio but prefer to listen to English news or other programmes on television.

5) Maximum English teachers in Urdu medium schools motivate their students to speak in English.

6) Majority parents do not allow their children to attend spoken English classes outside the school due to the high fees.

7) Many Urdu medium students face problems of vocabulary while speaking English.

8) English teachers in Urdu medium schools admit that their students lag behind in spoken English when compared to the students of other mediums.

9) English teachers in Urdu medium schools agree that prescribed text books provide opportunities for improving spoken English.

10) Family background of Urdu medium students affects their performance in spoken English.

11) The programme developed for improvement of spoken English of Urdu medium students was effective.

12) Gender does not make difference as far as improvement in spoken English is concerned.

- **Suggestions for further studies:**

1) Similar programme could be developed for vernacular medium students and rural area students irrespective of their medium of instruction.

2) A programme for improvement of spoken English of +2 stage students of Urdu medium could be developed.

3) A programme for improvement in writing and speaking skills in Marathi for Urdu medium student and writing skills in English of Urdu medium students of Maharashtra could be developed.

4) A programme for improvement of spoken English of Urdu medium could be developed for the larger area.

5) A programme for improvement of spoken English of Urdu medium teachers could be developed.

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CHAPTER - I

INTRODUCTION

1.1 Education:

Education plays very important role in every society as it offers the specific and skilled manpower to serve various functions in the society. Education is the crucial social factor that initiates the progress of social, economical and cultural development of the communities. Education helps the society to preserve and to progress. Education has a progressive function as reconstructing new experiences, unfolding new dimensions of knowledge, developing new capacities in the individual and furthering civilization and culture. (Shukla (2008) pp 38-39) Education helps a person to grow, to develop and to be successful in his life. Education enables the person to bring out the best what already exists in him/her. Education according to Swami Vivekanand is the best means for the development of the inner man. It is also the means for making Mankind arise out of his poverty and helplessness. (Bhatia (1983) p.143)

1.2 Language:

Language is a system for the expression of thoughts, feelings, etc. by using spoken sounds and conventional symbols. We can not imagine the society without language. Human language is flexible, full of variety, non-instinctive and it is acquired rather than inherited.

According to Block B. and Trager G.L., "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." (Methodology of Teaching English – Paper I, The ICFAI University, (2003), pp 2-3)

Language helps to keep the community together and develops its culture through that language. Language is species-specific. The learning of a mother tongue is always easy as we are not aware of the process of learning. Learning of any second language is a bit difficult for a learner as one has to put in additional efforts to acquire that language.

1.3 Language Acquisition:

Language unmistakably has played a major role in the evolution of human civilization. Language is an essential requirement of the society. Language is an acquired skill so language learning is related to the formation of a set of certain habits. When a language is being acquired in a formal set up, as a second language, it becomes necessary to consider the principles of language learning and factors affecting language learning. Learning a second or foreign language is known as language education. For Urdu medium students, principle of habit formation and principle of practice become main factor in learning English as a second language. Their mother tongue or the language they use at home is not pure Urdu. In schools they learn all subjects, reading and writing in Urdu. This leads certain habits of reading and speaking which affects their acquisition of English writing and speaking which has entirely different pattern of writing and pronunciation. These students rarely get chance of speaking English or practicing English at home. Several social, religious, economical factors are responsible for this conditions of Muslims.

Psychological and sociological factors also affect language learning. If there is no proper motivation, learning takes more time. The readiness of learners of a new language also depends much on environmental opportunities and facilities where the students of Urdu medium may lag behind.

In learning of second language, if parents could reinforce the efforts of students to practice it at home, it will be more fruitful. This is the factor where Muslim parents whose wards are taking education in Urdu medium fall short due to their socio-economic and educational status with some exceptions.

1.4 Importance of English:

English enjoys a place of global language because of its use in business, sports, science and almost every field of life. Lord Macaulay's recommendations made English an official and educational language of India. English is used for administrative purpose, legal purpose, for trade and commerce. English proves to be an important factor in social life of our country. English is a unifying force and a unifying factor in the interstate and international social life. English is link language in India. It has been rightly marked by Pt. Jawaharlal Nehru that English is our major

window on the modern world. (Sharma, (2008) p.9). If we shut this window to the modern world we will be isolated from the world and the knowledge of the modern world. English language has been crucially woven in our education system also. English provides us the knowledge and information related to all the fields and aspects of higher education. According to Kothari commission. "No student will be considered to have qualified for a degree unless he has acquired a reasonable proficiency in English (or in some other library language)." (Sharma, (2008) p.10)

English is the key to the storehouse of knowledge on International level and a password for global employment. It is becoming language of opportunities. English is the lingua franca of the world.

English, being a very important language, is a compulsory subject in the schools of all mediums till +2 level. The Indian Education Commission of 1966 also recognized the importance of English in this statement, "English should be the most useful library language in higher education." Due to globalization, the importance of English is increasing day by day. The competency in English is very essential to survive in this world of competition. It should be studied with proper care and attention.

Now a days speaking English is gaining immense importance. It is a clear urgent requirement in the minds of millions and there in lies a challenge and an opportunity. Spoken English is used both for formal and informal oral communication. Speaking is an active skill which enables the person to communicate his/her thoughts or feelings with all its shades. Speaking actively engaged a person with another person or a group of persons. As far as spoken English is concerned, it performs all the above mentioned functions. It brings together two different people of different languages while acting as a link language. In a multilingual country like India, it serves this purpose very well. Spoken English opens doors of better education worldwide. It enables a person to get global employment. Even a person living in a remote corner of any country can go worldwide for better career and better life standard with the help of his abilities in spoken English. Spoken English, irrespective of educational qualifications, can give bread and butter to any person.

English is spoken by more people than any other language. It is a native language of more than 350 million people worldwide. Most of the newspapers, radio

and television broadcasting, telephonic communication are in English language. 75% of emails are in English. English is the international language of diplomacy, business, science and technology, banking, computing, medicine, aviation, tourism, etc.

English, as a language of communication, basically includes four skills i.e. Listening-Speaking-Reading-Writing (L-S-R-W). Language is verbal as it primarily relates to the ability to understand and speak the language. It is oral foundation of the language. The development of other skills like reading and writing is comparatively easy. Speaking and listening are two sides of the same coin and development of these aural-oral skills is very necessary in teaching of any language. In teaching of second language, the learners should be deliberately exposed to the listening material. This helps them to pick up the language, comprehend it and finally produce the desirable responses. (ICFIA 2003 p.55)

English is a global language and you cannot escape speaking English. Without the ability to speak in English one may develop low confidence leading towards avoiding interaction with English speaking people. It has become necessary to survive in the modern age where right from getting admission in nursery to getting admission in college, to facing an interview everywhere English is a predominant language.

In the last few years employment opportunities are becoming global and the importance of English has increased manifold. The importance of spoken English is even more because there are many cases where one knows his subject well but fails to communicate it properly. The practice of spoken English, therefore is quite essential. Learning English in a country where it is not a native language, opens a number of opportunities for the individual. In today's corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. If one's spoken English is poor, he or she can not achieve the desired success. Those who can speak good English will probably usurp the ideas and get the credit for all the hard work.

1.5 General problems of Indian speakers of English:

Indian speakers of English face the difficulties in speaking English fluently. Influence of mother tongue is main factor in this. Regional languages may have some sounds which are not found in English or vice a versa which hampers interest in

English speaking as a regional speaker finds it difficult to pronounce those sounds. Dissimilar grammatical patterns of English and related regional languages also create confusion for new learners. They also face problems of poor vocabulary, poor listening facility which is essential for good speaking, family's low educational background, educational system without much focus on speaking skill and no provision of separate English speaking classes in schools.

Speaking is very important and fundamental mode of communication in human society. Speaking is communicating ideas/thoughts/feelings etc. Speaking well has a dramatic effect on the professional and private life of an individual. Speaking, if well concentrated, can provide a good base for the development of the reading and writing skills.

Reading is a complex skill which includes a number of simultaneous activities. Reading helps to develop the feel and get an insight into the language. Reading helps to understand all registers and to build communicative competence.

Writing is a skill which has to be developed and it is not something that comes naturally to humans like speaking. Writing is a systematic process involving presentation of idea in a precise manner. Speaking and reading provide a firm base for writing. Writing aims at clear and specific communication.

In schools students learn English for language acquisition. They are made familiar with the basic four skills of English language and assisted in acquiring English as a language for practical utility.

1.6 Multilingualism in India:

India is a multilingual country. We have official languages of different states, various regional languages, dialects, slangs, Hindi as our national language and above all English as a need of today's times. English came to India with British people and remained here after independence also. Hindi is a national language but we do not find 100% acceptance for Hindi as a national language. Due to some reasons, southern states in India are still reluctant to use Hindi. In India 22 languages are constitutionally recognised and several other languages exist without official status as dialects and slangs.

In Maharashtra, Marathi is a regional language and language of state. Hindi is used as national language and English works as link language and language of utility. In education system of Maharashtra, English mediums use English as a first language and vernacular mediums use English as 2nd or 3rd language. Majority schools in Maharashtra are Marathi medium schools and students find it easy to learn in these schools as it is their mother tongue but the case of Urdu medium students is little different. Urdu medium students find difficult to adopt Marathi as it is not their mother tongue though it is regional language of Maharashtra. Similarly they find English very difficult due to the reasons like lack of exposure, fear of English, etc.

1.7 Indian Muslims and Language Dilemma:

Urdu medium students are Muslim students who are demographically considered as minorities in India. Problem of education of Muslims is multi dimensional and very hard nut to crack. One of the important problems of education of Muslims is medium of instruction. It is very necessary to ascertain the attitude of Muslims towards education. The students of Urdu Medium schools face many difficulties in getting through examinations and acquiring the basic skills of learning English as a language of communication.

There is a widely acclaimed notion among Muslims that learning of Urdu is necessary for preserving the cultural and religious identity of the Muslims. This forces Indian Muslims to take education through Urdu medium. Urdu, as a medium of instruction, may restrict opportunities of higher education. Outlets of higher education in Urdu medium are not adequately available. Inspite of living in various regions of India, all Indian Muslims think that their mother tongue is Urdu which is not a reality. Urdu can not be anywhere linked with religion. Urdu is, just like other languages, one of the popular Indian languages. Few areas in India are Urdu speaking areas so their regional language and mother tongue can be Urdu and they can easily take education in Urdu medium. For them, employment opportunities are also available in the same Urdu speaking province. It is not a problem for such people. For other people like Muslims in Maharashtra, it can create a problem regarding higher education and employment. For these people it is the mindset that needs a 360 degree change which seems very hard. Education given in the schools where Urdu is the medium of

instruction in non-Urdu belts of India is not enough for giving opportunities of higher education. If such children select vernacular or English medium for higher education, they face problems of confidence and adjustment and the result is known to all i.e. drop outs. This is the basic reason why Urdu medium students should be given training in spoken English which can increase their chances of higher education and employment.

Among Muslims, nearly 33% in rural and 49% in urban areas are learning in Urdu language while two-third in rural areas get instruction in Marathi language. Attendance in English language classes is much less among Muslims community in both rural and urban areas. (Report of Maharashtra State Minority Commission, Government of Maharashtra. (March 2013) p.36)

The Sachar Committee Report (2006) stated that pre-school education means a facilitation process for children which is thus absent for the Muslim children who opt for Urdu medium and thus lack of it affects their preparedness for schooling. It further stated that the students completing primary education in the Urdu medium are faced with a problem in pursuing higher education as there are only few secondary and higher secondary education institutions in the Urdu medium. This means that any child who wishes to continue his/her education beyond class five has to access the Hindi/English/regional medium school. Not being well conversant in these languages of the state schools, the performance of the Urdu medium students is adversely affected. This makes it difficult for many to continue in school. Those who continue, do have to face repeated failure and the likelihood of their dropping from the school becomes higher.

It has to be noted that the future of the Urdu medium instruction at the secondary level and beyond may be counter productive. Absence of good books and the employability of the students studying through Urdu medium would create more problems than it would solve. (Alam Md. Afroz, (2012), pp.383-387)

Though this is the state of Urdu medium instruction in India and specially in Maharashtra, Urdu being a language, is very rich. Urdu is an official language of six Indian states and one of the 22 scheduled languages in the constitution of India. In India it is the language of daily communication where large Muslim population resides. India has more than 3000 Urdu publications including 405 daily newspapers.

Urdu has a status of official language in Uttar Pradesh, Bihar, Andhra Pradesh, Jammu & Kashmir and the national capital Delhi. Urdu has great literary tradition of fiction, non-fiction and poetry i.e. Shayari for 300 years. (en.wikipedia.org/wiki/urdu Retrieved on 18th may, 2014)

First education minister of free India, Maulana Azad never opposed English language for education. He knew the importance of English as a language for unity, prosperity and international acknowledgement. Azad stated language formula in a balanced manner. He accepted multilingual status of India and stated that people should give equal treatment to all languages. (वकील,(2005) pp.272-273) (वकील, अलीम (२००५) मौलाना आजाद : धार्मिक आणि राजकीय विचार, प्रतिमा प्रकाशन, पुणे)

Sir Sayyed Ahmad Khan, when asked about educating Muslims in India, said, "Vernacular education is no more regarded as sufficient for our daily affairs of life. It is only of use for us in our private and domestic affairs. It is English education which is urgently needed by the country and by the people in their daily life". (Guha (2010) pp 59-60)

Here is stressed importance of learning English to be fit for the practical world of competition.

Both these leaders of Muslim community stated need of taking education in English. Today at least we can implement some programmes to equip Urdu medium students in acquiring fluency in English language which will take them in main stream of social progress.

1.8 Place of English in present curriculum in India:

English was adopted as the Associate Official Language by an Act of Parliament in 1963. The position given to English in the School curriculum was laid down by the Kothari Commission (1964-1966). The school syllabi in most of the Indian states, have been framed, based on the recommendations of the Kothari commission. Now a days, mostly English has to be taught as a language of comprehension rather than literary language. (Choudhury (2013) p. 15) At present in India English is taught as 1st language and 2nd or 3rd language. It is taught as language of practical utility and as library language mostly for comprehension. State to state

there is a variety regarding beginning of teaching English. In Maharashtra, English is taught from 1st standard in all schools irrespective of medium of instruction. It is compulsory to study English till degree level. In English medium schools it is taught as first language and language of teaching other subjects while in vernacular medium schools it is taught as 2nd language only.

The students of Urdu medium are not well exposed to this subject as far as spoken aspect is concerned so they lag behind in this language and ultimately in total education too. Urdu medium students may have good knowledge of the subject but they are unable to communicate or express themselves effectively in English. They can not present themselves confidently during interviews, discussions, debates and other essential daily communications. If due exposure is given to spoken English for Urdu medium students, it will be useful for them in their studies and for pursuing further education also.

The theory of identical components by Thorndike and later supported by Woodworth can be used to improve the spoken English of Urdu medium students. This theory states that the transfer from one situation to another is possible to the extent that there are common or identical elements in the situations so there is the possibility of transfer from listening skill to speaking skill to the extent that there are identical components like use of vocabulary, pronunciation, comprehension etc. These components are identical in both the skills. The aims, habits and interest in the situations also facilitate the learning process.

Communicative approach is the latest innovation in the field of language learning which helps to develop the communicative abilities. It also increases accuracy and spoken fluency in language. As this approach is child centred, it will be helpful for the students of Urdu medium to overcome the difficulties in spoken English. The functional use of language in communicative approach will lead towards better interaction and communication in English. Thus, if the students will be exposed to communicative approach based activities, there will be significant development in their spoken English. For Urdu medium standard VIII, lower level text book of English is prescribed by S.S.C. board. Though the text book contains enough communicative activities, they are not paid much attention by the teachers and students. If due attention is paid to these activities using communicative approach, it will help the students to improve spoken English. Secondly, if the students are trained

in speaking with respect to selection of proper vocabulary, pronunciation, confidence at the stage of std. VIII, they will use these components in their daily communication in English throughout their life.

1.9 Research Questions:

1) What are the difficulties of Urdu medium students in speaking English?
2) Why do Urdu medium students think that speaking English is difficult?
3) What are the responsible factors for poor English communication of Urdu medium students?
4) Why do Urdu medium students are reluctant to speak in English?
5) How does the social and family background affect spoken English of Urdu medium students?
6) How will Urdu medium students overcome the problems in effective English speaking?
7) What efforts should be taken to develop spoken English of Urdu medium students?
8) How can one help Urdu medium students to speak effectively in English outside the classroom?
9) How the communicative approach will prove useful in improvement of English of Urdu medium students?

1.10 Need and Importance of the Study:

The researcher works for the betterment of Muslim community and the educational development of the students of the same. While working with them, the researcher came across the students taking education in Urdu medium and facing difficulties in English communication. While speaking in English lack of confidence and shortage of vocabulary was observed by the researcher. This was mainly due to insufficient practice of English speaking among these students. It was also observed that they were reluctant to communicate in English. This seems to be an outcome of

the family and social background of the students taking education in Urdu medium. They were from the Muslim families where there was no opportunity of getting an exposure for English speaking as parents were not properly educated and engaged in household works or small scale business.

The students of std. VIII are the students ready to go for IX and X std. where they will be in need of getting good marks and communicative skills also for their further studies. If they get a chance to undergo such a programme at this stage, their confidence will increase and will be helpful in other achievements. They will get enough time in their further schooling of IX and X std. to work on the programme and acquire the essential confidence in spoken English. This will be useful for them in taking further education and selecting the stream after std. X.

Due to some misconceptions, Muslim people consider Urdu as their mother tongue and prefer to take education in Urdu medium schools but enough educational outlets are not available for Urdu medium students at +2 stage and degree level so they have to opt for English as a medium of instruction for higher education. At this level, they face problems in communication with other students of various mediums. If they get some opportunity to improve their spoken skills, they will overcome such problems and easily take higher education.

With this background, the researcher thought if one builds confidence by providing maximum practice in spoken English with the help of activity based programme at Std. VIII level, it would not only help them for their further studies but also assist them in their future career and for coming in main stream of the society.

1.11 Statement of the Problem:

To Develop A Communicative Approach based Programme In "Spoken English" for Urdu medium students of Std. VIII and find its effectiveness.

1.12 Definitions:

1.12.1 Conceptual Definition: (Effectiveness)

Effectiveness: A measure of the extent to which a specific intervention, procedure, regimen or service, when deployed in the field in routine circumstance, does what it is intended do for a specified population. (Edwin (2008), p.167)

Operational Definition:

Effectiveness: The intended change in the form of improved scores in spoken English of Urdu medium students of std. VIII due to implementation of developed programme.

1.12.2 Conceptual Definition: (Communicative Approach)

Communicative Approach: Communicative approach (to language teaching) aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform different kinds of functions. (Venkateswaran, (2007) p.66)

Operational Definition:

Communicative Approach: Communicative Approach is the latest innovation in the field of language learning which tries to develop accuracy along with fluency in speaking and lays emphasis on the principles of communication in language.

1.12.3 Conceptual Definition: (Programme)

Programme: A planned series of future events or performances. (www.oxforddictionaries.com/definition/english/programme Retrieved 6th June, 2014)

Operational Definition:

Programme: A plan of series of activities based on Communicative Approach for improvement in spoken English of Urdu medium students prepared by the researcher.

1.12.4 Spoken English:

Using functional English confidently and correctly with meaningful communication while speaking with others.

1.12.5 Urdu Medium Students:

The students who have taken Urdu as the medium of instruction for their studies in school subjects.

1.12.6 VIII Standard:

The class in which students are admitted after passing VII standard according to the syllabus of SSC board.

1.13 Objectives:

1) To find out the difficulties of Urdu medium students of Std. VIII in speaking English.

2) To develop the communicative approach based programme in spoken English for Urdu medium students of Std. VIII.

3) To study the effectiveness of developed programme in spoken English for Urdu medium students of Std. VIII.

4) To study the effectiveness of developed programme in spoken English for Urdu medium female students of std. VIII.

5) To study the effectiveness of developed programme in spoken English for Urdu medium male students of std. VIII.

6) To study the gender wise difference in spoken English for Urdu medium students of std. VIII.

1.14 Hypotheses:

1.14.1 Research Hypotheses:

1) There will be a significant difference in the improvement in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.
2) There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.
3) There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.
4) There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.
5) There will be a significant difference in mean gain score of male and female students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.
6) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

1.14.2 Null Hypotheses :-

1) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.
2) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.
3) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium female students of Std. VIII after the

implementation of spoken English programme based on communicative approach.

4) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.
5) There will be no significant difference in mean gain score of male and female students of Urdu medium students of Std. VIII in the improvement in spoken English after the implementation of spoken English programme based on communicative approach.
6) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

1.15 Variables:

1) **Independent variable**: A communicative approach-based programme developed in spoken English, based on the needs of Urdu medium students of std. VIII.
2) **Dependent variable:** Achievement scores in Post test.

1.16 Assumptions:

1) Urdu Medium students face difficulties in spoken English. (Bilal(n.d.) Retrieved July 1, 2014 p8)
2) There is a lack of proper guidance in spoken English due to scarcity of trained and skilled teachers. (Firoz Bakht (n.d.) Retrieved June 13, 2009 p1), (Bilal (n.d.) Retrieved July 1, 2014 p4)
3) Enough exposure is not available for daily practice of spoken English in schools and at homes for Urdu medium students. (Bilal (n.d.) Retrieved July 1, 2014 p9)

1.17 Scope:

1) This research includes both boys and girls of Urdu medium schools of Pune and Pimpri - Chinchwad Municipal Corporation area.
2) This research includes all Urdu medium schools of Pune and Pimpri-Chinchwad Municipal Corporation area.

1.18 Limitations:

1) Aspects like interest, span of attention, motivation, fatigue, etc. are beyond the control of the researcher.
2) Use of mother tongue of the students out of classroom will be beyond the control of the researcher.

1.19 Delimitations:

1) This research is delimited to the students of Std. VIII only.
2) This research is delimited to Urdu Medium students only.
3) This research is delimited to spoken aspect of English communication only.

1.20 Significance of the Study:

From the students' point of view:

- This study will help Urdu medium students in acquiring confidence and correctness in spoken English.
- This study will facilitate the process of taking higher education due to improved spoken communication in English.
- This study will be useful for the students as this study is student centred and they will be active participants in the programme.
- This study will be useful for the students as this study will keep them busy in self learning activities which will improve their confidence.

From the Teachers' Point of view:

- This study will help the teachers in the preparation of a programme in spoken English for various vernacular medium students.
- This study will help the teachers in the preparation of a programme in spoken English for different standards.
- This study will help the teachers to solve the difficulties of the students regarding spoken English.

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CHAPTER - II

REVIEW OF RELATED LITERATURE AND RESEARCH

Reviewing the related literature and related research is the step after finalizing the topic of the research. It is very much essential for the researcher to find out what has happened before in the selected area of his/her research. This helps in creating overall awareness about the problem. Critical study of available literature and researches enables the researcher to form the sound footings for the study. It also helps in defining the problem precisely and delimiting it. It further develops understanding of research methodology and the design to be adopted. Various resources can be tackled for review of related literature. Books, dissertations, theses, reports, newspaper articles, journals, academic papers, internet are few of them.

A review should not be taken in simple form of set summaries but it should be rather in a formal, academic style. A review is extremely important as it helps the researcher to build up the content and background, promotes understanding of crucial concepts and contributes to the scholarship of the investigation.

Considering the above mentioned discussion, advantages of review of related literature and research can be stated as:

2.1 Advantages of Review of Related Literature and Research:

1) Review gives proper direction in formulating the hypothesis.

2) Review helps in framing the objectives and deciding the method accordingly.

3) Review assists in comparing the findings of the previous studies with the findings of the present one.

4) Review helps in understanding the limitations of the study in best possible way.

5) Review helps to avoid repetition and duplication.

6) Review helps in writing and presentation of a research report.

The review taken for the present study was in the following manner :-

2.2 Report:

Table No. 2.1 Report

Sr. No.	Title
1	Sachar Committee Report

2.2.1 *Sachar Committee Report* Retrieved 8th March 2012, from www.minorityaffairs.gov.in/sachar

Sachar Committee Report talks about the educational, economic, social status of Muslims in India. It also throws light on their place in employment, self-employment, public services, etc. Sachar Committee report again stresses the measures to be taken to improve the existing status of Muslims as minority community. Giving remarks on issues related to equity with reference to Muslims as minority community, this report arises a question about the facilities and access of Muslim community to education and infrastructural facilities related to it. Education is an area of deep and sincere concern for Muslims. Due to some religious misconceptions, Muslims are not accessing main stream education, is partially true. Along with this poverty, lack of awareness are the other factors responsible. High dropout rates among Muslims are worrisome. Coming to Urdu as key point in overall Muslim education, Urdu is related with Muslims and their education as identification mark, while Urdu was never a Muslim language but an Indian language. Low quality education with some exceptions in Urdu medium schools is the main cause of questioning Urdu as a medium of instruction. Students completing primary or secondary level from Urdu medium have to opt for either vernacular or English medium schools for further education where they face the problems of adjustment. As a result they face difficulties in continuing further education of higher secondary level and so on. Not being well conversant in English or vernacular language, the performance of these students is adversely affected. Low employability of these students also creates problems. Due to this, efforts should be made to provide quality education along with training in English conversation to reduce the rate of dropouts and to increase their employability. Sachar committee report also insists that Muslim mindset should be changed with reference to Madarsah education and main stream education.

This report helped the researcher to have deep awareness about the educational conditions of Muslims as minority community in India, its status in Maharashtra and enabled the researcher to feel the need of improving educational status of Muslim students studying in Urdu medium schools. The statistics given in this report helped the researcher to get an idea about overall educational status of Muslims in India and especially in Maharashtra. It provided the researcher with the information of Madarsah education. The report proved to be a great assistance for conceptual clarity about educational scenario of Muslim community as minority community in India.

2.3 Books:

Table No 2.2 Books

Sr. No.	Author	Title
1	Javadekar, S., Khaire, V., Tamboli, S.	बहुजनांचे शिक्षण : वास्तव आणि अपेक्षा
2	Jessa, M.	Efficient English Teaching
3	Mohammed Peer	Muslim Education in India- Problems and Prospects
4	Panigrahi, S. S.	Teaching of English
5	Sasikumar, V., Datta, Kiranmani P, Rajeevan, Geetha.	A Course in Listening and Speaking I
6	Tiwari , Saket Raman.	Teaching of English
7	Wakankar, Kamalakar. Tapkeer, Dattrey.	Methods of Teaching English

2.3.1 Javadekar, S., Khaire, V., Tamboli, S. (२०११) *बहुजनांचे शिक्षण : वास्तव आणि अपेक्षा,* पुणे, आखिल भारतीय समाजवादी अध्यापक सभा. (Edited)

This book is an edited work containing the articles of eminent personalities in the field of education throwing light on the topics of educational concern in India. In this book, three articles are related to educational status of Indian Muslims as a minority community. Razia Patel talked about politics of the problems of minority

education in India. She stated constitutional provisions regarding education of minorities, provisions and recommendations by various committees and commissions. She further stressed the aspect of education of Muslims and language issues. She focussed the unwillingness in improving the status of education of Muslims and the role of Muslim religious and political leaders.

Shahajnde F. M**.** has talked about the existing conditions of education in Indian Muslims community and the problems of equity and access in it. He has also focussed on the thoughts of Muslims leaders, Mullas and Maulavees in the article as present status of education of minorities, problems and solutions.

Third article related to educational conditions of minorities with reference to Muslims is written by Tamboli S.M. where he stressed on the education given in madarsahs, Urdu schools, overall literacy in the community and the suggestions given by various commissions and committees for the educational progress of the Muslims.

These three articles proved very beneficial for the researcher in understanding the vastness and deepness of the problem. The study of these articles helped the researcher to understand the need and importance of tackling problems of Urdu medium students regarding English speaking as a step in improving their educational as well as social status. These articles paved the way in defining the problem in most accurate manner.

2.3.2 Jessa, M. (2009) *Efficient English Teaching*, New Delhi, APH Publishing Corporation.

The book, written by a teacher educator at the undergraduate and post-graduate levels is mainly divided in three sections- A, B, and C. Section A and C are comparatively short than Section B which covers various innovative aspects of teaching of English.

The major themes discussed in the book are psychological theories of second language acquisition, various methods and approaches used for teaching English, creative techniques of teaching English, use of teaching aids, language laboratory, evaluation, etc. The book also emphasises the basic concepts like nature of language, skills of language, factors in language acquisition. The focus is also given on importance of English language and how it can be a boon for mankind.

This book helped the researcher in many ways. The topic 'Methods and approaches' gave an idea about how various approaches, especially communicative approach can be used to develop spoken English of Urdu medium students. The theories of second language acquisition proved to be a great help for the researcher as in present study psychology of Urdu medium students in learning spoken English was important factor to be handled while implementing the programme.

2.3.3 Mohmmad, Peer, (1991) *Muslim Education in India: Problems and Prospectives* Mangalore, Karnataka Muslims Pragathi Parishath.

The present book is a revised and abridged version of Ph.D. thesis of the author where the special efforts are taken to assess the impact of education or the absence of it on the Muslim community in India. Existing educational conditions and various aspects responsible for that are also tackled very carefully. Muslim people think about education in the way they are made to think about it by so called political and religious leaders and this is best focussed in the present literary work. This work also enabled the researcher to take a glance in the background of parents and its impact on education of their wards. This book gives a brief account of Muslim education in the pre-colonial and colonial era. It stresses the educational status of Muslim women which can be the key factor in entire problem. Muslims being 13% in overall population, their development is important factor in the development of the entire nation. It is widely known that educational status of Indian Muslims is for behind than other Indian communities. The research of the author was also aimed at examining the relationship of Urdu language and Muslims in India.

The present book helped the researcher to understand this very crucial factor among all the responsible factors for educational status of Indian Muslims. The researcher got help of this book in understanding the views of Muslims regarding Urdu language as medium of instruction, religious implications behind it which helped the researcher to have deep knowledge of overall perspective of the topic, its need and importance for the present study. The book also provided an insight in how teachers of Urdu school thinks about the future prospects of students studying in Urdu schools which enabled the researcher to study the opinions of Urdu school teachers teaching English by conducting a survey for them.

2.3.4 Panigrahi, S. S. (2009) *Teaching of English*, New Delhi, A P H Publishing Corporation .

The book takes a step forward in analysing various aspects of teaching of English. The book presents the entire content in simple and lucid manner. The book is divided into ten units covering various aspects of teaching of English at higher level as well at lower level. It helps the teacher of English in selecting appropriate method and /or approach of teaching as per the level of students. Aspects of teaching English like teaching of prose, poetry, grammar, vocabulary and composition are also stressed simultaneously in this book. Basic skills of language learning are stressed in detail which provides in depth knowledge to the user.

The present book provided a detailed information about various activities in teaching English which helped in framing the programme. Information regarding communicative approach also helped in preparation of programme and preparation of pre-test and post-test also. Further it provided the clear insight in how to use instructional media and various teaching aids which helped the researcher during the actual implementation of the programme.

2.3.5 Sasikumar, V., Dutta, Kiranmani P., Rajeevan, Geetha. (2007) *A Course in listening and speaking - I*, New Delhi, Cambridge University press.

This book tells us that English has become a language of global communication as well as global opportunities. Use of effective English communication enhances employability of the students. The book also guides the teachers regarding various activities in improving listening and speaking skills. This book mostly deals with sounds of English. The place of drill work, importance of listening in improvement of speaking skills, the guidance in assessment of speaking skills are some of the striking features of this book. It also gives an idea about communication as a process and features of effective communication. The books also provides tips for the students to eliminate influence of mother tongue.

The present book helped the researcher in having an insight in the activities and assessment techniques which were used by the researcher in further study. It also provided the tips for minimizing the impact of mother tongue due to which the researcher was enabled to prepare the programme in spoken English accordingly,

focusing on the activities minimizing influence of mother tongue or Urdu language on spoken English of Urdu medium students. This book also provided the help in preparing activities for face to face communication of students.

2.3.6 Tiwari, Saket Raman. (2007) *Teaching of English*, New Delhi, APH Publishing Corporation.

This book gives details of the role which English language performs in India and its importance in India. Looking into the content dealt with in this book, we can easily say that maximum possible aspects of English teaching, needs and aspirations of English teachers and students are taken into consideration. The book also guides in locating the needs of learners of English language who are studying it as 2nd and 3rd language. The main advantage of this book is the thoughts and quotes given by various authors, extracts from various reports and commissions regarding English language which gives the insight in usages of English language in India. The book also enables us to know more about modern teaching techniques in English language classroom. The prominent feature of this book is the attention given to Action Research, the striking area where English teachers need to work more. Only evaluation aspect is not taken care of in this book which is an important aspect of teaching learning process.

The present book helped the researcher in framing the plan of action for the programme and to know about the use of modern techniques for teaching of English.

2.3.7 Wakankar, Kamalakar. and Tapkeer, Dattatreya. (2008) *Methods of Teaching English*, Pune, Nitya Nutun Prakashan.

The book written by two authors presented a clear view of new trends in language teaching, how to use various audio visual aids for teaching of English. It also provided the idea of using various approaches and methods of teaching English effectively. This book presented the vivid picture of entire communication process and development of communication skills, basically oral communication skills which was very important and essential in present research.

This book assisted the researcher in preparing the activities to teach spoken English to Urdu medium students as the activities and century bank of useful sentences are very simple and useful for the students and also easy to implement. This book provided the researcher to know the problems of Urdu medium students in speaking English fluently.

2.4 Academic Papers:

Table No. 2.3 Academic Papers

Sr. No.	Author	Title
1	Ansari, Rehman	Leaked : Dr. Mahamoodur Rahman Committee Recommendations for Muslims Upliftment in Maharashtra.
2	Christ, T.S. and Makrani, S.A.	Teachers' attitudes about teaching English in India: An embedded mixed methods study.
3	Firoz Bakht	Urdu as medium is endangering the Muslim students. (commentary)
4	H.A. Bilal, A. Rehman, Chaudhari Abdul Rashid, Rana Adran, M. Abbas	Problems in Speaking English with L2 learners of Rural area schools of Pakistan.
5	Manivannam, G.	Importance of English Language
6	M.Novehebrahim, A. Abd. Gani	Enhancing the performance of spoken English among the non-native : A conceptual model
7	Md. Afsar Ali	Problems for Muslim Community in India and its Remedies.
8	Parnaz Kianiprsa, Sara Vali	The Effect of Grammar learning on Speaking Ability of EFL learners -Payame Noor University, Iran
9	Pathak, Suhas., Deshpande, Manish	A Critical study of Oral Approach of Teaching English in Marathi and English Medium Higher Primary and Secondary schools in Osmanabad District.

10	Seed, Ahmad. and Congman, Rao.	Applying Communicative Approach in Teaching of English as a Foreign Language : A Case Study of Pakistan.

2.4.1 Ansari, Rehan. (2013) Leaked : *Dr. Mohamoodur Rahman Committee Recommendations for Muslims Upliftment in Maharashtra*. Retrieved 8th March, 2014 from . http://twocircles.net/2013oct26/leaked_.....

This article is an effort to make the recommendations public before the release of the actual report with the view to conduct a debate and create an awareness among the community and the entire nation as well. The report says of Dr. Mahmoodur Rahman committee says that there is a desire in the community for formal and modern education. It is also noted by this group that a large number of community members drop out at secondary and higher secondary level. It is suggested that strengthening education of Muslims at upper primary and secondary level through intensive campaigning is needed. It also recommends introducing Urdu as third language in non-Urdu medium schools situated in Muslim populated areas. It further suggests that efforts should be made to open reading rooms, libraries, counselling centres in these areas to provide educational assistance to Muslims in Maharashtra.

This report specifically made it clear to the researcher that there is a strong need of undertaking curative measures for educational progress of Muslim community in Maharashtra in every possible manner. This report proved helpful in strengthening the need of present research which will prove an assistance for students of Urdu medium to overcome their adjustment issues in higher secondary level due to inadequate competencies in English communication.

2.4.2 Christ, Thomas, W. and Makarani, Sakilahmed A. (n.d.) *Teachers' attitudes About teaching English in India: An embedded mixed methods study*. Retrieved March 2, 2014 from http://mra.e-contentmanagement.com/archives/vol/3/issue/1/article/2724/teachers

The present article indicates that CLT (Communicative Language Teaching) helps in preparing students to acquire written and spoken English. This is the article based on the research done by two authors. It also stresses the use of CLT in actual

classroom situations in India. In this article it is stated that 31 teachers are surveyed and observed purposefully regarding their attitude about CLT and how they implement CLT in two schools in India. It is noted that teachers were positive about use of CLT in classes. The problems in implementing CLT such as classroom size, available resources, verbal English proficiency of teachers and students are mentioned in the article.

This article helped the researcher to have an idea about the use of communicative approach in English language teaching in India. It also supported the method selected for present research by the researcher. It provided more information regarding how teachers think about CLT and actual limitations in implementing CLT in classrooms.

2.4.3 Firoz Bakht (n.d.) *Urdu as medium is endangering the Muslim student (Commentary)* Retrieved June 13, 2009 Retrieved from http://www.freshnews.in/urduasmedium...

The author is a commentator on social, educational and religious issues. Here he talks about the place of Urdu medium students in results of schools in Delhi. With this reference further he mentions that Urdu medium schools face difficulties in getting eligible teachers for English, Mathematics and Science. He suggests that Urdu language should be included in the curriculum as a part of three language formula instead of a medium of instruction. He also talks about the learning standards of Urdu medium schools on one hand and on the other hand he talks about the high place of Urdu as a language. He stresses the need of learning one or two languages e.g. English or any regional language along with Urdu to be competent in the world of competition and employment.

The researcher found this extract extremely useful for stating the need and importance of the present study. Though the paper talks with reference to Delhi, it can be applicable everywhere in India and so in Maharashtra also. Thus it provided a support to the researcher in farming the background of the present research.

2.4.4 Hafiz Ahmad, Bilal., Abdur Rehman, Ch. Abdul Rashid, Rana Adnan and Muneer Abbas, (n.d.) *Problems in Speaking English with L2 learners of Rural*

Area Schools of Pakistan. Retrieved from www.languageininida.com ISSN 1930-2940 Vol. 13:10 October, 2013

The paper tells that the students of rural area of Pakistan face many problems in speaking English. It investigates various problems in using second language as a speaking tool. This study was conducted by survey method where questionnaire were used as a tool of data collection. The area of problems is related with confidence and fear of English which is mentioned in the paper. The reason behind such problems is mentioned here as the education system only stresses on reading and writing Poor listening skills, lack of vocabulary, domination of L1 (Punjabi) no exposure to proper environment are some of the further mentioned problems. The paper suggests some solutions as changes in government policies, reframing of curriculum, appointment of special English teachers, etc.

This paper proved to be a great help for the researcher in present study as it focused the need of teaching spoken English with special efforts to erase the impact of L1. In the present research also the condition is same with Urdu medium students. The paper helped the researcher in prioritizing the problems of students who face difficulties in speaking English.

2.4.5 Mannivannan, G. (n.d) *Importance of the English Language*. Retrived July 15, 2013 from http://www.usingenlish.com/articles/importance-english-languages. html.

This article gives various aspects of importance of English language in general and specifically in India. It is told here that language is basically habit formation process and the more a person is exposed to a new language, better he/she learns it. In India English was once the language of rulers. Many Indians achieved mastery over it. English has commercial importance, science and technology related importance literary importance, interstate importance as language of communication, language of employment in India. The demand of good English teachers is increasing day by day in India as each and every person wants his children to be educated in English medium schools and can speak and write English well.

The above mentioned views were a great help for the researcher to have all the concepts and issues clear regarding the background of the research undertaken. The article also helped the researcher to state the need of the research clearly.

2.4.6 M. Novehebrahim, A. Abd. Ghani. (2011) *Enhancing the performance of spoken English among the non-native : A conceptual Model,* 2011 International Conference on Social Sciences and Humanity. IPEDR Vol-5 (2011) pp. VI-16 – VI-19. www.ipedr.com/vol/no.1/4-H0029

The importance of English in the age of globalization is focused in this paper. English is gaining more and more acceptance on international level as far as higher education and employment is concerned. The paper is aimed at factors of enhancing learning of English, specially speaking of English among the non natives. It aids the reader with the features of learners both in urban and rural areas. The target population in this paper is 2^{nd}, 3^{rd}, 4^{th} , 5^{th} ,6^{th} grade students learning English as a 2^{nd} language. The difference between the performance of male and female students in spoken English is also taken care in this paper. It is told that this difference is due to various cultural, social and family backgrounds. It also provides a view about teaching of English as 1^{st} and 2^{nd} language using various instructional models and modern technologies, etc. It is clearly told here that three aspects are very important in learning of English i.e. learners characteristics, institutional environment and institutional instruction. Effect of co-operative learning is another aspect that is stressed here. It is focused that group learning conditions and individual learning are of crucial importance in learning of English as 1^{st} and 2^{nd} language.

This paper assisted the researcher in having conceptual clarity about learning of speaking English among non-natives and learners of English as a 2^{nd} language. This further abetted the researcher in framing the strategies of teaching of spoken English to the students of Urdu medium. The assessment of improvement in spoken English with reference to girls and boys is the aspect taken from the above mentioned paper in the present research. It was helpful for the researcher to know the features of learners of 2^{nd} language which provided more information about the possible learning traits of Urdu medium students.

2.4.7 Md. Afsar Ali (n.d.) *Problems of Muslim Community Education in India and Its Remedies.* Retrived September 4, 2013 from http://www. slideshore.net/ mdafsarali /paper-for-national-seminar-at...

This paper communicates the entire view of educational problems of Muslims in India and the possible solutions to it. The author here emphasises the need of establishing workable links between traditional Muslim educational system like Madrasahs and Maktabas and the main stream education system of India. The author also takes a review of Islam as a religion and tells us that 'Education' has given top priority in Islam. He mentions poverty and lack of interest and education in parents are some of the factors responsible for educational backwardness of the community. In this paper he gives the existing status of education in Muslim community from primary level till the level of higher education and talks about the degrees given in Madarsahs and Maktabas do not find any equivalence with that of the central universities. The author further states the need of establishing a workable link between these two to take this community on educationally progressive path and so to take our whole nation ahead.

The problems discussed in this paper provided the deep insight to the researcher in knowing them from their roots. The researcher often felt the need of doing concrete programme of improvement of spoken English of Urdu medium students as one of the steps in improving their educational standard and making them a part of the progress of entire nation.

2.4.8 Parnaz, Kianiparsa and Sara Vali *(n.d.) The Effect of Grammar Learning on Speaking Ability of EFL Learners*. Retrieved June 8, 2013 from http://eltweekly.com/more/2010/03/56-research-paper....

The paper is presented in Payame Noor University in Iran by two authors. It has special significance. In Iran, Persian is the basic language used and English is a foreign language to Iranians. This is the same condition in India. The paper states the need of expressing one's ideas fluently in English. It also gives importance to use of correct words and phrases in the sentences for clear communication in English. The paper tries to explore the relationship in grammar learning and speaking ability where most of the experts oppose this view. The students considered for this study are 30

(boys and girls). The nature of the study was descriptive and some of the Iranian EFL learners were asked their opinions about these issues. It is stated in the paper that most of the respondents gave importance to spoken proficiency and told learning grammar is a part of achieving that proficiency.

This paper gave clear idea to the researcher about the role of grammar in present research and helped to limit the area of treatment. It also gave an idea about the method and sample to be taken for the study.

2.4.9 Pathak, Suhas S. and Deshpande, Manish. (2011) *A critical study of Oral approach of teaching English in Marathi and English medium Higher Primary and Secondary schools in Osmanabad District.* U.G.C. proceedings on Emerging Opportunity in Future Higher Education ISBN-978-81-922534-0-4

This paper aimed at studying the use of Oral approach in classrooms while teaching English and so as to improve the communicative competencies of the students of both Marathi and English medium students. This study is related to higher primary and secondary level students in Osmanabad District. Though the study is limited to a particular district, it can be applicable in Maharashtra and for Marathi speaking students irrespective of the place. This paper throws light on the role of a teacher in using Oral approach effectively. The method used for the study is survey method where the tools e.g. questionnaire, interview schedule and observation schedules are used. The observation and conclusions in this study are that the teacher can develop and improve listening and speaking skill of students to a considerable level. It is also mentioned here that due to time limits much cannot be achieved by the teachers.

This paper helped the researcher to understand the need of present research in developing communication competencies of Urdu medium student. It also aided the researcher in understanding the role of a teacher in the classrooms while using such approaches. This paper also guided the teacher in presenting the teaching material to class step by step which helped the researcher in framing the activities in the programme for improvement of spoken English for Urdu medium students.

2.4.10 Saeed Ahmad. and Congman Rao. (2013) *Applying Communicative Approach in Teaching English as a foreign Language: A case study of Pakistan.* Retrieved March2, 2014 from www.ugv.es/portalin/articlos/PL_numero 20/12%20%20Saeed.pdf

This article states the place of English on global scenario and about the burning desire of people to have fluency in spoken English. It is stated here that Pakistan is a multilingual country with almost 70 languages. The study is aimed at knowing the feasibility of applying the CLT approach from students' perspective and that of the teachers also. The method of the study is experimental method with equivalent group pre-test post-test design. The 12th grade male students (40) is the sample used for these study. The barriers in implementing CLT in Pakistan are also discussed in this article. The survey also is also used as one way of studying teachers' attitude towards implementation of CLT. The impediments identified during the research are noted as teacher training, students' hesitation and lack of appropriate material. The teachers are found hopeful towards implementation of CLT in classes.

This article supported the researcher to strengthen the views about adopting communicative approach based programme for improving spoken English of Urdu medium students. The multilingual conditions in Pakistan are similar to India which helped the researcher to propose the strong need of the present research. The limitations stated in this article were found similar to the limitations considered by the researcher while implementing the programme for improvement of spoken English of Urdu medium students.

2.5 Ph. D. Theses:

Table No. 2.4 Ph.D. Theses

Sr. No.	Author	Title
1	Apraj, S.M.	A Study of Developing Auditory Abilities Through Language exercise in Teaching English As a 2nd language in Secondary Schools.

2	Harkara, Karuna.	Preparation of training programme for 8th std. students to improve writing skill in English language and study its effectiveness.
3	Kudchekar, S.	The development of course in spoken English at the college level and study its effectiveness.
4	Reddy, Govind B.	Language development in socially disadvantaged and non disadvantaged children.
5	Tapkir, Dattarey	Preparation of a training package to develop Verbal Creativity in IX std. English Medium students of study of its effectiveness against gender difference and communication skills.

2.5.1 Apraji, S.M. (1991) *A Study of Developing Auditory Abilities Through Language Exercises in Teaching English As a 2nd Language in Secondary Schools*. (Ph.D.) Shivaji University, Kolhapur.

This research tells us about developing auditory abilities through language exercises in teaching English as a 2nd language. The study is conducted for secondary schools. This study gives emphasis or development of micro listening abilities as one of the skills of English language.

This study helped the researcher in development of the programme in spoken English for Urdu medium students who are learning English as 2nd language.

2.5.2 Harakara, Karuna (1996) *Preparation of a Training Programme for 8th std. students to improve writing skill in English language and study its effectiveness.* (Ph.D.) SNDT, Pune.

This study is conducted for English medium students with experimental method using convenient sampling method for the sample size 120. This is the study based on 'synectics' model for English medium students to improve their writing

skills. The programme is prepared and its effectiveness is tested. The findings of the study are positive, proving the effectiveness of the programme based on synectics model. It is stated that stylistic component of writing skill was improved after the treatment given.

This study helped the researcher to know more about the procedure of implementation of the programme. It also helped in statistical treatment to be given to the data collected and analysed.

2.5.3 Kudchekar, S. (1981*) The Development of course in spoken English at the college level and the study of its effectiveness* (Ph.D.) SNDT University, Pune.

This study deals with development of the course in spoken English and its effectiveness. It is conducted for college level students. A three year course is prepared and its effectiveness is tested for the representative sample from overall Maharasthra and for SNDT university only. The programme developed is based on grammatical syllabus. The main aim of developing such course is to improve communicative competence. It is told in the findings that the attitude and motivation was important factor in the study.

This study helped the researcher to prepare dialogues, role play reading in the programme as the above mentioned study is based on use of simple, natural dialogues in improving communicative competence.

2.5.4 Reddy, Govinda. B. (n.d.) *Languags Development in socially disadvantaged and non disadvantaged children* (Ph.D.) Psychology, Shri Venkateshwara University, Tirupati.

In this research needs of socially disadvantaged and non-disadvantaged children regarding language development are explored. The problem here is studied with reference to their educational, economical, social backwardness of the minority students as one of the important factors in disadvantaged communities.

This research enabled the researcher to get acquainted with the educational and socio-economical status and problems of minority students. As this study is undertaken in Psychology, the problems are explored from psychological point of

view which further provided the researcher to know the psychological set up of Urdu medium students, their parents and their teachers also.

2.5.5 Tapkeer, Dattatrey. (2008*) Preparation of a Training package to develop verbal creativity in IX st.d English medium students and study of its effectiveness against gender difference and communication skills*. (Ph.D.) Yeshwantrao Chavan Maharashtra Open University, Nasik.

This study is carried out by using experimental method for sample of 45 students selected by incidental method. This study deals with preparation of a training package to develop verbal creativity in English for English medium IX std. students and its testing with reference to gender differences and communication skills. The findings of the study tells us that package was effective in terms of development of verbal creativity in English. It was effective for both the genders. It helped in improving communication skills of both the genders.

This study assisted the researcher to know more about formation of pre-test and post-test, preparation of programme for implementation as it is related to verbal creativity, one of the aspects in spoken communication which is the core area of the present research. It also helped the researcher in framing the objectives and hypotheses. It provided a deep insight in communication process also which was essential for the researcher to know before starting preparation of the programme in spoken English based on communicative approach.

2.6 M. Phil. Dissertation:

Table No. 2.5 M. Phil. Dissertation

Sr. No.	Author	Title
1	Gangadharan , Anita. K.	Reading Habits of the learners of English as a 2nd Language.

2.6.1 Gangadharan, K. Anita. (2003) *Reading Habit of the learners of English as a 2nd Language* (M. Phil.) SNDT Women's University of Mumbai.

This study is conducted for degree level students for the sample of 85 students. Method selected for this study is exploratory research method. The objectives stated in study are to develop a tool for obtaining information on the reading habits of the learners of English and to analyse the information on key issues in the reading habits of ESL learners.

The findings of this study are quite interesting that considerable number of students read out of the syllabus also. Most of the students prefer reading newspapers and magazines than books. Learners frequently read for knowledge or information. They find maximum difficulties in reading reference material.

This study helped the researcher to get acquainted with the fact that creation of interest among the students is important as far as improvement of any language skill is related. This study also helped the researcher to know the use of communicative approach for language teaching learning more vividly. The study was related to reading habits which enabled the researcher to think about the connection of reading abilities with spoken fluency in any language if any.

2.7 M.Ed. Dissertations:

Table No. 2.6 M.Ed. Dissertations

Sr. No.	Author	Title
1	Bhosale, Madhuri	Development of Training programme for English Vocabulary and a study of its effectiveness of VII std. Marathi Medium students.
2	Mann, Gurdeep Kaur.	Study of errors in the written work in Hindi of English Medium students studying in std. VII and preparation of practice exercises.
3	Momin, Jamir I.	A study of problems faced by the Marathi Medium students of 11th std. in interacting through English language in classroom.
4	Nighot, J.B.	इयत्ता आठवीच्या इंग्रजी माध्यमाच्या विद्यार्थ्यांमधील इंग्रजी संप्रेषण (मौखिक) कौशल्य विकसित करण्यासाठी कृती कार्यक्रमाची निर्मिती व त्याच्या परिणामकारकतेचा अभ्यास

5	Pawade, S.S.	इयत्ता आठवीच्या मराठी मातृभाषा असणाऱ्या मराठी आणि इंग्रजी माध्यमाच्या विद्यार्थ्यांच्या मराठी भाषा आकलनाचा तौलनिक अभ्यास
6	Shaikh, Shehnaz.	A study of errors in the written work in English of VIII std. Urdu Medium students and preparation of a remedial programme.
7	Shaik, Soleha Hassan.	A comparative study of errors in the written work in English of Urdu Medium students from std. VII, VIII and IX.

2.7.1 Bhosale, Madhuri. (2005-06) *Development of a Training Programme for English Vocabulary and a study of its effectiveness for VII std. Marathi Medium students* (M.Ed.) SNDT, Pune.

This study stresses the importance of vocabulary in mastering any language. The method used for this study is experimental method with incidental sample of 60. The objectives also deal with identification of level of vocabulary of VII std students, preparation of the programme on the basis of their vocabulary and to study the effectiveness of the prepared programme. The findings stress on practice exercise in correct use of vocabulary for spoken and written use. It is also stressed that mother tongue factor is important as major constraint in learning English as 3rd language. Students generally ignore phonic aspect of words. They learn more words if vocabulary games are used.

This study helped the researcher to know about vocabulary building exercise and its importance in improving language skills for all the mediums of instruction.

2.7.2 Mann, Gurdeep Kaur. (1994), *Study of Errors in the written work in Hindi of English medium students studying in std. VIII and preparation of practice* exercise (M.Ed.) SNDT, Pune.

This study focuses on locating the errors in Hindi writing in Hindi answer papers and finding out the possible causes of these errors. Practice exercise preparation is also focused in this study. Method used is survey with incidental

sample of 100 students. The findings of this study stress on the practice work for improvement in Hindi writing and correct usage of grammar and punctuation marks.

This study helped the present researcher to know that exposure and practice is important in improvement of language skills of any language. It also helped to understand the method of sampling for such studies.

2.7.3 Momin, Jameer I. (2008) *The study of problems faced by the Marathi Medium students of 11th standard in Interacting through English language in Classrooms* (M.Ed.) University of Pune.

This dissertation deals with the problem of Marathi Medium students in interacting in English. Survey method was used to explore the problems of Marathi Medium students in speaking in English. It was conducted for teachers, students and subject experts. Questionnaire, opinionnaire and interview schedule were the tools used for data collection respectively for students, teacher and the subject experts. The statistical treatment given was only percentage for the questionnaire and opinionnaire. The problem reflected in this study are of vocabulary, confidence, fear of English language, influence of mother tongue etc. The findings mentioned in this study about English teachers are very important as many of them do not have knowledge of using teaching aids and modern technology and they very often switch over to mother tongue for explanation of English content.

This dissertation helped the researcher in framing questionnaires for students, teachers and parents. It also cleared the idea of researcher about sample size and statistical treatment to be given. Findings, conclusions and suggestions was the another aspect which abetted researcher in drawing the same for the present research.

2.7.4 Nighot, J.B. (2009-10) *इयत्ता आठवीच्या इंग्रजी माध्यमाच्या विद्यार्थ्यांमधील इंग्रजी संप्रेषण (मौखिक) कौशल्य विकसित करण्यासाठी कृती कार्यक्रमाची निर्मिती व त्याच्या परिणामकारकतेचा अभ्यास* (M.Ed.) SNDT, Pune.

This is the study about improvement in spoken English for English Medium students. For this study experimental method is used with sample size 20 which seems correct for M.Ed. level only. The objectives stated here are about preparation of a

programme for improvement in spoken communication in English communications and to test the effectiveness of the programme with reference to communication skills of the students.

Findings of this study tell us that achievement test helped to know the errors in English spoken communication of VIII std. English medium students. The programme implemented proved effective as reduction of errors was observed.

This study gave an insight to the present researcher that there is a need to improve spoken communication in English irrespective of the medium of instruction as the above mentioned study is conducted for English medium students. The sample size taken here was not sufficient so in present research it was increased up to 60 students for the experiment to draw the results more accurately.

2.7.5 Pawade, S. S. (2005-06) *इयत्ता आठवीच्या मराठी मातृभाषा असणाऱ्या मराठी आणि इंग्रजी माध्यमाच्या विद्यार्थ्यांच्या मराठी भाषा आकलनाचा तौलनिक अभ्यास.* (M.Ed.) SNDT, Pune

This study talks about the need of a comparative study of Marathi and English medium students of Std. VIII and having Marathi as their Mother tongue with reference to their comprehension ability in Marathi language. Method used here is survey method with incidental sampling of 43 students. The objectives stated in the study are to prepare a test in Marathi language comprehension and to compare the comprehension ofMarathi and English medium students. The findings of the study are as Marathi medium students prove better than English medium students regarding using language correctly, using correct grammar in Marathi. But there is no significant difference in Marathi and English medium students regarding use of own language in giving answers, giving wrong or incomplete answers etc.

This study helped the researcher to know the problems in language acquisition with reference to the medium of instruction. It also made clear that language of instruction becomes dominant than other languages.

2.7.6 Shaikh Shehnaz (1995) *A study of errors in the written work in English of VIII std. Urdu medium students and preparation of a remedial programme* (M.Ed.) SNDT Women's University, Pune.

This dissertation is about the errors in written work of English by Urdu Medium students. It is mentioned in this dissertation that pupils need a working knowledge of English to enable them to understand spoken English or to speak English depending on the occasion they select. It is also implied that this ability will be limited to the range of their socio-economic set up and their day to day needs. The main thrust is on equipping the learner with communication skills. It is observed by the researcher here that the children learning English as 2nd or 3rd language face problems. The students from Urdu Medium schools read, write and speak mainly in Urdu as they consider Urdu as their mother tongue. They lay less emphasis on English.

The objectives stated here about identification of errors in written work, their classification, and identification of possible causes behind these errors and preparation of remedial programme. The sample size here is 160 students and the method used was survey.

The findings of this study tell us that very few students speak in English due to impact of Urdu. No ear training is given to them about English. More practice is required to overcome the errors in written work. For correct writing, students need lot of exposure to listening, speaking and reading also.

This study helped the present researcher in framing the objectives about the problem related to speaking on the basis of objectives framed related to writing. Findings of this study also helped the researcher in coming to certain conclusions about speaking English by Urdu medium students considering their family background and socio-economic status. The researcher studied this work thoroughly and came to a conclusion that only locating the errors and preparing the programme accordingly is not enough. Further efforts should be taken to overcome the located errors and decided to prepare the programme and implement it to check its effectiveness so that it could be further used to improve spoken English of Urdu medium students in general.

2.7.7 Shaikh, Soleha Hassan, (2004) *A comparative study of errors in the written work in English of Urdu medium students from std. VII, VIII and IX* (M.Ed.) SNDT, Pune.

This study is carried out by survey method for the sample 90 which seems to be less. This study deals with the identification of the errors in writing of English in punctuation marks, nouns, pronouns, spellings etc. their comparison with reference to VII, VIII and IX std. students and again the identification of possible causes of these errors. This study further tells us that more errors are located in correct usage of punctuation marks and teaching of grammar is neglected.

The above mentioned study helped the researcher in framing questionnaires for the present study. This study talked about English written work of Urdu medium students similar to various studies so far. It again exhibited the need of working on the spoken aspect of English language for Urdu medium students as this skill is found neglected in these studies.

2.8 Master's Degree in Applied Linguistic:

Table No. 2.7 Master's Degree in Applied Linguistic

Sr. No.	Author	Title
1	Alabdan, Badrish Nasser, Ab. Al-Twairish	The Effect of the Communicative Approach on the Listening and Speaking skill of Saudi Secondary School Students : An Experimental Study.

2.8.1 Alabdan, Badriah Nasser, Ab., Al-Twairish. (2009) *The Effect of the communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students : An Experimental Study* Retrieved from http://handle.net/12345678/8823

The research is undertaken by three authors and submitted to King Saud University Riyadh, Saudi Arabia where English as a language has a different significance. The thesis tried to measure the effect of the implementation of the

communicative approach on listening and speaking skills of Saudi Secondary Schools. The design used for the study is two group pre-test post-test design and the method used is experimental method. The paper also tells us that communicative approach is one of the most accepted ends in English language teaching. The study aims at improving spoken fluency in English of Saudi students for various reasons. This study also aims at exploring the dominance of traditional methods of teaching English. The paper also expects a need of establishing a link up with nations where more up to date TEFL are adopted.

This study helped the researcher to know importance of teaching speaking English as foreign language in the countries where mother tongue is different one. It also provided a help in finalizing the research method, research design, variables included etc. It also gave an idea about various methods and approaches which can be used effectively in teaching speaking English to the learners of EFL.

2.9 English Education Study Programme:

Table No. 2.8 English Education Study Programme

Sr. No.	Author	Title
1	Iis Sundari	Teaching Speaking Using Communicative Approach At Seventh Grade Students of SLTPN 2 RENGAS DENGKLOK

2.9.1 Iis Sundari, (n.d.) *Teaching speaking using communicative Approach of Seventh Grade students of SLTPN 2 RENGASDENGKLOK* Retrieved March 2, 2014 from publikasi.stkipsiliwangi.ac.id/2012/09/09220725-iis-sundari.pdf.

The paper is aimed at studying the effect of Communicative approach on students, speaking proficiency as well as the effectiveness of communicative approach. This study is conducted for 42 students as a population and 21 students as sample. The study is conducted by experimental method. The design used in this study is one Group Pre-test Post-test Design. The author here is mostly giving emphasis on communication rather than grammar. The author also states here that the students studying English as a foreign language face the problem in speaking in

English and in the real sense of communication. The activities included in the treatment programme are role-play, language games, pictures, etc.

The paper helped the researcher in selection of research design as well as preparing the activities to be included in the programme of improvement of spoken English of Urdu medium students. This paper provided the view that students should understand the language first to know about the situation and to react according. It also helped to get an idea about statistical treatment to be given to the collected data.

2.10 Independent Study:

Table No 2.9 Independent Study

Sr. No.	Author	Title
1	Shaikh ,A.G.	A Critical Study of Errors In Marathi writing committed by Urdu speaking pupils of Std. VII.

2.10.1 Shaikh, A.G. (1992) *A Critical study of errors in Marathi writing committed by Urdu speaking pupils of Std. VII. (Independent Study)* The Maharashtra State Bureau of Textbooks, Pune.

This study is about the errors in Marathi writing made by Urdu speaking pupils of std.VII, made by both survey and experimental methods. 16 items questionnaire is used for teachers. 75 students is the sample size for the experiment. The relevant objective of this dissertation to the present research is to study the errors in Marathi writing by pupils studying in Urdu medium schools. The findings of this study are as Urdu medium students found it difficult to write and speak Marathi language. Marathi teachers themselves did not pronounce Marathi words properly. The experiment organised for the study was successful in reducing the errors.

This study provided the present researcher an assistance in understanding the condition of other languages and their teaching-learning in Urdu medium schools. Objectives of this study proved helpful in framing the objectives for present study. It also helped in deciding the methodology and the design of the experimental study. The findings of this study provided a support to the findings of the present study as

English teachers in Urdu medium schools find it difficult to interact in fluent English as they are from the Urdu medium background same as it is difficult for Urdu medium Marathi teachers to interact fluently in Marathi.

2.11 Significance of the Review to the Present Study:

The researcher took the review of Ph. D., M. Phil. and M. Ed. studies, academic papers, some independent studies and the books to be familiar with various aspects of the problem taken for present study. The review enabled the researcher to get acquainted with following points :-

- M.Ed. studies regarding language skills in English, Marathi and Hindi were more than Ph.D. studies which were less in number. This stressed the need of undertaking such research in language development at Ph.D. level.
- Many studies were carried out in countries like Iran, Pakistan, China, Saudi Arabia, etc. Considering this, there is a need of undertaking such studies in India. India, being multilingual country, such studies will prove a great help in language development of minority communities and all the communities on a large scale which will further assist them in better employment and career.
- The articles reviewed emphasised the need and use of communicative approach in improving spoken fluency in English so it should be tested actually and this was the reason that researcher adopted communicative approach based programme for present study. Few articles were about the entire scenario of educational status of Muslim community in India which gave a vivid picture of the need of present study to the researcher.
- Out of all the research studies, many were undertaken by survey method and few were by experimental method. Rarely it was noted that combination of both survey and experimental method was adopted for the study. There was only one such research found. It enabled the researcher to select this method which helped the researcher to get acquainted with the problems in spoken English for implementation. This helped the researcher to overcome the limitations of a single method and the use of advantage of both the methods to make the present study most accurate.

- The review helped the researcher to get acquainted with the fact that the medium of instruction proves to be dominant as far as acquisition of other languages is related. Most of the studies undertaken for M.Ed. stressed this aspect. English medium students need more help in acquiring Marathi and Hindi, somewhere English language skills also. Same condition is observed with Marathi and Urdu medium students as far as English language proficiency is concerned.
- More stress is given on writing skills and there is a great need to undertake studies in improvement of speaking skills.
- Most of the studies of M.Ed. and Ph.D. were conducted for VIII std. students so selection of std .VIII for present research proved to be correct. The students of this age are important as they get enough time to practice the language habits or skills acquired for IX and X standard and use them in + 2 stage or even after that to be competent in further education and career.

Thus, the review helped the researcher in understanding the related issues of spoken English of Urdu medium students as follows :

1) The review clarified the issues related to the background of present study.

2) The review clarified the concept of spoken English and its importance.

3) The review clarified the use of communicative approach in improvement of spoken English.

4) It also helped in formulating objectives and hypotheses, selecting research method, research design and other aspects related to research methodology.

5) It helped in preparing questionnaires for teachers, students and parents.

6) The review helped the researcher to prepare the programme for improvement of spoken English of Urdu medium students.

7) The review also helped the researcher to finalize pre-test and post-test.

2.12 Salient features of the Present study:

1) It is conducted by mixed method.

2) It is based on communicative approach.

3) It includes various individual, pair and group activities.

4) It provides a chance to the individual to work with language.

5) It is focused on confidence building.

6) It talks about the opinions of parents and teachers regarding spoken English of Urdu medium student.

2.13 Conclusion:

The review provided cohesive and integrated approach towards the present study. It cleared the background and main features of the present study enabling the researcher to undertake further process.

❑❑❑

CHAPTER - III

RESEARCH METHODOLOGY

This chapter describes in detail the methodology followed in the present research study. Methodology is the description of procedure and techniques adopted for the research study. It is a systematic approach adopted by the researcher to conduct the research work.

Research methodology also can be further defined as, "The procedure by which researchers go about their work of describing, explaining and predicating phenomena are called methodology." (Saravanavel, (2013) p.7)

Methodology guides the researcher to adopt style of conducting research work and it is adopted as per the nature of the problem. Methodology also provides a detailed description of procedure undertaken for the study and the variables included in the study.

3.1 The Method of Study:

The search of knowledge through objective and systematic method of finding solution to a problem is called as research. Research is conducted by various methods, suitable to the nature of the problem selected for the study. Method of study is always decided on the basis of topic selected for the research work.

For the present study the researcher used mixed method - a combination of survey method and experimental method. Researcher conducted survey to get acquainted with the problems of Urdu medium students regarding spoken English and used experimental method in order to find out the effectiveness of the developed programme.

3.2 Mixed Method:

Mixed method research is a research design with philosophical assumption as well as methods of inquiry. As a methodology it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of

qualitative and quantitative approaches in many phases in the research process. As a method it focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. (www.sagepub.com/upm-data/1098/chapter-1/pdf)

Mixed method enables the researcher to use strengths of each approach and avoid their weaknesses. It could also provide more comprehensive answers to research questions going beyond the limitation of a single approach.

In mixed method for the present study, the researcher used survey and experimental method.

3.3 Survey Method:

Survey research is approached through the methods of personal interviews, mailed questionnaires and personal discussion besides indirect oral investigation. (Saravanavel (2013) p.61)

By using survey method, researcher can collect large amount of information from a large amount of population. Surveys are conducted with the intention of gathering information about recent happenings in the light of selected problems. Survey method, which is essentially cross sectional, provides information to solve local problems.

The researcher used survey method in the present study to collect information about the problems of Urdu medium students in speaking English. This method enabled the researcher to get acquainted with the views of parents, teachers and students regarding the selected problem.

3.4 Experimental Method:

Experimental research provides systematic and logical method for answering the question "If this is done under carefully controlled conditions, what will happen?" (Best and Kahn, (2009) P.164)

Experimental approach of research is based on the scientific method of study. In this method cause and effect relationship under controlled conditions are studied by the researcher. This method provides a base for hypothesis testing. After defining the problem the researcher tests the hypothesis and accepts or rejects it on the basis of hypothesis testing. Experimental method is more suitable in laboratory settings but also can be used in non laboratory settings such as classrooms effectively. It is used in the field of education to find out the effectiveness of specially designed programmes.

In experimental method of research, the researcher deliberately manipulates some aspects of the experiment in which he is interested. (Koul (2013) p.132)

For the present study, the researcher selected experimental method as she wanted to test the effectiveness of the programme prepared by the researcher. For this, experimental method only was suitable.

3.5 Experimental Design:

Experimental design is the blue print of the procedure that enables the researcher about relationship between independent and dependent variables. (Best and Kahn, (2009) p.177)

Researcher can select the design for the experiment according to the purpose of the research to be conducted. The selected design works for the researcher as the blueprint to solve the practical problems in implementation of the experiment.

In the present research one group pretest-posttest design is selected by the researcher which is a type of pre-experimental design as it proves most adequate and correct in educational settings. The researcher wanted to measure the improvement in spoken English of Urdu medium students. Researcher found this design suitable as it enabled the researcher to test the performance of the subjects before and after the implementation of the programme. i.e. treatment.

3.6 One Group Pre-test Post-test Design:

O_1 X O_2

where, O_1 is Pre test

O_2 is Post test

and

X is treatment

(Best and Kahn (2009) p.178)

In this design the subjects are exposed to pretest before implementation of the programme. Then the researcher gives the treatment i.e. conducts the programme. After completion of the programme, researcher again exposes the subjects to posttest.

Same procedure is as followed by the researcher in present study.

3.7 Sampling Procedure:

Sampling procedure helps the researcher to select the sample most accurately.

3.7.1 Population:

A population is any group of individuals that have one or more characteristics in common that are of the interest to the researcher. (Best and Kahn (2009) p.13)

The teachers teaching English in Urdu medium schools in Maharashtra, students studying in Urdu medium schools in Maharashtra and the parents whose wards are studying in Urdu medium schools in Maharashtra was the entire population for the survey in the present study.

The students studying in VIII std. in Urdu medium schools in Pune and Pimpri Chinchwad Municipal Corporation area was the population for the experiment in the present study.

3.7.2 Sample:

A sample is a small proportion of a population selected for observation and analysis. (Best and Kahn, (2009) p.13)

Sample always helps to draw certain inferences based on the representative characteristics of sample. Good sample always represents the population from which it is selected.

In the present study, the researcher used mixed method, a combination of survey method and experimental method. The sample for this research was selected as per the demand of the each method.

- **For Survey:**

1) 300 students studying in the std. VIII in Urdu medium schools in Pune and Pimpri-Chinchwad Municipal Corporation area.

2) 25 teachers teaching English in Urdu medium schools of Pune and Pimpri-Chinchwad Municipal Corporation area.

3) 100 parents whose wards are studying in Urdu medium school in Pune and Pimpri-Chinchwad Municipal Corporation area.

.

- **For Experiment :**

60 students of std VIII from Haji Abdul Kadar Memon Urdu school,Katraj,Pune.

3.8 Method of Sampling:

Method of sampling means the way or procedure adopted for selecting the sample for research. Selection of sampling method depends upon the need of the individual project and various aspects included in that project such as population, objectives as well as financial and time related aspects.

In present study, the researcher adopted the convenience sampling method for both survey and experiment.

3.8.1 Convenience Sampling: (Incidental Sampling)

This method of sampling involves selecting the sample elements using some convenient method without going through the vigour of sampling method. The researcher may make use of any convenient base to select the required number of samples. (Raiyani, (2012) p.55)

In convenient sampling method the researcher collects information from easily available subjects who are willing to co-operate and provide the needed information.

For the present study the researcher wanted to collect information from the teachers, parents and students regarding the problems faced by Urdu medium students in speaking English. Applying probability method for selecting a sample of parents was not practically possible. For teachers also it was not possible to apply probability method. A number of teachers teaching English in Urdu Schools was very less. The researcher had to collect information from the students of Urdu medium schools. Enrollment in these schools and number of schools available are comparatively less so available students were the sample selected by convenient method of sampling.

For administration of questionnaires for the teachers, researcher selected available English teachers in Urdu medium schools of Pune and Pimpri - Chinchwad Municipal Corporation area.

The researcher visited homes of the Urdu medium students and administered the questionnaire for parents as per the need.

For students, the researcher selected the school of Pune and Pimpri-Chinchwad Municipal Corporation area and administered the questionnaire accordingly.

For the experiment again adequate number of students in VIII std. were found in Haji Abdul Kadar Memon Urdu medium school, Katraj, Pune. so the researcher selected them as the sample.

3.9 Variables:

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. The independent variables are the conditions that the experimenter manipulates in his attempt to ascertain their relationship to observed

phenomenon. The dependent variables are the conditions that appear, disappear or change as the experimenter introduces, removes or changes independent variable.

(Sidhu, (1985) Pp193-194)

In educational research an independent variable may be a particular teaching method or a type of teacher material. The dependent variables are the measured changes in pupil performance attributable to the influences of the independent variable.

- **For the present study:**

3.9.1 Dependent Variable: Achievement scores of post test.

3.9.2 Independent Variable: A communicative approach based programme developed in spoken English for Urdu medium students of std. VIII.

3.9.3 Intervening Variables:

These variables are the one which are difficult though not impossible to observe. Such type of variables usually are related with the feelings of an individual such as boredom, fatigue, etc. (Best and Kahn, (2009) p.168)

In the present study, interest, span of attention, motivation, fatigue were the intervening variables. These factors were directly related to the students' psychology at the time of treatment which was not in the control of the researcher. It was difficult for the researcher to control and manipulate these variables.

3.9.4 Extraneous Variables:

Extraneous variables are those variables which are not difficult to observe and measure and thus easily controlled. These are those uncontrolled variables which are not manipulated by the researcher that may have significant influences on the result of a study. (Best and Kahn (2009) pp. 168-169)

In the present study, family background of the students and their socio-economic status were extraneous variables which were easily observed by the researcher but were also beyond the control of the researcher.

Regarding family background of the students, the researcher came to know about the various educational levels of the parents and completion of their education at various stages.

3.9.5 Controlled Variables:

These variables are those variables which are controlled or manipulated by the researcher.

In the present study the age and standard of the students were controlled. The students of 13 to 15 age group were selected as samples as these students were in std. VIII. For this study only VIII std. was selected.

3.10 Tools used for the study:

- For Survey : Questionnaire for students, teachers and parents.
- For Experiment : Pre test, Programme and Post test.
- Statistical Tools : 1) Percentage for analyzing the data collected through survey.

  2)'t' test for significant difference in hypotheses testing.

3.10.1 Percentage (%):

Percentage is a commonly used statics. It expresses information as a proportion of whole. This is a good way to show relationships and comparisons and tends to be easy for interpretation.

3.10.2 't' test:

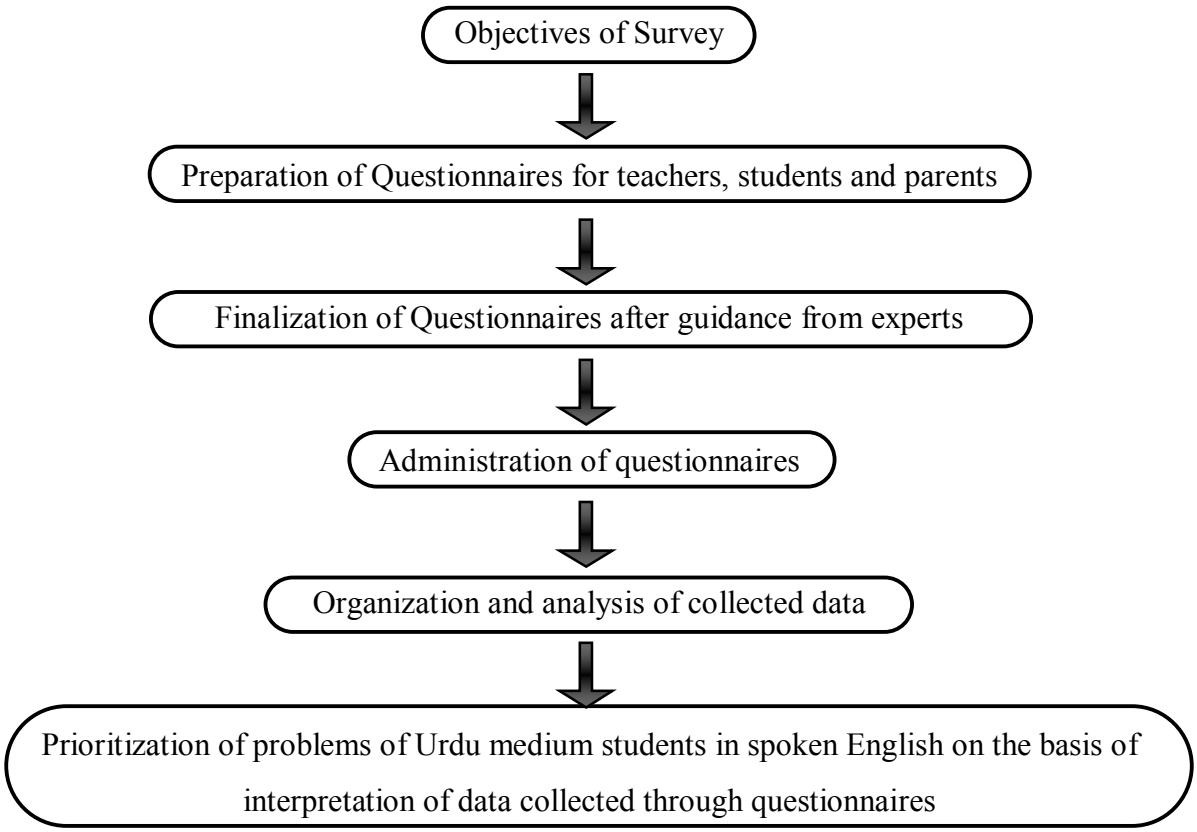
The test of the significance of the difference between two means is known as't' test. It involves the computation of the relation between experimental variance

(observed difference between two sample means) and error variance (the sampling error factor). (Best and Kahn, (2009) p. 407)

3.11 Graphical Representation:

The researcher used graphical representation to depict the analysis of the data collected through questionnaires and pretest-posttest scores. The researcher used pie-charts for the data collected through questionnaires and bar-graphs for the data collected through pretest and posttest.

3.12 Flowchart of Survey:



3.12.1 Objectives of Survey:

Objectives stated for the survey were considered by the researcher. Researcher started reading the relevant material for preparing the questionnaires. The books on research methodology helped the researcher to know more about constructing a good questionnaire while the review of Ph.D. theses and M.Ed. dissertations helped the

researcher in actual framing of questions for the questionnaire. The researcher framed three questionnaires to collect the data from teachers, parents and students.

3.12.2 Questionnaire:

A questionnaire is used when factual information is desired. (Best and Kahn, (2009) p.312)

Questionnaire is mostly used when researcher wants to collect data through survey method on a large scale.

3.12.3 Preparation of Questionnaires for Teachers, Parents and Students :-

Researcher prepared three questionnaires respectively for teachers of Urdu medium who teach English, for parents whose wards study in Urdu medium schools and for the students studying in Urdu medium schools.

a) Researcher prepared a questionnaire for teachers in which 25 items were included out of which 20 questions were objective questions with relevant options and 5 questions were descriptive where answers in two or three lines were expected. These questions were included to know personal opinion of the teachers on various aspects related to spoken English of Urdu medium students.

b) The researcher prepared a questionnaire for parents whose wards study in Urdu medium schools. It included 25 questions out of which 23 questions were objective questions with relevant options given and only 2 were personal response type questions where descriptive answers in two three lines were expected. In this questionnaire, researcher included less personal response type questions to make it easy for the parents to answer as researcher was unaware about the educational status of the parents and wanted to make it more easy for getting the expected data.

c) The researcher prepared a questionnaire for the students of Urdu medium to know more about the actual problems faced by them in speaking English in and outside the school. It also included 25 questions out of which 24 were objective questions with relevant options given and only 1 was personal response type question to make it more convenient for the students to answer easily.

3.12.4 Finalization of Questionnaires after the guidance of experts :

After preparing the initial draft of these three questionnaires, researcher distributed the initial draft to the experts in the field of English subject. These experts were-

- Dr. Bajrang Korade
- Dr. Navnath Tupe
- Dr. Shobha Joshi
- Miss Swaleha Attar
- Mr. Shaikh Mustaq Ahemad

These experts suggested some improvements in the construction of the questionnaires. The suggestions given by these experts were as follows:-

- Dr. Bajrang Korade, Associate Professor, Department of English, University of Pune, suggested improvements in general construction of the questionnaires. He asked to change the suggestions given prior to the questions to make it more easy to understand for the respondents. He also corrected the options given below some questions and made them grammatically correct.
- Dr. Navnath Tupe, Assistant Professor, Department of Adult and Continuing Education, University of Pune, basically a teacher educator in English methodology and guide to research students in Education made the construction of questionnaire more effective by changing some words or format of the questions. He helped the researcher to frame the instructions for the respondents in a precise and accurate manner. He suggested various areas of difficulties in spoken English to include in options. This made the questionnaires more simple and easy to understand for the respondents.
- Dr. Shobha Joshi, ex-co-ordinator to many spoken English Academies and a research scholar suggested to include the questions and options considering psychology of respondents towards answering the questions. It helped the researcher to understand the psychology of the respondents towards spoken English and the difficulties faced in improving spoken English.
- Ms. Swaleha Attar, Assistant Professor in English Communication J.C.M College of Engineering, Jaysingpur suggested many suitable options for the included questions. She insisted that questions should be brief and double negatives as well

as some directive questions should be removed or changed so as to make the questionnaires more perfect.

- Mr. Mushtaq Ahemad Shaikh, the retired teacher of English in Anglo Urdu Boys Highschool, Camp, Pune suggested that the questionnaires for parents should be translated to Urdu or Hindi or the researcher should get them filled properly from the parents. According to him, some parents might not be able to answer the questionnaires.

3.12.5 Administration of Questionnaires :

Researcher administered the questionnaires for teachers, parents and students.

- For teachers, the researcher explained the purpose of the questionnaire to the teachers and gave them the confidence about its use for research purpose. Researcher met the teachers individually and got the questionnaires filled from them. Researcher observed their reluctance to fill the questionnaires. It was difficult for them to answer the questions. They also were from Urdu medium background and it was difficult for them to understand the simple questions properly. Researcher found spelling mistakes in their responses. Researcher observed that the teachers responded to objective questions quickly and left the descriptive questions unanswered.
- For parents, researcher explained the purpose of the questionnaires and made them confident about the use of the questionnaire for research purpose. Parents who were educated, though very few, responded to the questionnaires personally. For the illiterate or less educated parents, researcher helped in filling the questionnaire through informal interactions. For the parents not knowing English, researcher translated the questions in Hindi. In some cases researcher explained the questions and wrote the answers given by the parents. In this lengthy task, researcher understood various aspects of life of a common Muslim family, the problems they face due to less education and language dilemma. This was similar to the views expressed in Sachar Committee Report.
- For students, the teacher visited the available schools who permitted the administration of the questionnaire for students. Researcher explained the purpose of the questionnaire and gave necessary instructions to the students in each school.

Researcher asked the students to fill up the necessary details. Then researcher explained the questions to them and asked them to fill the answers properly. In this way researcher completed the administration of the questionnaires for the students. It was observed by the researcher that the students responded to objective questions in satisfactory manner. Only one descriptive question was also answered by them in two or three words only.

Many of the students didn't know the meanings of simple English words and researcher assisted them for meanings and then they answered the questions. One of the important observations made by the researcher was that they were not fluent in spoken English and were using daily routine language for the needed communication which was not pure Hindi nor pure Urdu.

Researcher conducted the survey for students in the schools given below.

- Haji Abdul Kadar Memon Urdu Medium Highschool, Katraj, Pune-46
- Lady Halima Begum Urdu Secondary School, Kondhawa, Pune-48
- Urdu Primary School, Kharalwadi, Pimpri, Pune-18.
- V.M.Education Society's Urdu Primary School, Ramtekdi, Hadapsar, Pune-13
- Yeshwantrao Chavan Urdu School, Thergaon, Pimpri, Pune-18
- Z.P. Urdu school, Mangdewadi, Pune-46
- Zakir Hussain PMC Urdu School. 79 B, Bopodi, Pune.

While conducting the survey in various schools, researcher observed the condition of these schools. These Urdu medium schools were not financially well supported by either government or management. Infrastructural conditions and provisions for the students were not adequate. Even some schools didn't have their stamps or letterheads also. Maintenance of the schools was another important problem observed as it was directly related to health and hygiene of the students.

3.12.6 Organization and Analysis of the Collected Data :

Researcher tabulated all the data collected through three questionnaires and then analyzed the collected data properly. Regarding calculated percentage for the responses given and graphically represented the analyzed data.

3.12.7 Prioritization of problems of Urdu medium students in spoken English on the basis of interpretation of data collected through survey:

After interpretation of the data which was collected through survey researcher became familiar with the problems of Urdu medium students in speaking English. The problems like lack of confidence, fear, lack of vocabulary, lack of exposure to English language were some of the problems indentified by the researcher. Based on the interpretation, researcher prioritized them. Basically all these problems faced by the students were related to lack of confidence. Considering this fact, the researcher placed the problems in following manner –

1) Lack of proper vocabulary

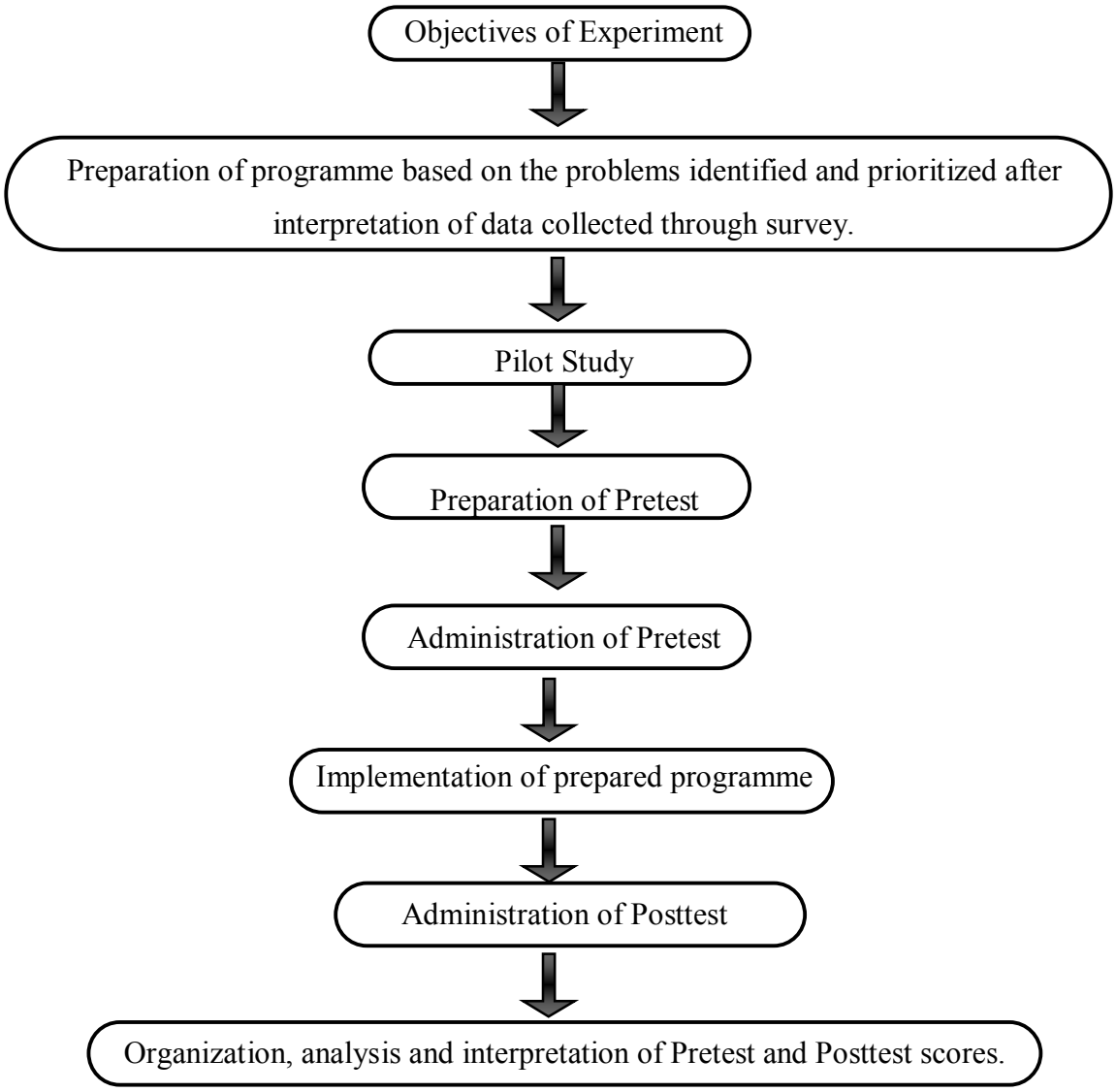
2) Incorrect sentence construction

3) Lack of confidence

(Refer Table No. 4.18, 4.43, 4.44, 4.46, 4.47, 4.56, 4.59)

Other identified problems in spoken English of Urdu medium students such as lack of exposure, proper family background, improper pronunciation, financial background etc, were related to these three prominent problems only.

3.13 Flowchart for Experiment:



After prioritizing the problems, next step was to prepare the programme accordingly.

3.13.1 For preparing the programme, researcher considered the objectives stated for the experiment and started preparing the programme for implementation. As a base of this programme, researcher considered the reviewed Ph.D. thesis, M.Ed. dissertations, M.Phil. dissertation and some individual studies for selection and implementation of the activities in the programme.

3.13.2 Preparation of programme based on the problems identified and prioritized after interpretation of the data collected through survey.

Researcher identified the problems of Urdu medium students in spoken English after interpretation of the data. Researcher found two main categories of these problems as English language related problems and socio-economic background related problems. Researcher prioritized the problems on the basis of importance given to them in Survey and arranged them accordingly. They were lack of vocabulary, incorrect sentence construction and lack of confidence etc.

Researcher started preparing the programme based on communicative approach to provide the solution to the identified problems. Researcher studied communicative approach thoroughly and also took guidance of Dr. Bajrang Korade and Dr. Navnath Tupe.

Communicative approach is the latest application of teaching language as it is more practical in use. This is situational, meaningful, motivating learners. It also stresses the functional aspect of the language which was the need of the programme developed. It develops the speech ability of the learner, Communicative approach to English teaching means 'communicative competence' which includes linguistic competence plus an ability to use the language properly. In communicative approach, emphasis is given on 'learning by use'. (Sharma, (2008) pp 100-103)

This aspect of communicative approach was considered prime by the researcher while developing the programme for Urdu medium student in spoken English, Communicative approach demands much drill work, which was good for Urdu medium students to give them enough practice in English speaking. Learners are expected to interact in pairs and groups and such activities were included in the programme.

Communicative approach which is known as communicative language teaching also makes use of real-life situations that necessitate communication. This was considered by the researcher in preparing the programme. It also creates interest in learning more about language. Communicative approach enables the learners to project their knowledge in front of the society. As it is child centered approach, the child is given freedom to express freely in front of the class as well as out of the class.

Communicative approach allows the learner to develop accuracy along with

fluency and to learn English in cohesion (linking) and coherence (meaning). This approach stresses functional learning which was rightly suitable to the need of Urdu medium students. Researcher, after studying thoroughly communicative approach, selected individual, pair and group activities as a part of programme. The activities selected were drill work, loud reading, filmstrips, introductions, pick and speak, word games, sentence games, dialogue completion, greetings and requests, orders, inquiries and suggestions, picture description, playing with TIME, Story telling, translation game and free chatting.

Communicative Approach focuses on language as a medium of communication and recognizes that all communication has a social purpose – learners have something to say or find out. Use of target language as normal medium for classroom management and instruction – reflects naturalistic language acquisition.

The programme prepared by the researcher was based on the following objectives-

- To give listening exposure to the students.
- To create confidence by conducting drill work.
- To make the students familiar with English pronunciation and make them pronounce the words properly.
- To enable the students to read with proper pauses and speech variations.
- To create interest about English among students.
- To enable the students to introduce oneself and others.
- To enable the students to frame correct sentences.
- To enable the students to use various parts of speech in spoken communication.
- To enable the students to communicate their ideas confidently.
- To enable the students to complete given dialogues.
- To enable the students to use English for practical purpose.
- To enable the students to describe and ask questions about the picture.
- To enable the students to use timings properly in the conversations.
- To enable the students to narrate the stories.
- To enable the students to know similarities in various languages.

- To enable the students to share their ideas, views and to react and talk confidently.

The programme prepared was of 30 classes of 45 min each. During these 30 classes, researcher conducted 15 different activities.

The text book of English prescribed for std VIII for Urdu medium students basically aimed at building the students confidence and proficiency. The book provides a series of graded activities that encourage students to understand and use English. The book provides many chances for the students to interact in pairs and group and master the skill of language.

'Chatting Hour' gives chance to the students to talk on different topics in the class using guiding questions. The book encourages students to frame simple questions and sentences and use them for daily communication. It also give chances of telling stories, reciting poems etc. Book also enables, the students to share their views through "Express your views- I have something to say". This book provides chance for presentations and discussion also.

One important question may arise in the mind that if a text book provides these many chances, what is the need of implementing separate programme for improving spoken English. The answer to this question is due to Urdu medium educational background of the teachers of English, they face difficulties in implementing these activities to their full extent.

The activities included in the programme were very simple but were selected with certain aim. These activities were selected to motivate Urdu medium students to use English for practical purpose and to remove fear of English from their minds. The activities were demanding use of simple English and small sentences which was supportive to erase the fear of making mistakes from their minds. The activities were arranged in the said order so as to increase the communication level. Initially drill work was taken to break the ice and make them familiar with sounds and pronunciation. It was followed by loud reading and role play reading which served the same purpose. This activity was to judge their performance in English pronunciation, speed of delivery while reading and it was an indicator towards their spoken fluency. Filmstrips were shown to them to create interest in English and its use. The filmstrips selected were short story based filmstrips. It was rather passive kind of activity for the

students but with the intention of questions answers after that to make them more active. Next activity included was 'Introductions' where the students were expected to interact with the partner. This activity was aimed at framing simple and small questions as well as sentences to communicate the sense. Then 'Pick and Speak' activity was arranged to make them confident in using English on the selected topic. The aim behind including this activity was to make them use at least 8-10 sentences in a logical manner on the selected topic.

'Word Game' was the next activity included which was aimed with the use of given word in their sentences and telling it to the partner. It was expected that students should use the words properly by knowing their meaning. Telling the used words and sentences to the partner was to increase confidence and to remove the fear of making mistakes. It was also aimed at vocabulary building. 'Sentence Game' was to use the given sentences in a proper situation and construct at least 5 to 6 other sentences related to the first sentence.

After these basic activities dialogue completion, greetings, requests, orders, single and double suggestions were placed to increase the use of English language in more practical manner. These activities were aimed at confidence building as well as exposure to the use of English for practical purpose.

Story telling was for giving exposure to the students to speak in front of the class as well as for giving listening exposure to remaining class. It was also for proper use of speech variations, body language etc.

Picture description was to strengthen the ability of framing specific small questions and getting their answers as a part of collecting or delivering specific information which is an important aspect of spoken fluency.

'Playing with TIME' was to teach the measurement of time and conveying it to others in proper English. The students were taught to read, to tell and to ask timings in this activity.

'Translation Game' was to motivate the students to use English in various ways. It was aimed at translating the phrases, idioms and proverbs of Hindi or Marathi in English or vice a versa to bring out the similarities to increase the interest of the students. 'Free Chatting' was to indirectly evaluate their improvement in spoken English and correct them whenever necessary.

3.13.3 Programme prepared for improvement of Spoken English of Urdu medium students.

Table No. 3.1 Programme for Spoken English.

Sr. No.	Activity	Time	Nature
1	Drill Work	2 Periods (45 minutes each)	Individual
2	Loud and Role play reading	2 Periods (45 minutes each)	Individual
3	Film Strips	2 Periods (45 minutes each)	Individual
4	Introduction	2 Periods (45 minutes each)	Individual and Pair work
5	Pick and Speak	2 Periods (45 minutes each)	Individual
6	Word Game	2 Periods (45 minutes each)	Individual and Pair Work
7	Sentence Game	2 Periods (45 minutes each)	Individual and Pair work
8	Dialogue Completion	2 Periods (45 minutes each)	Pair and Group work
9	Greetings and Requests	2 Periods (45 minutes each)	Individual and Pair work
10	Orders, Inquiries and Suggestions	2 Periods (45 minutes each)	Individual and Pair work
11	Picture Description	2 Periods (45 minutes each)	Individual and Pair work
12	Playing with TIME	2 Periods (45 minutes each)	Individual and Pair work
13	Story Telling	2 Periods (45 minutes each)	Individual and Group work
14	Translation Game	2 Periods (45 minutes each)	Researcher and Students
15	Free Chatting	2 Periods (45 minutes each)	Researcher and Students

3.13.4 Pilot study

After preparing the programme researcher decided to conduct a pilot study. It was with the intention to assess the utility of the programme and the activities included in it.

Researcher selected **10 students** studying in Urdu medium schools in Pune city. Researcher conducted **8 sessions of 60 minutes each** for these students. The students were assembled for these sessions in a class provided by an NGO named Tanjeem-e-Waledin. The students selected were of the **age group of 13 to 14** – similar to the age group of std. VIII which was selected for the actual implementation of the programme.

Researcher exposed the selected students to few activities in the programme like introducing oneself, using greetings, requests in daily communication, pick and speak, word and sentence game, picture description and playing with TIME. It was observed by the researcher that students found difficult to introduce themselves in English. Researcher then made the activities simple and decided to provide the list of greetings, requests etc. Researcher decided to select simple words and sentences for the word and sentence game in the prepared programme after the feedback of the students in a pilot study. Researcher found that it was difficult for the students to read and tell timings properly. It made the researcher to prepare cards with clock images to teach reading and telling timings in simple manner. It gave a thought to the researcher to include the terms related to time span such as since, from, for, etc.

This pilot study enabled the researcher for smooth implementation of the programme.

3.13.5 Preparation of Pretest :

Preparation of the programme was followed by preparation of pretest. The pretest was aimed at evaluating spoken English of Urdu medium students. It was in oral form only. Researcher prepared simple descriptions to test their use of vocabulary, various parts of speech, speech variations etc. Accuracy and confidence were some other aspects to be evaluated by this test.

The test prepared was of total 50 marks and their details were as follows-

1) Vocabulary – 10 Marks

2) Use of parts of speech – 10 Marks

3) Speech variations / body language / facial expressions – 10 Marks

4) Correctness and confidence – 10 Marks

5) General Impression – 10 Marks

Researcher selected total 20 questions in pretest to test spoken English performance of Urdu medium students.

3.13.6 Administration of Pretest :-

Researcher administered pretest before starting implementation of the programme. It took place for 4 hours, with a break of 30 minutes after first two hours. Researcher interacted with each student for 4 to 5 minutes and asked atleast 5 questions in very informal manner from the 20 questions in pretest.

Before starting pretest, researcher assembled the students in a big class and made them sit comfortably. Researcher made them sit in such a way that each student could see and listen to the researcher easily. Researcher explained the purpose of the test and explained the benefits of the whole exercise to the students to make them comfortable with testing environment and to remove fear and shyness from their minds. Researcher instructed them twice both in English and Hindi.

While conducting pretest, researcher came to know about their low level of spoken English. Some of the students were unable to understand the meanings of questions. Researcher had to translate them in Hindi and then students answered accordingly. Few students could answer properly while few managed to answer in two or three words only.

3.13.7 Implementation of the Programme :

The programme prepared by the researcher was of 15 activities – one activity for two days and 45 minutes each. For each activity initially researcher presented that activity in first period and in second period revised it for better impact.

- **Activity one – Drill Work**

Drill work was conducted as the initial step of the programme. It was aimed at making the student familiar with the sounds and speech variation in English speaking along with making them fear free and confident.

After the initial exchange of greetings researcher asked the students to follow her up in reading a small paragraph about Dr. A.P.J. Abdul Kalam. It was observed by the researcher that some students were not able to pronounce the words properly where some were reluctant to follow the reading. Researcher made them follow her up in reading one small story from their textbooks.

After this session, researcher found that the students were little free towards what was happening in the classroom.

Students were asked to repeat some good thoughts, idioms and proverbs and explained their meaning also to keep their interest increasing in the activity. This was intended to give them practice in speaking small sentences properly.

Researcher conducted a drill work for tables and asked the students to repeat. This repetition was conducted for making small sentences focusing parts of speech such as nouns, verbs, pronouns, etc. By the end of this activity, researcher asked the students to drill the pledge by follow up reading method to give them exposure to proper speed of delivery and proper pauses.

- **Activity Two – Loud Reading :**

This was an individual and pair activity. After the greetings, researcher read a small story and explained it to the students to give them listening exposure.

Researcher then introduced the activity with narrating the benefits of loud reading. The class was instructed for the individual activity of loud reading and distributed small paragraphs written for individual reading. Students started reading and were assisted in their difficulties in reading, pronouncing the words properly, etc.

After this, researcher asked the students to form a pair with their friends. The sheets were distributed for role play reading. Researcher gave freehand to the students in selecting a role for reading. Researcher instructed the students in simple English and Hindi also about how to take up role play reading. Students then started reading

and were corrected as per the need. Wrong pronunciations were immediately corrected.

Individual and role play reading in pairs was repeated to strengthen proper pronunciation, pauses, speed of delivery etc. This activity helped in making the students more interested in the programme. It was found by the researcher that students started asking questions about further activities.

- **Activity Three – Filmstrips :**

This was an individual activity aimed at increasing students' interest towards English speaking as well as English communication.

After greetings, researcher started informal talk about day to day happenings in the class. Students responded to this. Researcher then read and explained a short story to them followed by some question answers. This was for just listening exposure. The display of filmstrips of short stories was arranged. Researcher explained the purpose of the activity to the students. Students were more interested in this activity as audio-visual display gives more impact.

Researcher showed two short filmstrips -- Planet Earth and Alice in wonderland. First film strip was just to give them some knowledge about our earth in play way method and second was to motivate them towards English speaking through entertainment. The students were instructed in the beginning only to watch the films carefully so as to answer the questions at the end of the film.

It was noticed by the researcher that students were enthusiastic about the films. They answered the questions with few errors which were corrected by the researcher immediately. The queries of the students were satisfied. Researcher insisted them to ask questions in English only which proved fruitful in the whole exercise.

- **Activity Four – Introduction**

This was an individual and pair activity aimed at simple interactions and framing of simple sentences as well as questions.

In the beginning, researcher read and explained the story 'Two Brothers' to the students and asked to ask questions based on the story. It was to make them frame correct questions. The improvement was observed in confidence of the students.

Researcher then explained the importance of introducing oneself and others also. Model examples of simple introductions were given and its place in fruitful communication was explained. Researcher displayed a chart, gave them examples and asked some students to come forward and read that chart for whole class. This was to remove fear from their minds.

Researcher asked the students to introduce themselves on the note of given examples. Students tried it and were corrected wherever necessary. The students were asked to form the pairs and repeat the exercise of introduction. This 'Introduction' session included talking about name, age, likes and dislikes, hobbies, family, favourite food, colours, etc.

This entire activity was repeated till students were able to introduce themselves in at least five sentences.

- **Activity Five – Pick and Speak**

This activity was individual activity with the intention to remove fear and increase confidence in using some English sentences on the given topic. In the beginning the researcher told them the story 'Wise men and sons', asked questions to them and insisted them to answer in complete and correct sentences.

Researcher then introduced the activity 'Pick and Speak' to the students. This activity was with a purpose of vocabulary building related to the topics. Researcher arranged for the chits with the topics written on them and kept them in a tray and asked the students to come forward, pick a chit and speak on the topic written on it. Researcher gave 2-3 minutes for thinking also. The students were instructed twice in English and Hindi also.

Initially it was observed that the students were reluctant to speak. Shyness and fear also was noticed by the researcher. Few students were able to speak only 4 to 5 sentences but later on few of them spoke well but with some errors. Wherever researcher pointed out the errors, she corrected them immediately.

The students were asked to select a second lot of chits and repeat the activity in pairs or groups.

- **Activity Six – Word Game :**

This was an individual and pair activity aimed at vocabulary building. Researcher narrated an interesting incident from a nearby school for listening exposure and asked few simple questions about their studies and daily routine to make them respond in correct English.

Researcher then introduced the activity 'Word Game'. Researcher selected some nouns, pronouns, verbs, prepositions, etc.and displayed the chart with these words. Then researcher selected one word from each category and used them in sentences. The students were asked to select the words from the chart or from the list provided to them or from the words they know and make one sentence each using these words. Students were expected to tell those sentences to the researcher so that improvement could be done. After initial round, students were expected to frame some more sentences and exchange them with their friends and to correct them wherever necessary. It was observed that though the selected words were very simple, students didn't know the meaning of those words and their use in the sentences. Researcher explained the meanings and then motivated them to use them in proper sentences. The activity was repeated for more impact.

- **Activity Seven – Sentence Game :**

This activity was an individual as well as pair activity aimed at giving them practice in constructing various sentences, building their imagination power and increasing their confidence in interactions.

Initially researcher made the students listen pre-recorded story, explained it and asked the students to share some of their views related to the story. Its was again to give them motivation and confidence. It was found by the researcher that students were more interested in listening pre recorded stories than the stories narrated by the researcher.

'Sentence Game' was introduced and necessary instructions were given twice. Researcher wrote one simple sentence on the board, asked one student to read it and asked that student to imagine any situation related to the written sentence and to narrate that in 5 to 6 sentence. It was repeated for 10 to 15 students. Initially it was difficult for the students but later on after getting an idea, it became easier for the students to do this exercise. Researcher also corrected the errors of the students.

Then the students were given the chits of the sentences and asked to repeat the similar exercise in pairs. Researcher took round in the class and carefully corrected the errors of the students

- **Activity Eight – Dialogue Completion :**

This was essentially pair and group activity aimed at improving speech variations, speed of delivery and other related aspects like facial expression and body language for confidence building.

Listening exposure was given to the students by narrating some stories to them. After the informal exchange of greetings, researcher introduced the activity and gave necessary instructions twice about the activity in English as well as in Hindi. The importance of conversation was explained to the students. Researcher then distributed the Dialogue Completion sheets to the students. The students were provided with some commonly used expressions in conversation and told about their use in conversations. Researcher also explained about speech variations in dialogues and body language, facial expressions as per the characters.

Then researcher listened to the dialogues completed in pairs or groups as some sheets had two characters where some sheets had three or four characters. It was found that students were happy to select the characters and complete the dialogues in small sentences. The activity was repeated till all the students complete the dialogues.

- **Activity Nine and Ten – Greetings, Requests, Orders, Inquiries, Suggestions :**

These were individual as well as pair activities for evaluating and increasing their use of English in small conversation for practical purposes. In these activities also researcher gave listening exposure to the students by playing pre-recorded

conversations for various practical purposes such as greeting people, making requests, giving orders, making inquires and giving suggestions, etc.

Before starting the activity researcher provided the students with a list of expressions useful for the above mentioned activities and explained the use of these expressions. The students were asked to be in pairs and use those given expressions in various situations. Researcher carefully observed the class, corrected the errors and also satisfied the queries. It was observed by the researcher that till this activity, they started understanding instructions given in English and even started responding to the questions or situations in small English sentences in a better way.

- **Activity Eleven – Picture Description :**

This was an individual and pair activity aimed at using small questions and sentences for getting and delivering specific information.

Researcher gave listening exposure to the students by asking few students to narrate their routine before school starts and guided the students wherever necessary.

Researcher introduced the activity by displaying a big picture including activities related to the school life of the students. Picture description in simple sentences and how to ask questions about the picture to get the related information was demonstrated in the class. Researcher instructed the students to observe researcher's questions and answers carefully. Then researcher displayed next picture and asked few students to frame and ask questions about the displayed picture. Students were corrected wherever they went wrong. Then next picture was displayed and the students were asked to describe that picture in simple sentences.

Then researcher made them sit in pairs and gave various pictures to them. The activity again was conducted in pairs. It was carefully observed by the researcher that every time students will form a pair with new partner to get chance of interaction with maximum students.

- **Activity Twelve – Playing with 'TIME' :**

This activity also was individual as well as pair activity. This was aimed at asking and telling timings in small conversations.

Researcher gave listening exposure by making them listen pre-recorded conversations in which timings were asked and told.

The activity playing with TIME was introduced and necessary instructions were given twice. Researcher used a wall clock in the class and demonstrated how to read a clock. The words like from, to, since, for were explained as these words tell about time span. Researcher then asked the students to use these terms in their own sentences and made necessary correction also.

After this, the cards were distributed on which plain images of clock were printed. On one side of this card, time was written and students were asked to draw minute and hour hand accordingly. This was to test their understanding of time. Other side of the card was with minute and hour hands drawn and students were asked to read the time and tell it to the partner.

This exercise was repeated for various situations of times till students were able to tell the timings correctly.

- **Activity Thirteen – Story Telling**

This was also individual and pair activity for observing proper use of speech variations, body language and facial expressions.

Researcher explained the essentials of story telling to the students and narrated one small story to them. After this, researcher made them listen to a pre-recorded story. Then the students were asked to come forward and narrate the story they know to the class. 10 to 12 students individually narrated the small stories to the class. It was observed by the researcher that they used various previously learnt expressions, simple questions, proper facial expressions and speech variations.

The students were divided in small groups of 5 and then each student was asked to narrate a small story to the group. Researcher corrected the errors and supported the students in this activity. It was observed that students were more confident than the initial stage.

- **Activity Fourteen – Translation Game**

This was the activity between students and the researcher for creating more interest about English in the students and bringing out similarities in various languages.

Researcher interacted with the students about their coming annual social gathering. Then researcher introduced the activity 'Translation Game' in which it was expected that students should tell any sentence to the researcher and she should translate the sentence in English and vice a versa. It was also told that students can tell sentences in English which can be translated in Hindi / Marathi / Urdu etc. It was told by the researcher that each student should come up with at least one or two sentences which may be a simple sentence, good thought, proverb or an idiom, etc.

The activity went on for more that the decided time and it was observed by the researcher that students were more interested in speaking English and knowing about more words and expressions in English. Students took active part in this activity.

- **Activity Fifteen – Free Chatting**

This was the last activity included in the programme which was again researcher and students activity. It was included with the aim of evaluating their improvement indirectly and do the necessary corrections wherever necessary.

Researcher told the students about all the activities again to take a brief review of the programme and simultaneously to give them listening exposure.

Researcher then introduced the activity and asked the students to ask anything about the activities included in the programme, their doubts etc. The only condition was that it should be in English. Students then started sharing their ideas, feelings and asking so many questions. It was found by the researcher that errors were comparatively less and students used beautiful expressions and adjectives in this conversation. In this activity students were more interested in talking with their friends rather than the researcher which was natural also. Some students were curious to know about the test while some were interested in knowing more about the researcher.

3.13.8 Preparation of Post Test :

Implementation of the programme was followed by preparation of post test. It was aimed at evaluating the improvement in their spoken English performance. It was in oral form only. Researcher prepared the post test on the similar criteria used for preparing the pre test i.e. vocabulary, use of parts of speech, speech variation, body language, facial expressions, correctness and confidence and general impressions.

The test was for total 50 marks and their details were as follows –

1) Vocabulary – 10 Marks
2) Use of parts of speech – 10 Marks
3) Speech variation, body language and facial expressions – 10 Marks
4) Correctness and confidence – 10 Marks
5) General impression – 10 Marks

- Similar mark distribution was used for pre-test.

In post test also researcher selected 20 questions of little increased difficulty level to evaluate the improvement in spoken English performance of Urdu medium students.

3.13.9 Administration of Post Test :

Researcher administered the post test to assess the improvement in spoken English of Urdu medium students after implementation of the programme.

Researcher administered the post test for 4 hours with 30 minutes break after first two hours. Researcher instructed the students twice in English and it was observed by the researcher that all the students understood the instructions.

Researcher interacted with each students for 4 to 5 minutes and asked at least 5 questions from 20 questions included in post test.

Before actual administration of the post test researcher assembled the students in a big class and made them sit comfortably in a way that they could see and listen to the researcher easily.

It was found that students were eager to speak in English and more interested in the questions to be asked. It was observed that they understood the questions properly and answered them in complete sentences.

3.13.10 Organization, Analysis and Interpretation of Pretest and Post test scores.

Researcher organized the scores of pretest and post test, tabulated and analyzed them with the intention to calculate 't' value for checking the effectiveness of the implemented programme. After this, researcher interpreted the 't' value calculations.

The details of these aspects are thoroughly dealt with in chapter IV.

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CHAPTER - IV

DATA COLLECTION, ANALYSIS AND INTERPRETATION

After a vigorous task of completing the third chapter related to research methodology adopted, all the procedures undertaken for the present study, it was quite interesting and challenging to write about data collection, data analysis and its interpretation. When a researcher selects a problem, he/she starts collecting relevant information about that problem from various available sources. Classification, analysis and interpretation of the collected information enables the researcher to test the hypothesis.

The researcher had collected the data for the present research from various sources, classified the obtained data and analysed the same. After the analysis of the data, the researcher had interpreted it and made observations based on the interpretation. These observations are noted below in respective tables ahead in this chapter.

4.1 Data collection:

Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations tentatively held may be identified as valid, verified as correct or rejected as untenable. [Koul, (2004) p.205]

It is the process of gathering and measuring information on variables of interest and in established, systematic fashion that enables the researcher to answer stated research questions, test hypotheses and evaluate the outcomes. Accurate data collection is the important step in maintaining the integrity of research. Inaccurate data collection can impact the final results of the conducted study.

4.1.1 Nature of the collected Data:

The data collected for present research study is obtained from the survey and pretest-posttest scores regarding spoken English of Urdu Medium students of Std. VIII. The survey was conducted for parents whose wards are studying in Urdu

Medium schools. Secondly, the survey was conducted for the teachers teaching English in Urdu medium Schools and thirdly for the students studying in Urdu medium Schools.

The two tests conducted were pretest and posttest and their scores were considered. Both the tests were of 50 marks evaluating spoken English of Urdu medium schools.

In every research study data collection is of prime importance for the researcher. In the present research study, the needed data was collected by surveys and tests before and after the implementation of the programme prepared by the researcher.

To explore the problems in spoken English faced by Urdu Medium students was one of the objectives of the study. The researcher conducted three surveys – for parents, for teachers and for students respectively. Based on the information collected through these surveys, the problems were prioritized and the programme for implementation was prepared accordingly. After preparing the programme, it was implemented in the school, tests were conducted before and after this implementation. The scores of these tests i.e. pretest and post-test were taken as data.

4.1.2 Concluding Session of the Programme:

It was the last session of the researcher with the students on 14th February, 2013. The researcher expressed her words of gratitude for the students, their teachers, headmistress, and the management members of the school for giving her the opportunity to conduct her research programme in their school. The headmistress and the teachers also expressed their feelings and the need of such programmes. Students, who really participated in the programme with keen interest, shared their feelings in English better than their introductory session.

4.1.3 Experiences of the Researcher during Data Collection:

The entire process of data collection proved to be very interesting and fruitful for the researcher as she got the opportunity to visit and observe various Urdu medium schools and to interact with administrators, principals, teachers and students

of Urdu medium schools and the parents of these students during data collection process.

The visits to various Urdu medium schools were helpful in understanding the existing conditions of the same. Researcher found that students were very eager to know about the new activities and very much interested in participating in the programme intended to improve their spoken English. They took initiative in all the activities conducted by the researcher during implementation of the programme. Informal interaction with the students were throwing light on their family background, financial status, the conceptions among the community regarding the language of instruction, parents' mentality in sending boys and girls in different mediums for schooling. It was observed by the researcher that there is need of creating awareness about hygienic learning conditions, cleanliness and discipline also.

In some schools, the researcher found that the teachers teaching English were not so capable and were reluctant to communicate in English as they also were from Urdu Medium background. They were struggling while communicating in English; the fact which was not expected.

Researcher found that out of 100 parents taken for survey 68 were male and 32 were female. Out of these 100 parents 25 were 10^{th} pass, 36 were 12^{th} pass. Only 13 were graduate. Diploma holders were 7 while below 10^{th} were 17 parents. 1 was post graduate and 1 was illiterate. This clearly indicates the educational conditions of the Muslims whose wards are studying in Urdu medium Schools. The researcher also came to know that they were engaged in small scale self employment.

4.1.4 Classroom Seating Arrangement during the Programme:

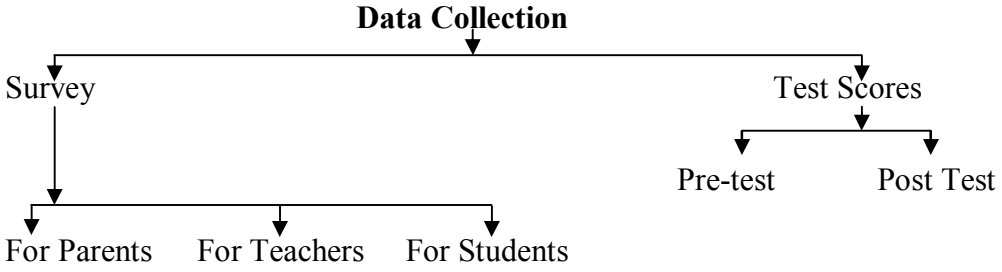
The researcher arranged the class in various ways during different activities and as per the need of the activities. The activities were

- Teacher-student activities.
- Teacher-group of students activities.
- Student-Student activities.
- Student-group of students activities.

For every session, the seating arrangement was changed as per the need and nature of the activity.

4.1.5 Collection of Data:

The data was collected as follows :



4.2 Data Analysis:

Once the entire data is collected, the researcher has to undertake the task of data analysis. Data analysis is the most skilled and challenging task in entire research process. It is the study of tabulated material in order to determine inherent facts or meanings. [Sidhu, (1985) p.276]

Analysis of data is a process of inspecting and modeling raw data with the pure intention of finding out useful information and suggesting conclusions. Data must be accurately scored and systematically organized to facilitate data analysis process.

4.2.1 Types of Data Analysis:

The types of data are different so data can be analysed in different ways. There are different ways and techniques in which data can be treated and analysed, but one common thing is that they are always analysed statistically. There are large number of statistical tools and techniques which can be used. [Upadhyay, (2012) p.227]

The Researcher has to find out the most suitable method of data analysis, relevant to the nature of the problem and objectives to be achieved. The selection of way of statistical analysis is directly related with the design researcher has selected.

4.2.2 Quantitative Data Analysis:

This is the process of presenting and interpreting numerical data. It is always helpful in evaluation as it provides quantifiable and easy to understand results. It is a systematic approach to investigation during which numerical data is collected and/or the researcher transforms what is collected or observed into numerical data. In this type, numerical methods are used to calculating scores which is necessary for ensuring comparison and relationship between various aspects, numbers and figures.

4.2.3 Qualitative Data Analysis:

This is the process of interpreting the data collected during the process of qualitative research. It is based on an interpretative research. It is based on an interpretative philosophy. Qualitative data analysis means studying the organized material in order to discover inherent facts and can be studied to explore the new facts or to interpret already known facts.

For the present research study, the quantitative data analysis is used by the researcher.

4.2.4 Steps in Data Analysis for the Present Study:

After the collection of essential data, researcher started organizing it for analysis purpose. The first step taken was tabulation of the data collected through questionnaires. All the responses were tabulated in the form of tally marks.

Tabulation is the process of transferring classified data from data gathering tools to the tabular form in which they may be systematically examined. [Kaul, (2004) p.295]

After tabulation of the data collected through questionnaires, the researcher organized and tabulated the pre-test and post-test scores in the form of tally marks.

Lastly all the organized and tabulated data was given needed statistical treatments.

4.3 Statistical Analysis of the Data Collected:

Statistical analysis is the necessary part of any research which enables the researcher to draw certain conclusions. Various statistical terms were used by the researcher for statistical analysis of the data as

4.3.1 Percentage (%):

Percentage is a commonly used statistic. It expresses information as a proportion of a whole. This is a good way to show relationships and comparisons either between categories of responses. It tends to be easy to interpret.

4.3.2 Hypothesis Testing:

Hypothesis testing refers to the process of choosing between competing hypotheses about a probability distribution based on observed data from the distribution. It is a method for testing a claim or hypothesis about a parameter in a population using data measured in a sample.

4.3.3 Two tailed or One tailed testing of Hypothesis:

When the researcher is concerned only with a difference and not with the superiority or inferiority of either group, two tailed test is used.

When the researcher is hypothesizing a direction of difference rather than the mere existence of a difference, they can use one tailed test. [Best and Kahn, (2009) p.411]

In the present study, one tailed and two tailed testing of hypothesis is used as per the need.

4.3.4 Standard Error of Mean:

In testing of hypothesis, standard error has prime importance. The standard deviation of the sampling distribution is known as the standard error. It is used to test the hypothesis. It generally gives an idea of unreliability of the sample and also

determines the limits within which the parameter values are expected. The standard error of the mean gives us a clue as to how far such sample means may be expected to deviate from the population mean. It is denoted as SEm. The standard error of a mean tells us how large the errors of estimation are in any particular sampling situation. [Kaul, (2004) p.396]

4.3.5 Significance of Difference between Two Means:

For the research problem to be accepted, it is essential to pass the critical test of significance. The test of the significance of the difference between two means is known as 't' test. It involves the computation of the ratio between observed difference between two sample means and the sampling error factors.

4.3.6 Levels of Significance:

The probability of a false rejection of the null hypothesis in a statistical test is called as levels of significance. The level of significance selected determines how large the difference between the means must be in order to be declared significantly different. The rejection or acceptance of a null hypothesis is based on some level of significance (alpha level) as a criterion [Best and Kahn, (2009) p.408]

Most often 0.05 and 0.01 levels of significance are used for rejection or acceptance of a null hypothesis.

In the present research 0.01 level of significance is used.

4.3.7 Degrees of Freedom:

The number of degrees of freedom in a distribution is the number of observations or values that are independent of each other that can not be deducted from each other. [Best and Kahn, (2009) p.413]

It is denoted by the symbol df.

4.4 Statistical Equations used in the calculation of 't' values:

i) Mean = $m\frac{\Sigma x}{N}$

ii) Standard Deviation (S.D.)

$$\sigma = \frac{i}{N}\sqrt{N \times \Sigma fd^2 - (\Sigma fd)^2}$$

iii) Standard Error of Mean – SEM

$$SEM = \frac{\sigma}{\sqrt{N}}$$

iv) Correlation (γ)

$$\gamma = \frac{\Sigma xy}{\sqrt{\Sigma x^2 . \Sigma y^2}}$$

v) $SEDm = (SEm_1)^2 + (SEm_2)^2 - 2\gamma \times SEm_1 \times SEm_2$

(where N is identical)

vi) $t = \frac{DM}{SEDm}$ (vii) $df = N - 1$

viii) $SEDm = \sqrt{(SEm_1)^2 + (SEm_2)^2}$

(where N is not identical)

4.5 Statistical Analysis of the Data Collected:

As the data collected was an outcome of surveys conducted and the tests i.e. pre-test and post-test scores, the treatment given to the obtained data was as follows-

- The data collected from the surveys was tabulated and accordingly percentage (%) was obtained for the questions and responses respectively.
- The experiment was conducted as single group pre-test – post- test design and as the hypotheses dealt with effectiveness of the implemented programme, following statistical procedures were followed -
- The means of the per-test and post-test scores were found out for the total sample.

- The standard deviation of both pre-test and post-test series were computed.
- The standard errors of means were calculated regarding the pre-test and post-test scores.
- Finally 't' value was computed in order to decide whether the difference is significant or not.
- Similar procedure was repeated for the pre-test and pro-test scores of girls and again for the pre-test and post-test of boys.
- The calculations were done for testing the significance of the programme with reference to the difference in improvement in spoken English of girls and boys.

For this research the main objective was to explore the problems of Urdu medium students in spoken English and to priorities them. With this intension, three questionnaires were prepared—for parents, for students and for teachers.

For the convenient analysis, the questionnaires were coded as follows :

- Questions for parents : Questionnaire A
- Questions for students : Questionnaire B
- Questions for teachers : Questionnaire C

4.6 Interpretation of Questionnaire A:

The parents were asked questions just to know their views about spoken English an its importance for their child. The responses of the parents were as follows:

Questionnaire for Parents

Q.A. 1 Does your child speak in English?

Table No. 4.1 Percentage for Q.A. 1

Options	Total	Percentage
Yes	56	56%
No	44	44%
Total	**100**	**100%**

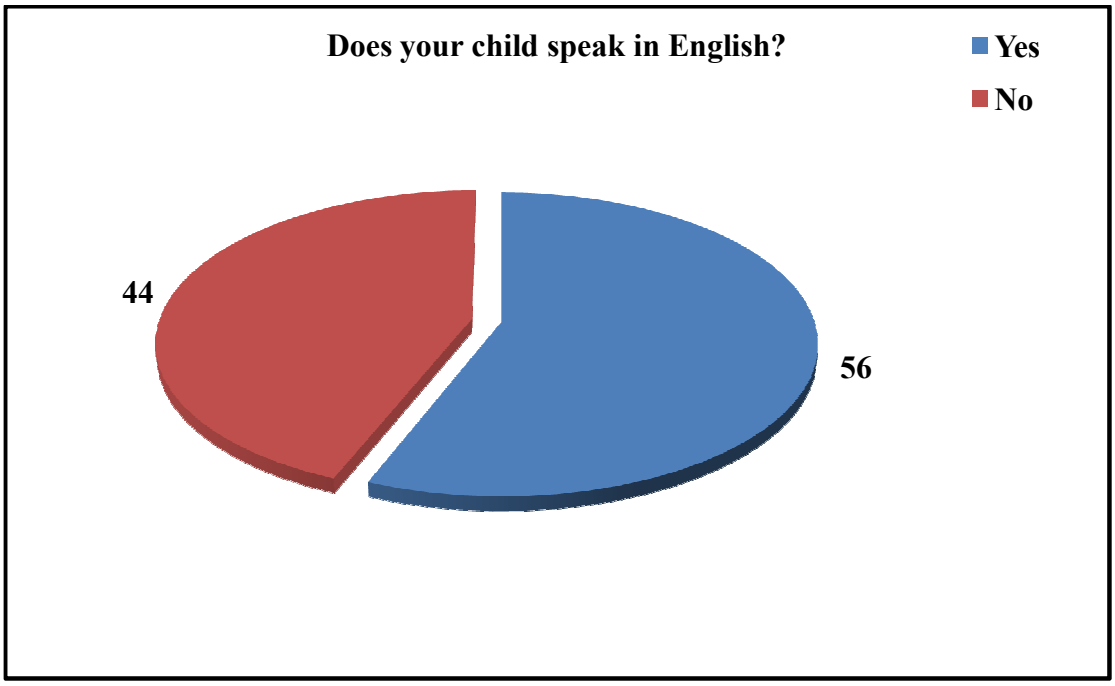


Figure No. 4.1 Responses for Q.A. 1

Observation :

Regarding the speaking of their children in English, 56% of the parent said that their children speak in English while 44% of them said that their children do not speak in English.

Q.A. 2 Does your child speak in English with you?

Table No. 4.2 Percentage for Q.A. 2

Options	Total	Percentage
Yes	29	29%
No	71	71%
Total	**100**	**100%**

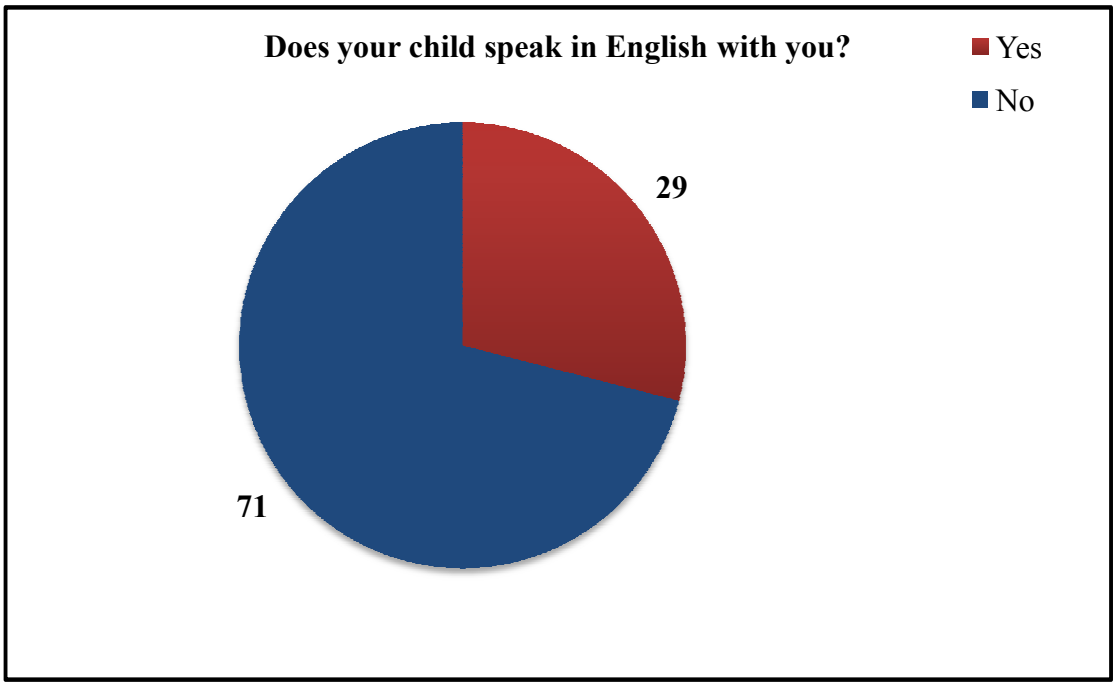


Figure No. 4.2 Responses for Q.A. 2

Observation :

They were asked whether their children speak in English with them, only 29% of them answered positively while 71% of the parents reported that their children do not speak with them in English.

Q.A. 3 Do you find it difficult to speak with your child in English?

Table No. 4.3 Percentage for Q.A. 3

Options	Total	Percentage
Yes	85	85%
No	15	15%
Total	**100**	**100%**

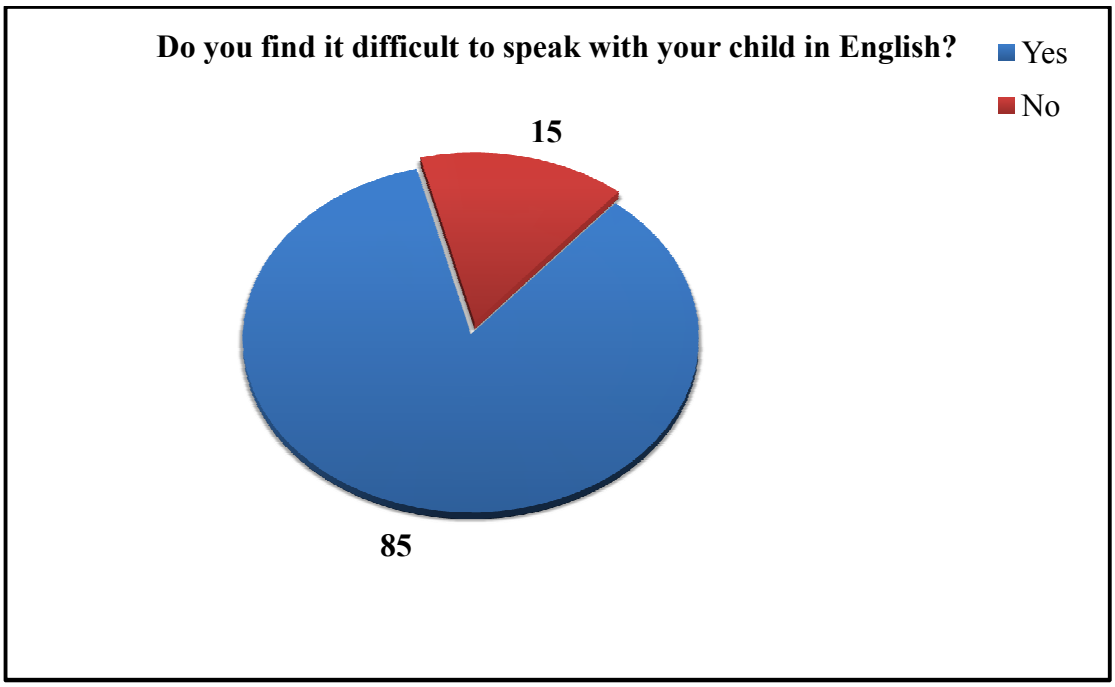


Figure No. 4.3 Responses for Q.A. 3

Observation :

85% of the parents find it difficult to speak with their children in English due to their educational background, their medium of instruction or social exposure they got. Only 15% of the parents said that it is not difficult for them to speak in English with their children which can be related with their educational and social background.

Q.A. 4 Do you help your child to study English?

Table No. 4.4 Percentage for Q.A. 4

Options	Total	Percentage
Yes	38	38%
No	62	62%
Total	**100**	**100%**

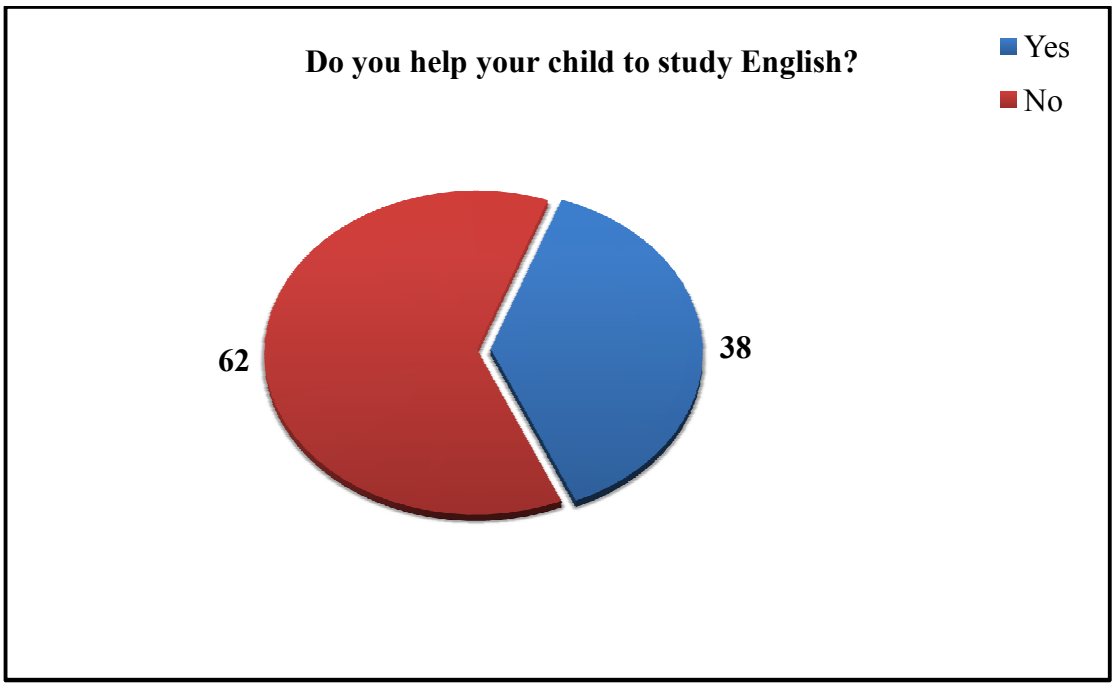


Figure No. 4.4 Responses for Q.A. 4

Observation :

Helping their children in studying English was next question asked to the parents. 38% parents only said that they help their children in studying English while 62% parents said that they do not help their children in studying English.

Q.A. 5 Do you satisfy the queries of your child, if asked in English ?

Table No. 4.5 Percentage for Q.A. 5

Options	Total	Percentage
Yes	35	35%
No	65	65%
Total	100	**100%**

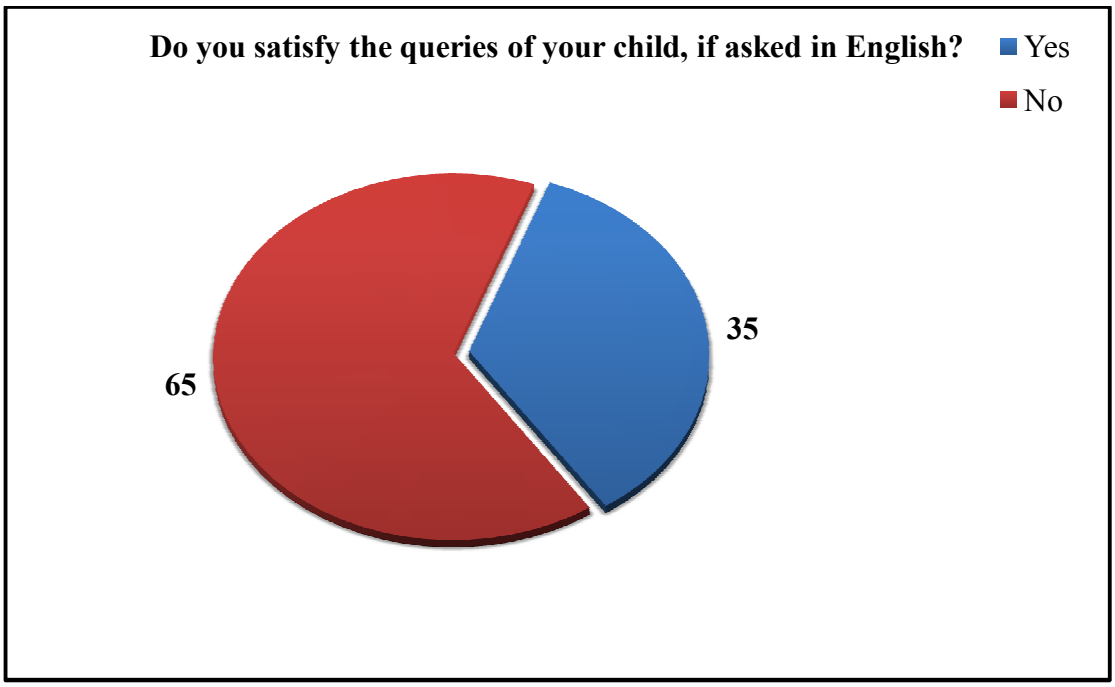


Figure No. 4.5 Responses for Q.A. 5

Observation :

If the queries were asked in English by the children, only 35% parents satisfy them and 65% of them are unable to satisfy them. This is again because of their own educational status.

Q.A. 6 Do you give your child an opportunity to speak in English ?

Table No. 4.6 Percentage for Q.A. 6

Options	Total	Percentage
Yes	55	55%
No	45	45%
Total	100	**100%**

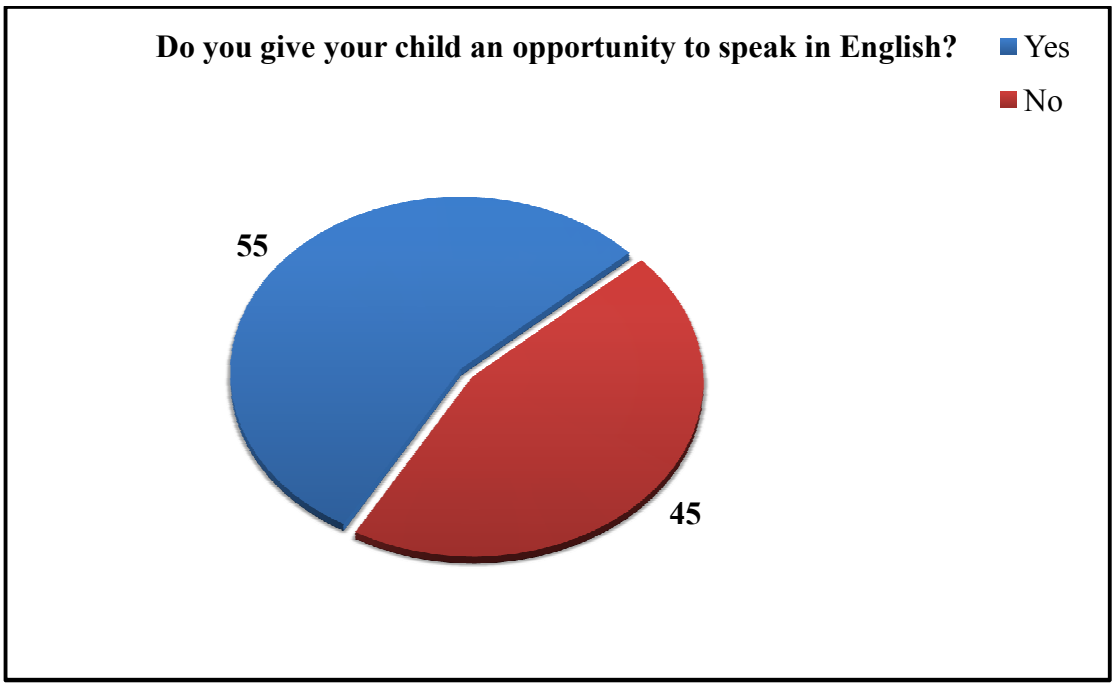


Figure No. 4.6 Responses for Q.A. 6

Observation :

55% of the parents give their children an opportunity to speak in English while 45% do not give them this opportunity because of the family background or social background.

Q.A. 7 Does the English teacher provide enough opportunities for English speaking to the child?

Table No. 4.7 Percentage for Q.A. 7

Options	Total	Percentage
Yes	86	86%
No	14	14%
Total	100	**100%**

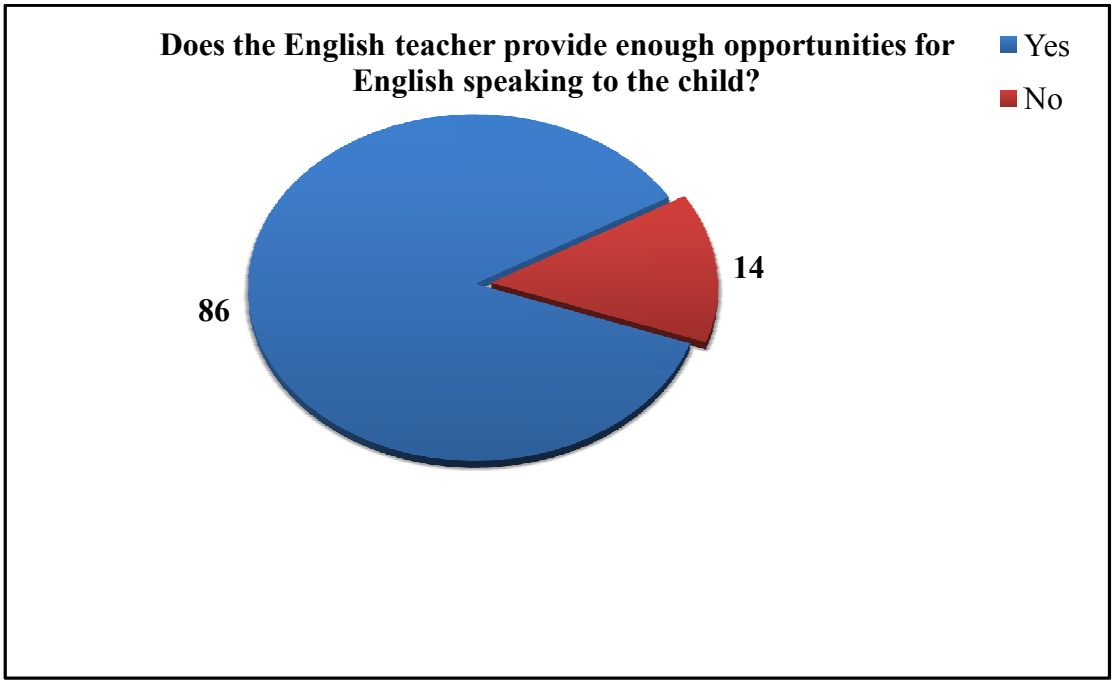


Figure No. 4.7 Responses for Q.A. 7

Observation :

While speaking about the opportunities given by the school teachers, 86% of the parents responded that they English teachers in the school of their children provide opportunities for speaking in English while only 14% said that the teachers do not provide such opportunities for English speaking.

Q.A. 8 Does the school provide opportunities to improve English speaking?

Table No. 4.8 Percentage for Q.A. 8

Options	Total	Percentage
Yes	85	85%
No	15	15%
Total	100	**100%**

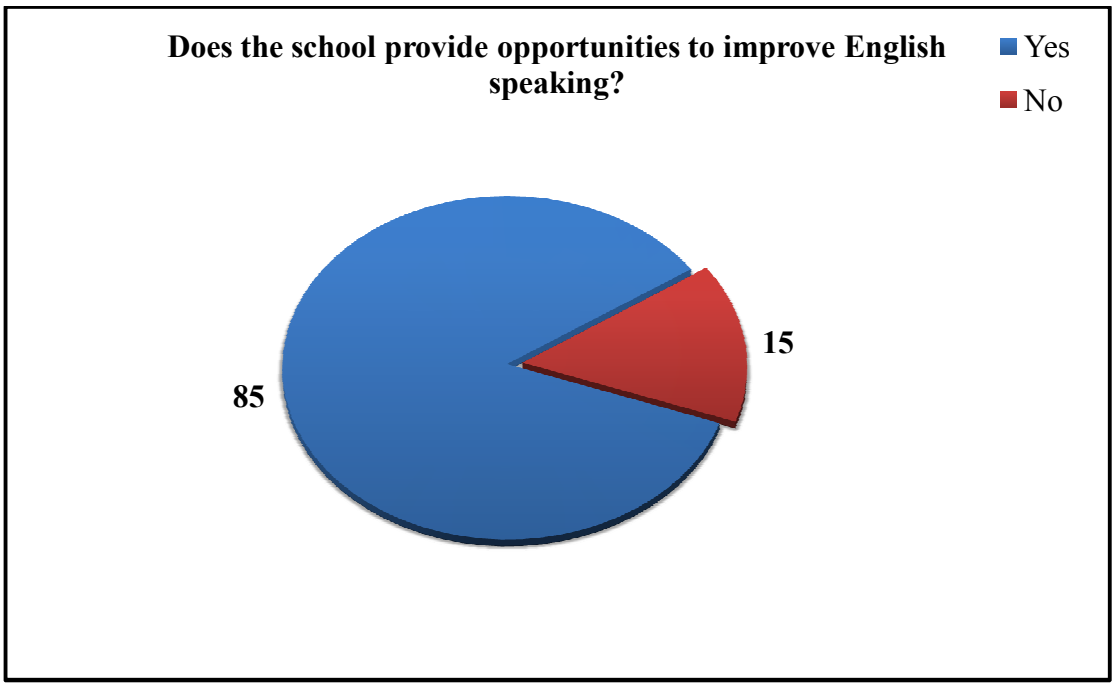


Figure No. 4.8 Responses for Q.A. 8

Observation :

When it was asked about the schools, 85% parents said that the schools provide opportunities to improve English speaking while 15% parents told that the schools do not provide such opportunities to improve spoken English of Urdu Medium students.

Q.A. 9 Do you send your child to spoken English classes?

Table No. 4.9 Percentage for Q.A. 9

Options	Total	Percentage
Yes	19	19%
No	81	81%
Total	100	**100%**

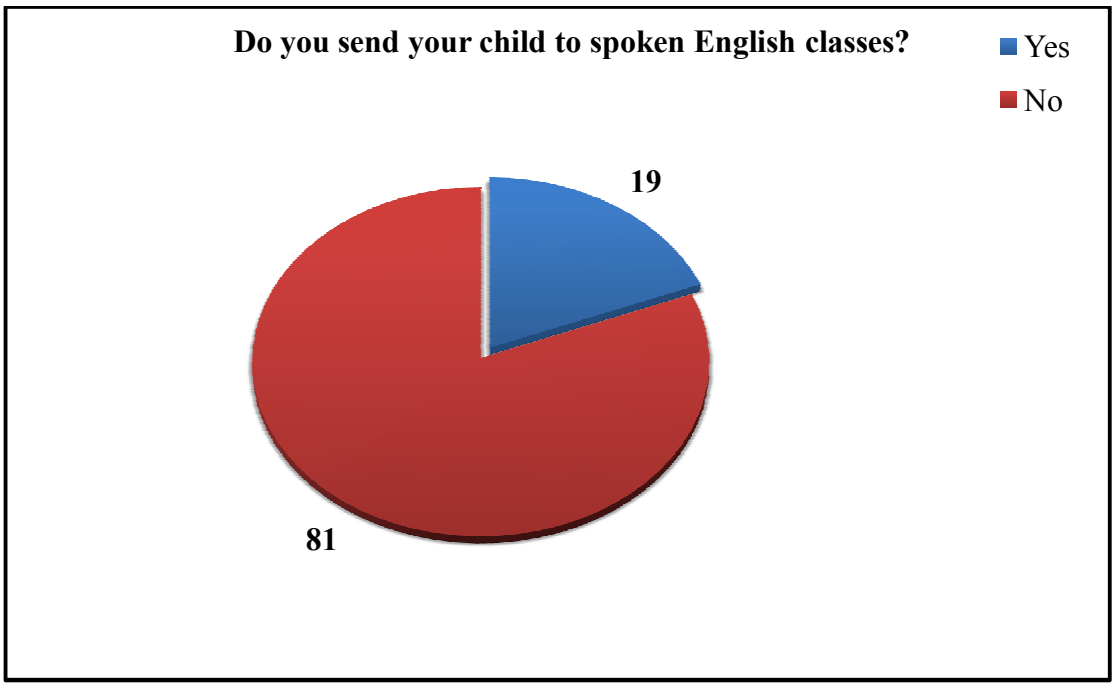


Figure No. 4.9 Responses for Q.A. 9

Observation :

19% only responded positively and told that they send their children to spoken English classes while 81% parents said that they do not send their children to spoken English classes.

Q.A. 10 Do you find the fees of spoken English classes unaffordable?

Table No. 4.10 Percentage for Q.A. 10

Options	Total	Percentage
Yes	74	74%
No	26	26%
Total	100	**100%**

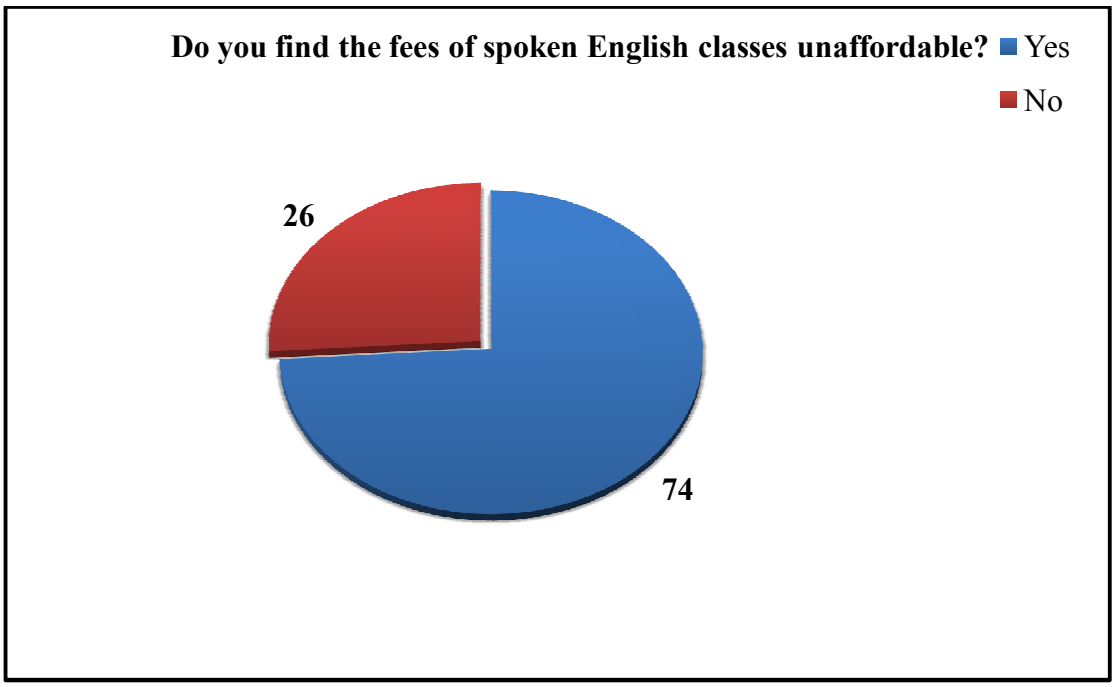


Figure No. 4.10 Responses for Q.A. 10

Observation :

74% parents find the fees of spoken English classes unaffordable while 26% parents said that such fees are not unaffordable which directly may be related to their financial background.

Q.A. 11 Does your child take interest in English speaking ?

Table No. 4.11 Percentage for Q.A. 11

Options	Total	Percentage
Yes	65	65%
No	35	35%
Total	100	**100%**

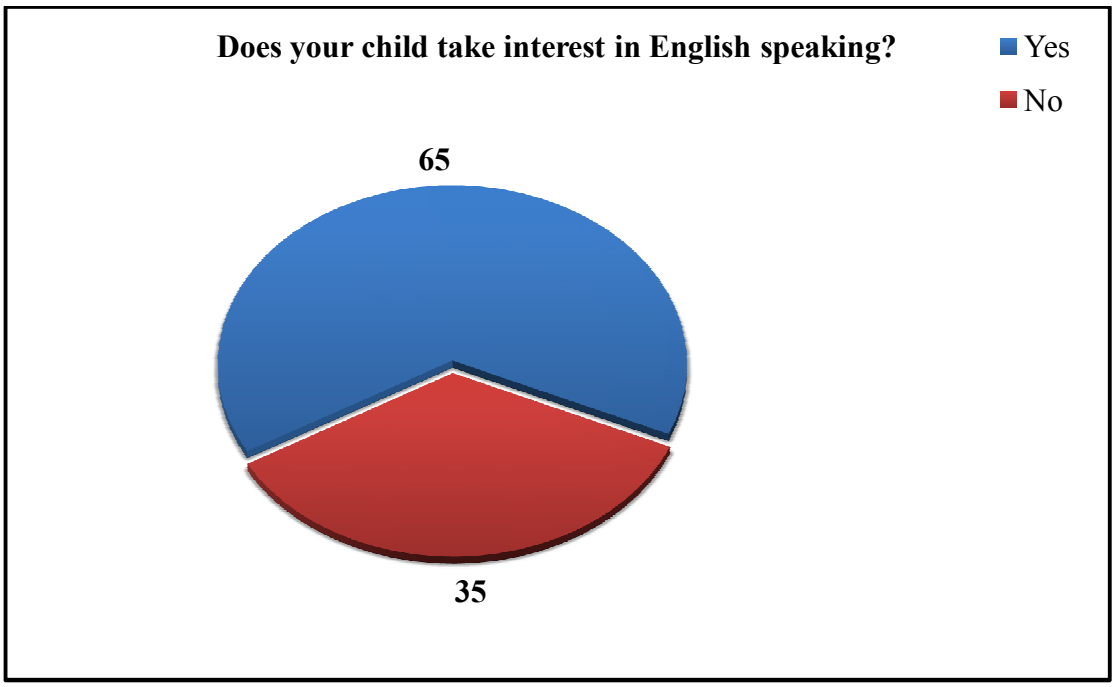


Figure No. 4.11 Responses for Q.A. 11

Observation :

65% parents answered that their wards take interest in English speaking while 35% of them said that their wards do not take interest in English speaking which may be related again with family background and neighborhood environment.

Q.A. 12 Do you encourage your child to read English newspapers?

Table No. 4.12 Percentage for Q.A. 12

Options	Total	Percentage
Yes	73	73%
No	27	27%
Total	100	**100%**

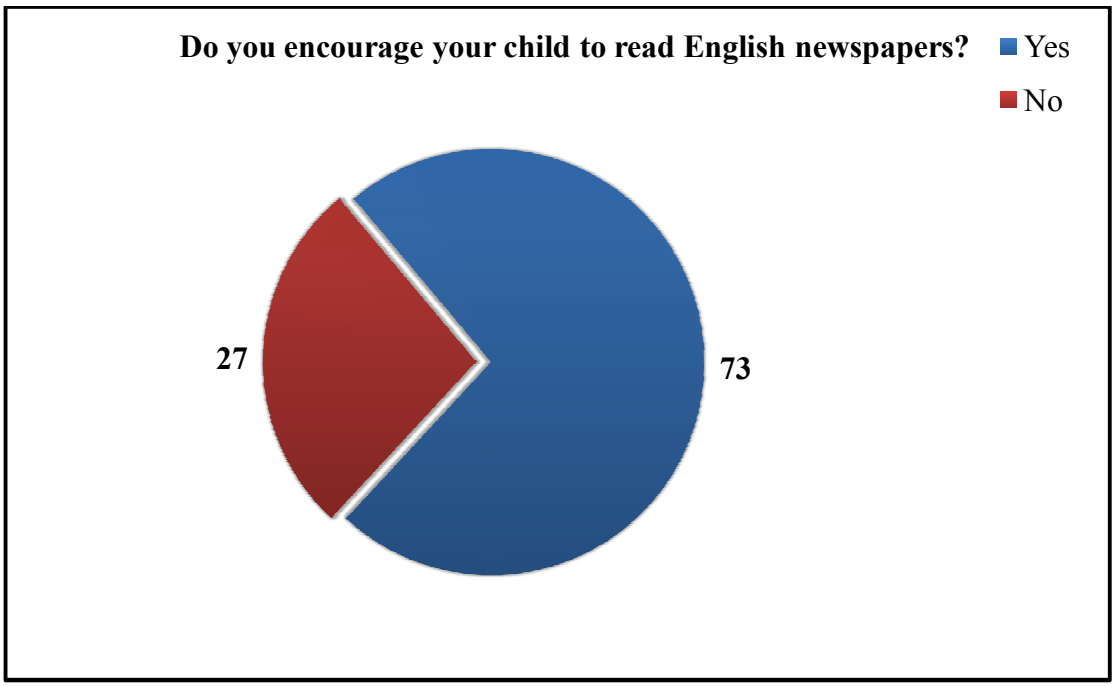


Figure No. 4.12 Responses for Q.A. 12

Observation :

Irrespective of their social and educational background, 73% parents encourage their children to read English newspapers while only 27% responded that they do not encourage their children for the same.

Q.A. 13 Do you encourage your child to listen to English news to improve spoken English?

Table No. 4.13 Percentage for Q.A. 13

Options	Total	Percentage
Yes	78	78%
No	22	22%
Total	100	**100%**

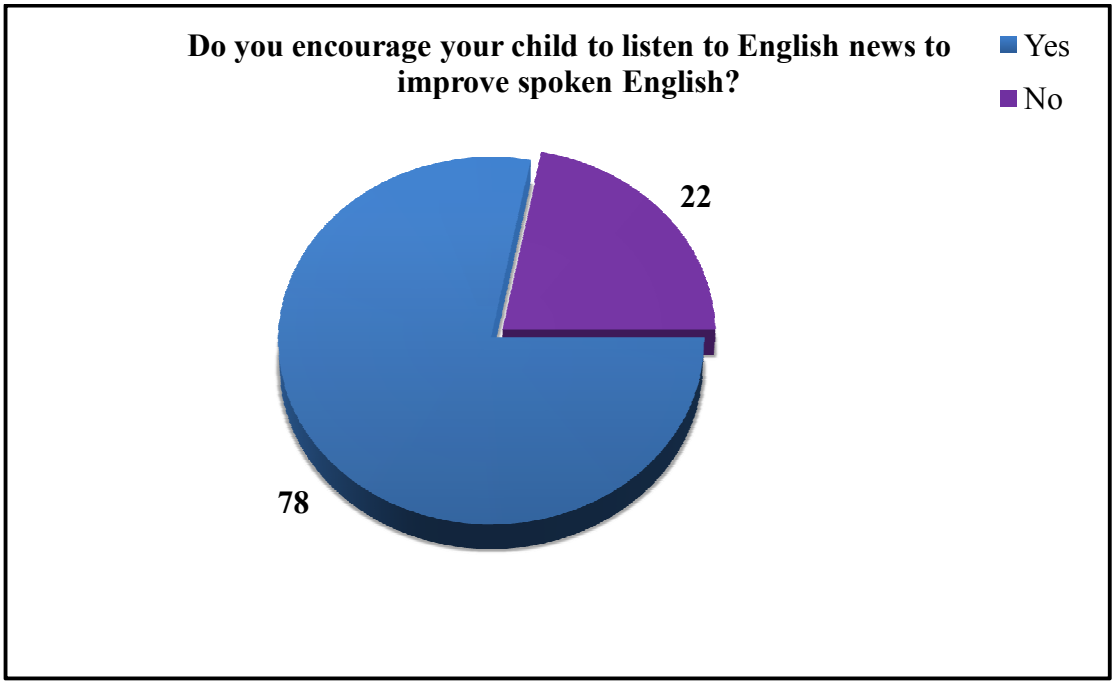


Figure No. 4.13 Responses for Q.A. 13

Observation :

Similarly, 78% parents said that they encourage their children to listen to English news for improving spoken English while 22% parents told that they do not do so.

Q.A. 14 Do you provide extra/supplementary reading material to your child for improvement?

Table No. 4.14 Percentage for Q.A. 14

Options	Total	Percentage
Yes	49	49%
No	51	51%
Total	100	**100%**

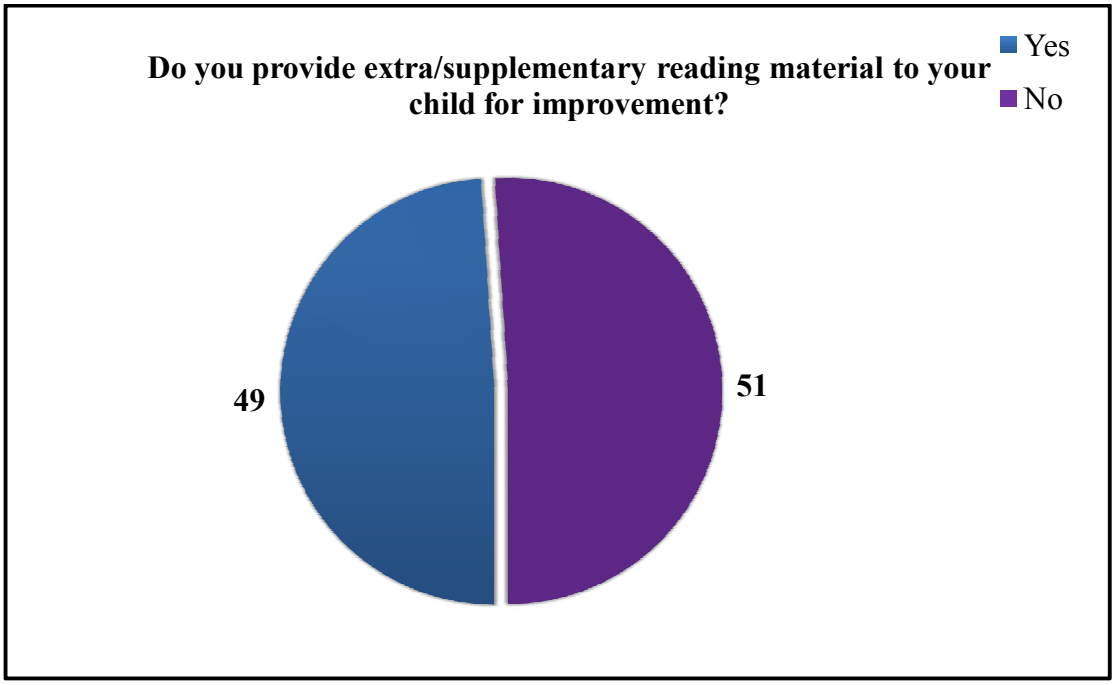


Figure No. 4.14 Responses for Q.A. 14

Observation :

It was asked to the parents regarding providing extra supplementary reading material to their children for improvement in spoken English, 49% parents responded positively and 51% of them responded negatively. Here we cannot draw any distinct conclusion as the difference between the two responses is very less.

Q.A. 15 Does your child's English teacher discuss the difficulties in spoken English faced by your child with you?

Table No. 4.15 Percentage for Q.A. 15

Options	Total	Percentage
Yes	80	80%
No	20	20%
Total	100	**100%**

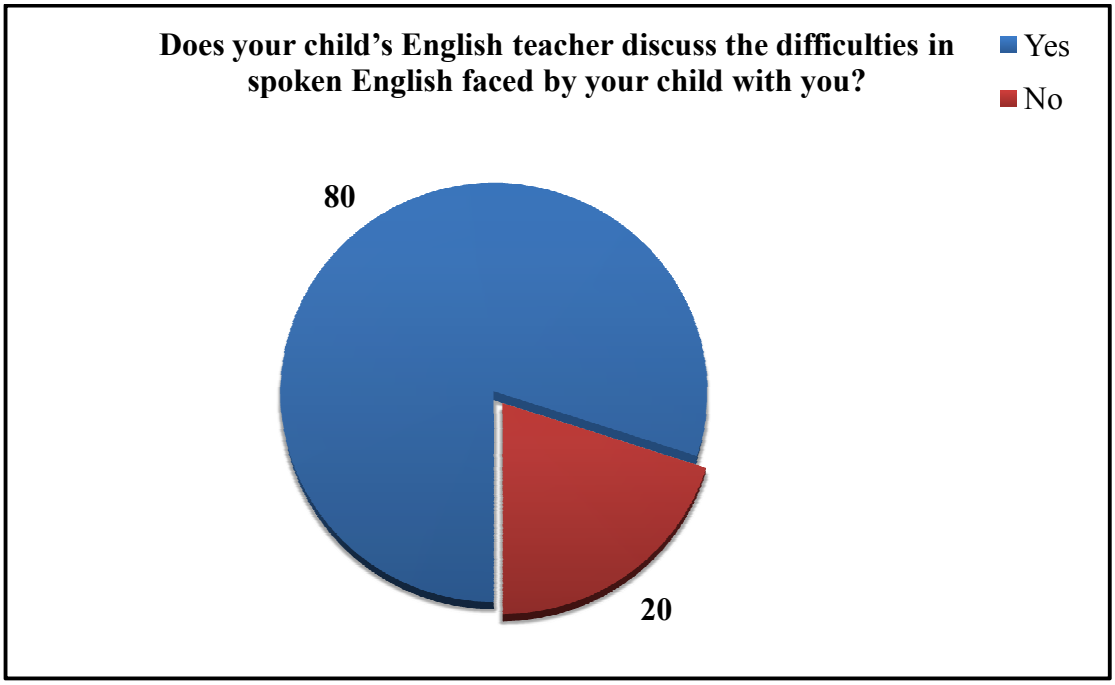


Figure No. 4.15 Responses for Q.A. 15

Observation :

Discussion of the difficulties in spoken English faced by the children by the English teachers with the parents was the next aspect explored. 80% parents replied that the English teacher of their children discusses the difficulties with them while 20% parents said that they do not have such experience. English teacher of their children do not discuss the difficulties in speaking English with them.

Q.A. 16 Does the English teacher of your child discuss with you the reasons behind those difficulties?

Table No. 4.16 Percentage for Q.A. 16

Options	Total	Percentage
Yes	82	82%
No	18	18%
Total	100	**100%**

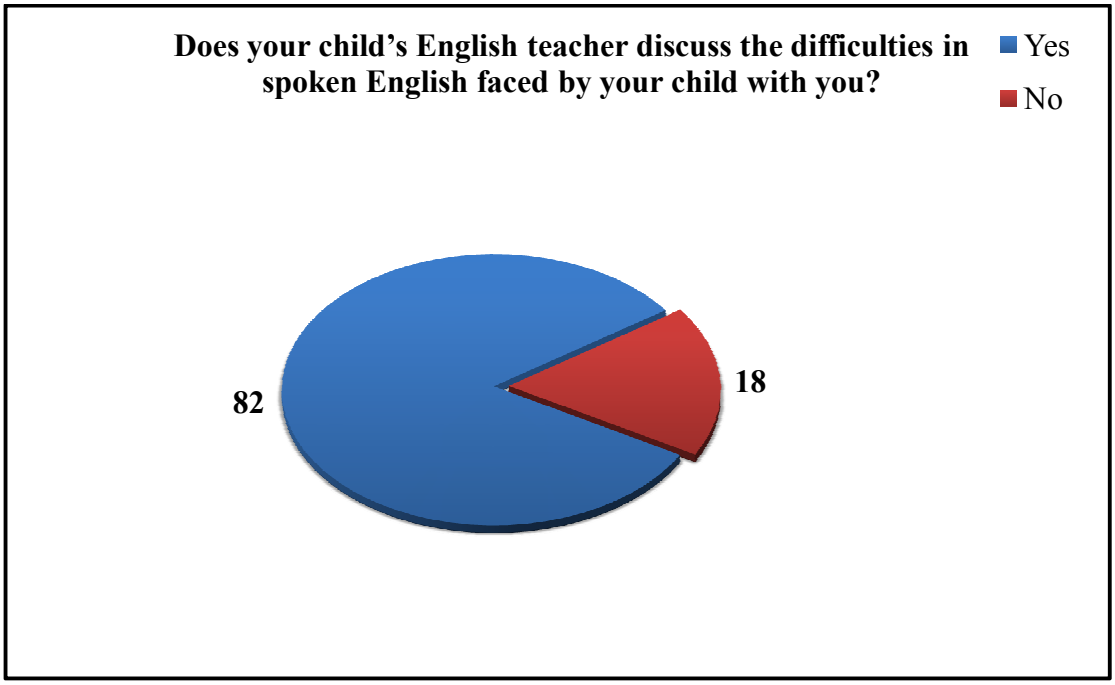


Figure No. 4.16 Responses for Q.A. 16

Observation :

82% parents also responded that the English teacher also discusses the reasons behind such difficulties with the parents while 18% parents said that the English teacher of their children does not discuss the reasons behind such difficulties faced by their children in spoken English

Q.A. 17 What is the benefit of better spoken English in your child's progress?

Table No. 4.17 Percentage for Q.A. 17

Options	Total	Percentage
Better Education	33	33%
Better Career	28	28%
Better Life Standard	24	24%
Better financial Gain	15	15%
Total	100	**100%**

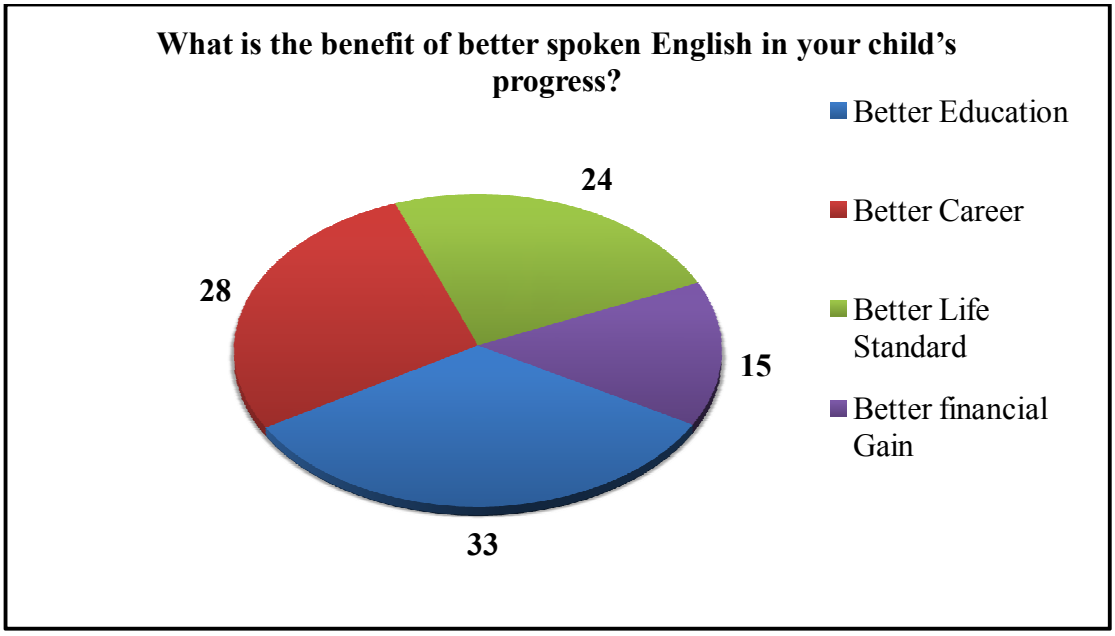


Figure No. 4.17 Responses for Q.A. 17

Observation :

The parents were asked about the benefits of spoken English in the progress of their children. 33% parents said that due to better spoken English, children can get better education while 28% of them responded that they can have better career for their wards due to better spoken English. Better life-standard due to better spoken English was the response of 24% parents while only 15% opined that better financial gain can be the benefit of better spoken English.

Q.A. 18 In which area of spoken English your child is more weak?

Table No. 4.18 Percentage for Q.A. 18

Options	Total	Percentage
Vocabulary	33	33%
Sentence Construction	17	17%
Pronunciation	32	32%
Confidence	18	18%
Total	100	**100%**

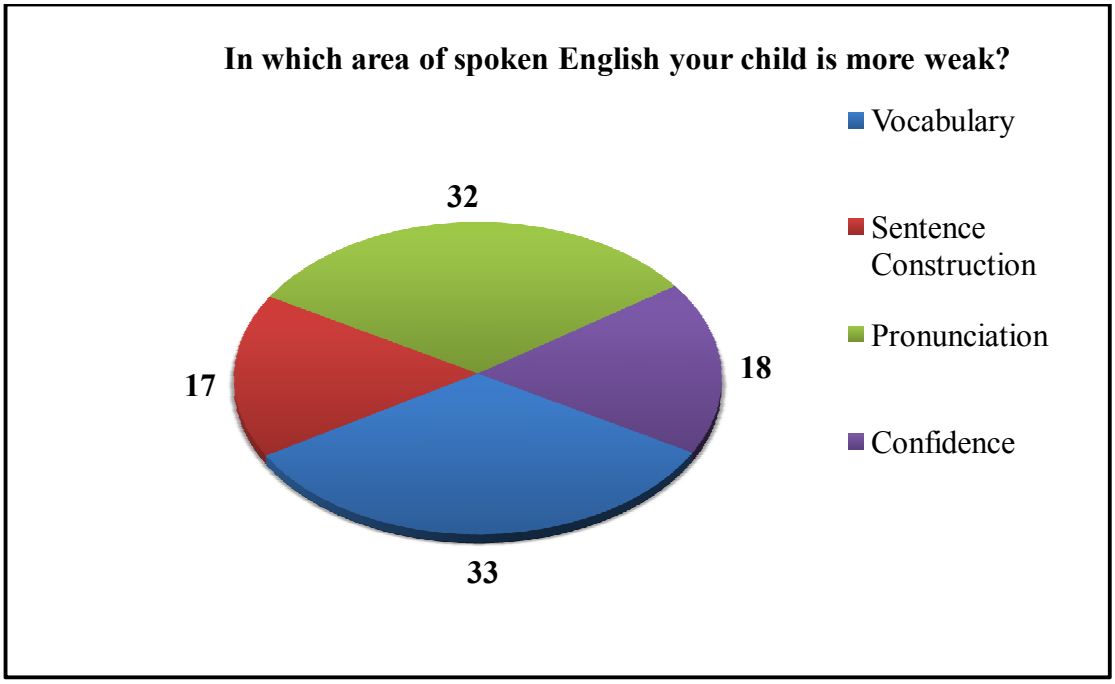


Figure No. 4.18 Responses for Q.A. 18

Observation :

Weaknesses of the children in spoken English were explored by asking about them to their parents. 33% parents responded that vocabulary is the weakness of their children. 17% parents said that their children are weak in sentence construction, 32% parents said that pronunciation is the weakness of their children while 18% parents pointed towards confidence as the main weakness of their children in spoken English.

Q.A. 19 If your child is weak in spoken English which of the following aspects of your life is more responsible for the same?

Table No. 4.19 Percentage for Q.A. 19

Options	Total	Percentage
Financial Condition.	33	33%
Educational Condition .	21	21%
Social Condition.	21	21%
Linguistic Condition.	25	25%
Total	100	**100%**

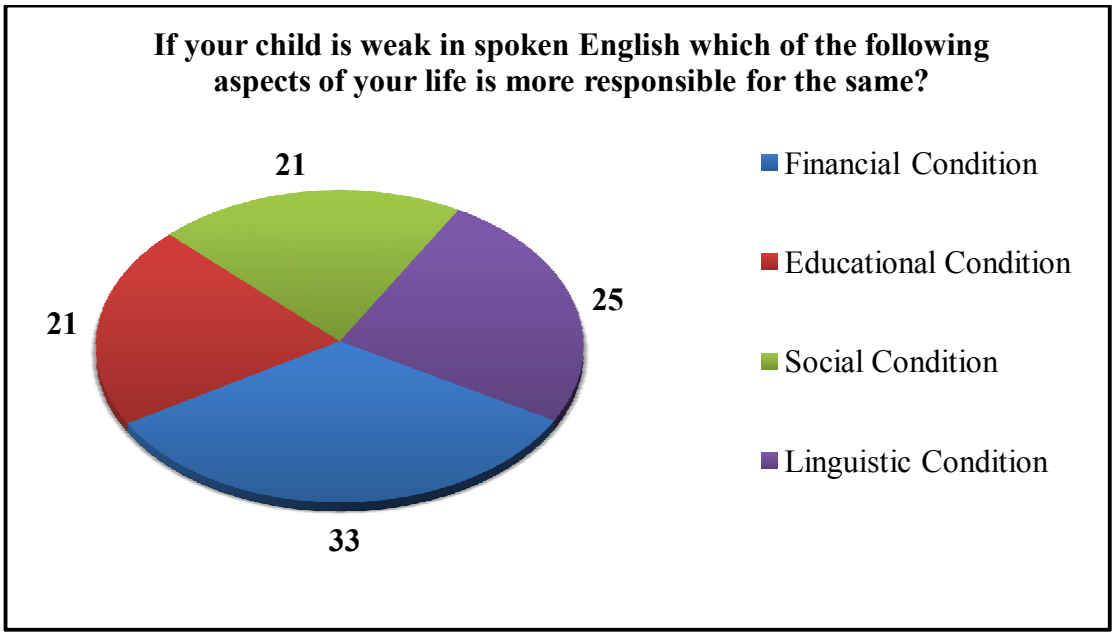


Figure No. 4.19 Responses for Q.A. 19

Observation :

33% parents held financial condition responsible for the weakness of their children in spoken English, 21% parents were of the opinion that educational conditions are responsible for the same. Again 21% parents held social conditions responsible while linguistic conditions were held responsible by 25% parents for the weakness in spoken English of their children.

Q.A. 20 What do you expect from your child's school in improving his/her spoken English?

Table No. 4.20 Percentage for Q.A. 20

Options	Total	Percentage
School should arrange for spoken English Classes.	45	45%
School should make available learning materials.	22	22%
School should provide maximum opportunities for spoken interactions .	21	21%
School should arrange some competitions to motivate the children.	12	12%
Total	100	**100%**

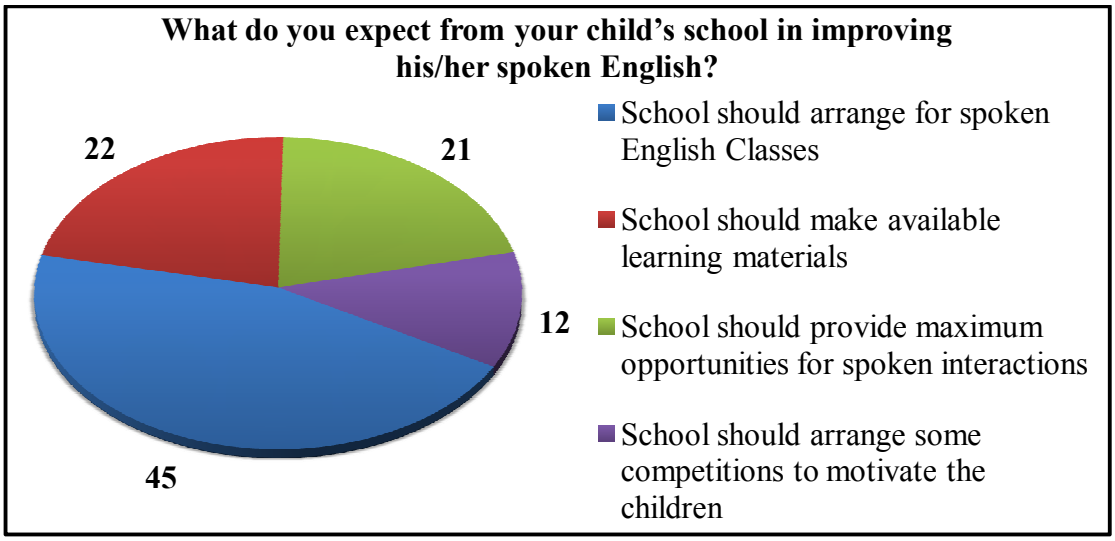


Figure No. 4.20 Responses for Q.A. 20

Observation :

45% parents expect that the school should arrange spoken English classes to improve spoken English of students. 22% parents said that school should make available necessary learning material. School should improve maximum opportunities for spoken interactions was the opinion of 21% parents while 12% parents opined that school should arrange some competitions to motivate the children.

Q.A. 21 What do you expect from English teacher for improving spoken English of your child?

Table No. 4.21 Percentage for Q.A. 21

Options	Total	Percentage
Teacher should create confidence in the child.	45	45%
Teacher should arrange the class so as to give maximum opportunities for English Speaking.	28	28%
Teacher should erase the fear from child's mind.	18	18%
Teacher should tell the benefits of spoken English again and again.	09	09%
Total	100	**100%**

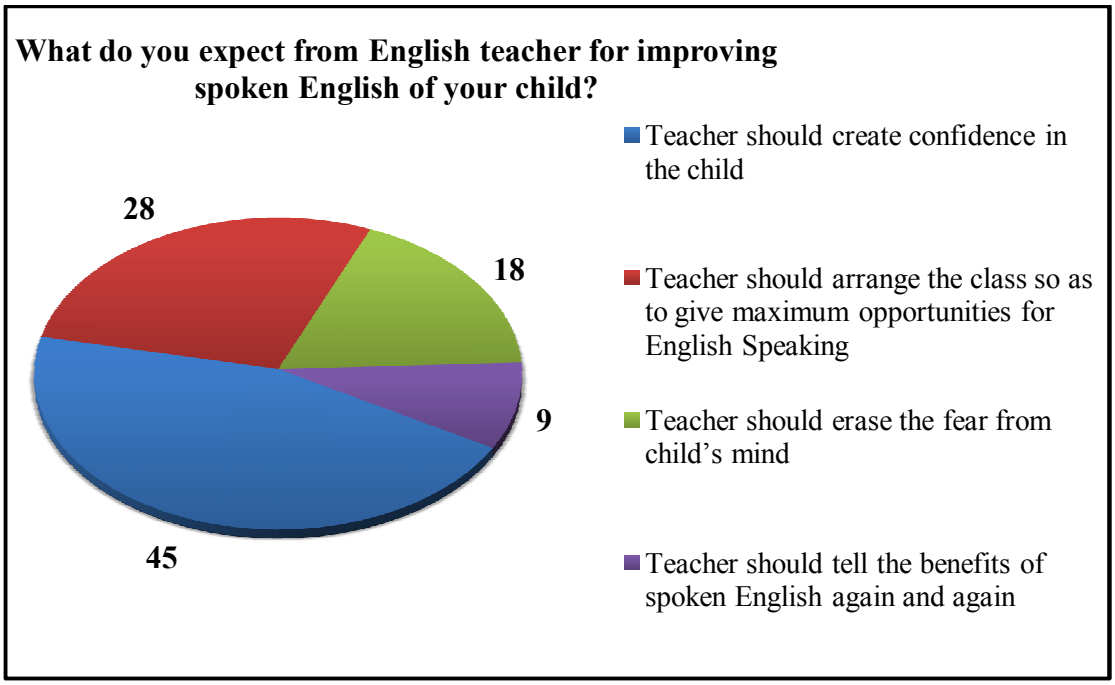


Figure No. 4.21 Responses for Q.A. 21

Observation :

Regarding the role of the English teacher in improvement of spoken English, 45% parents expect that teacher should create confidence in the child. 28% parents

expect that teacher should arrange the class in such a way that a child can get maximum opportunities for English speaking. 18% parents expect that teacher should somehow erase the fear of speaking in English from child's mind, while 09% parents think that the teacher should tell the benefits of spoken English to the children again and again.

Q.A. 22 What do you expect from your child for improving his/her spoken English?

Table No. 4.22 Percentage for Q.A. 22

Options	Total	Percentage
Child should try to speak in English for maximum time.	16	16%
Child should try to correct as per the guidance of English teacher.	25	25%
Child should try to keep away the shyness while speaking in English.	37	37%
Child should try to participate in maximum activities for improving spoken English.	22	22%
Total	100	**100%**

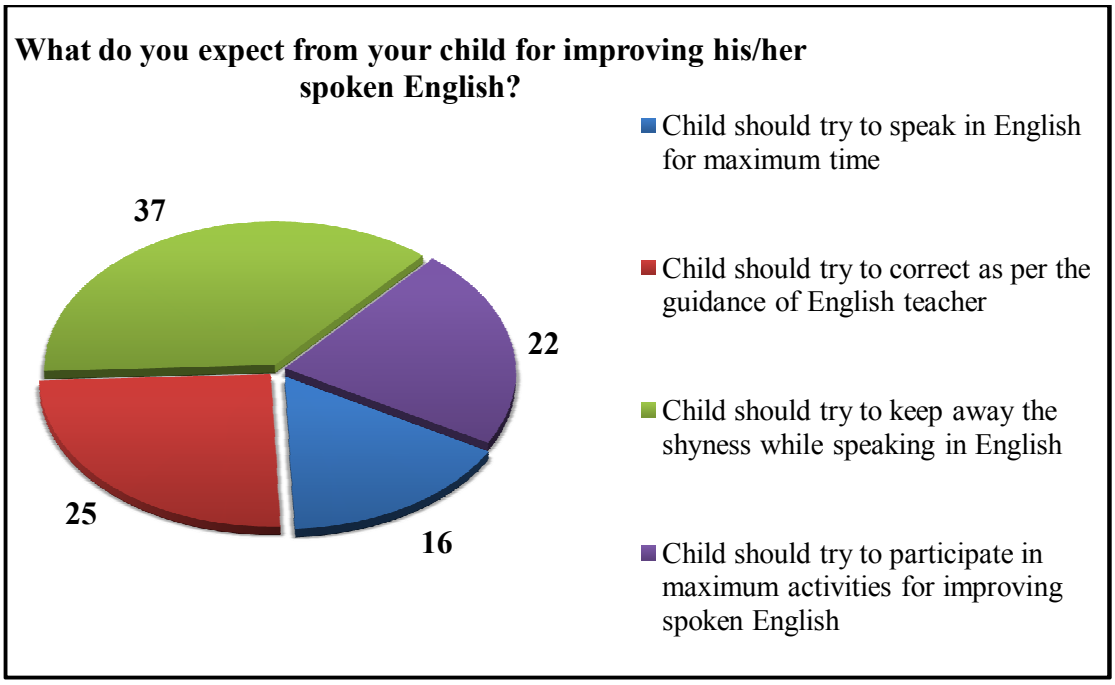


Figure No. 4.22 Responses for Q.A. 22

Observation :

Parent's expectations from their own children were also explored. 16% parents said that their children should try to speak in English for maximum time. 25% parents said that the children should try to correct themselves as per the guidance of their teacher. 37% parents said that their children should keep aside their shyness while 22% parents said that their children should participate in maximum activities for improving their spoken English.

Q.A. 23 How do you take feedback of your child's progress regarding spoken English?

Table No. 4.23 Percentage for Q.A. 23

Options	Total	Percentage
By visiting schools and English teacher.	44	44%
By attending parent meetings.	22	22%
By the feedback given by child.	19	19%
By letters from school.	15	15%
Total	100	**100%**

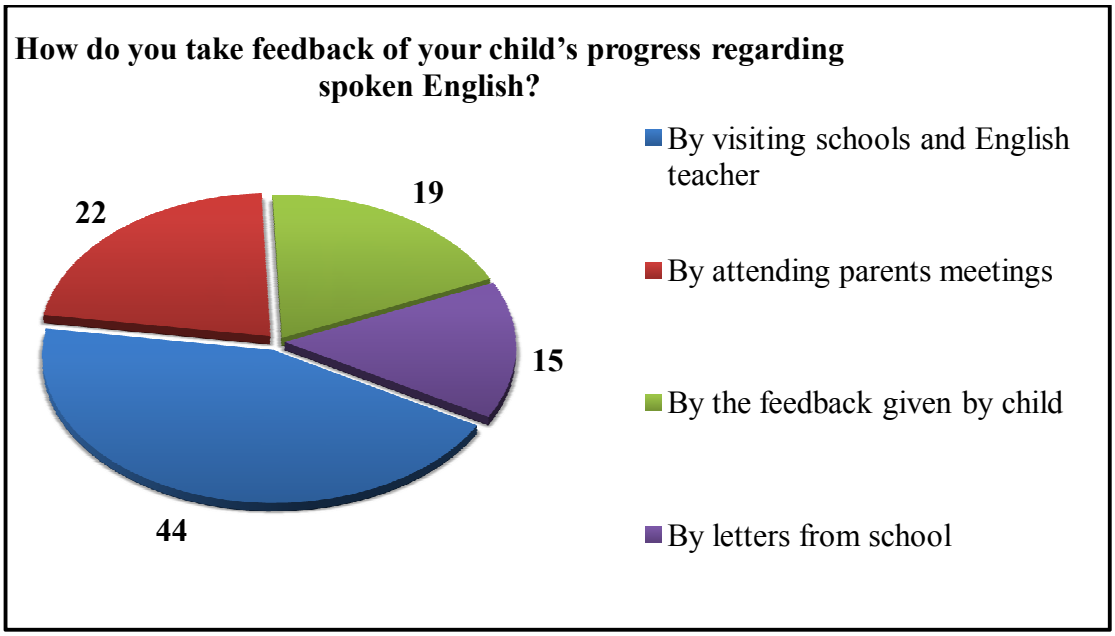


Figure No. 4.23 Responses for Q.A. 23

Observation :

Parents were also asked about their way of taking feedback of the child's progress in spoken English. 44% parents said that they take feedback by visiting school and English teacher. 22% parents said that they take feedback by attending parents meetings. 19% parents rely on the feedback given by their own child while 15% are dependent on the letters from school for the feedback of the progress of their children.

Q.A. 24 Why do you think that your child should learn spoken English?

Parents were asked about their views behind learning spoken English. Some parents said that spoken English can give better jobs. Good education and admission in good colleges was the response given by few parents. Progress in general, better life standard was the next common response given by the parents. For money making and increase in their business was the response given by the parents but such responses were very less. To gain respect in the society, not to face any problem in future and for personality development were few uncommon responses noted.

Q.A. 25 Why have you selected Urdu as medium of instruction for your child's education?

The reason behind selecting Urdu as a medium of instruction for their children was asked to the parents. Most of the parents said that due to religious and social background, they selected Urdu medium for their children. Some of them related Urdu language with religion and said that it is a language of Muslims. This is the biggest controversial statement as Urdu is an Indian language, not a language of Muslims. Few parents told that Urdu is their mother tongue and by selecting Urdu language they want to give knowledge of their religion – Islam to their children. This is again questionable statement as religious verses are in Arabic language and can be translated in any of the Indian languages for the sake of convenience. One striking response was that Urdu language provides better education than any other language. The reality of Muslim community was thrown light upon by the responses such as because of poor financial conditions the parents selected Urdu medium for the education of their children as fees are comparatively less for this medium. Neighbourhood children study in Urdu medium schools and they are nearby the homes was the response of few parents. Urdu medium education creates respect and responsibility feelings among children was the response of some parents. It was observed by the researcher that comparatively less parents gave response to this question.

It was observed by the researcher while analyzing the data that 68% male parents gave response. 32% female parents gave response. Regarding the educational background of the parents, it was observed that 25% parents were 10^{th} passed. 12^{th}

passed parents were 36%. Among all the parents only 13% parents were graduate and 1% is noted for post-graduate parents. Diploma holders were 7% while below 10^{th} standard were 17% and 1% was noted for illiterate.

4.7 Interpretation of Questionnaire B:

This research was undertaken with the intention of exploring the problems faced by the Urdu medium students in spoken English and provide some programme to improve the same. Initially students were questioned about the problems they face. Their responses were as follows:

Questionnaire for Students

Q.B. 1 Select the occasions when you feel more need of spoken English in your daily routine?

Table No. 4.24 Percentage for Q.B. 1

Options	Total	Percentage
While interacting with friends.	45	15%
While interacting with teachers.	157	52.30%
While interacting with vendors in markets.	19	6.33%
While interacting with people casually.	62	20.70%
Not Responded	17	5.67%
Total	**300**	**100%**

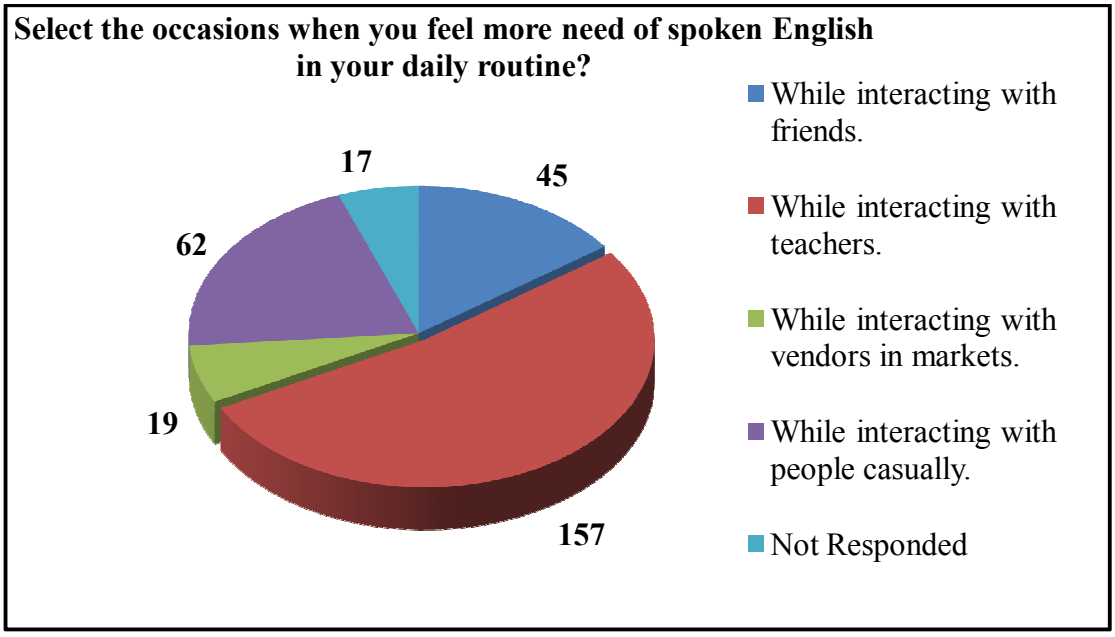


Figure No. 4.24 Responses for Q.B. 1

Observation :

15% students responded that they need spoken English while interacting with friends. 52.30% students fee more need of spoken English while interacting with

teachers. 6.33% students responded that they need spoken English more while interacting with vendors in the market. At the time of casual interaction with people around was the need of 20.70% students among the total respondents. 5.67% students are not responded to the question.

Q.B. 2 Do you get an opportunity to use spoken English outside the school?

Table No. 4.25 Percentage for Q.B. 2

Options	Total	Percentage
Yes	188	62.70%
No	107	35.70%
Not Responded	05	1.60%
Total	**300**	**100%**

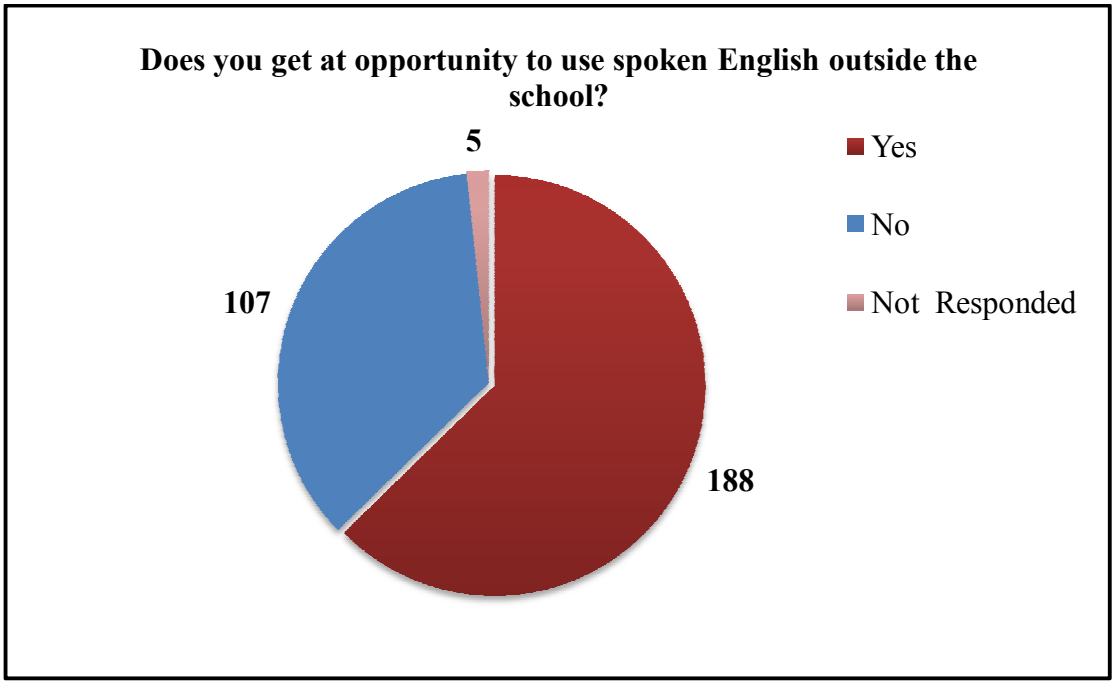


Figure No. 4.25 Responses for Q.B. 2

Observation :

Regarding getting an opportunity of using spoken English outside the school 62.70% students responded positively while 35.70% students said that they did not get such type of opportunities outside the school. 1.60% students are not responded to the question.

Q.B. 3 Do you use spoken English outside the classroom?

Table No. 4.26 Percentage for Q.B. 3

Options	Total	Percentage
Yes	134	44.70%
No	161	53.70%
Not Responded	05	1.60%
Total	**300**	**100%**

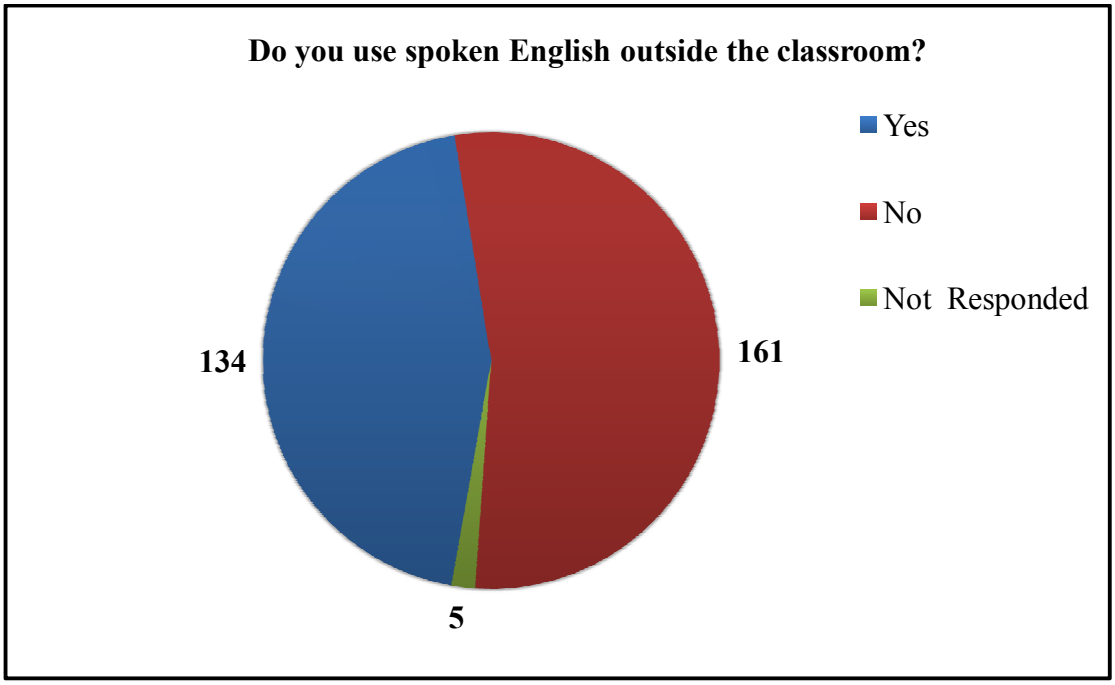


Figure No. 4.26 Responses for Q.B. 3

Observation :

44.70% students told that they use spoken English outside the classroom while 53.70% students told that they do not use spoken English outside the classroom. 1.60% students are not responded to the question.

Q.B. 4 When do you use more Spoken English outside the classroom?

Table No. 4.27 Percentage for Q.B. 4

Options	Total	Percentage
While making requests	119	39.70%
While making suggestions	13	4.30%
While asking questions	30	10%
While giving orders	43	14.30%
Not Responded	95	31.70%
Total	**300**	**100%**

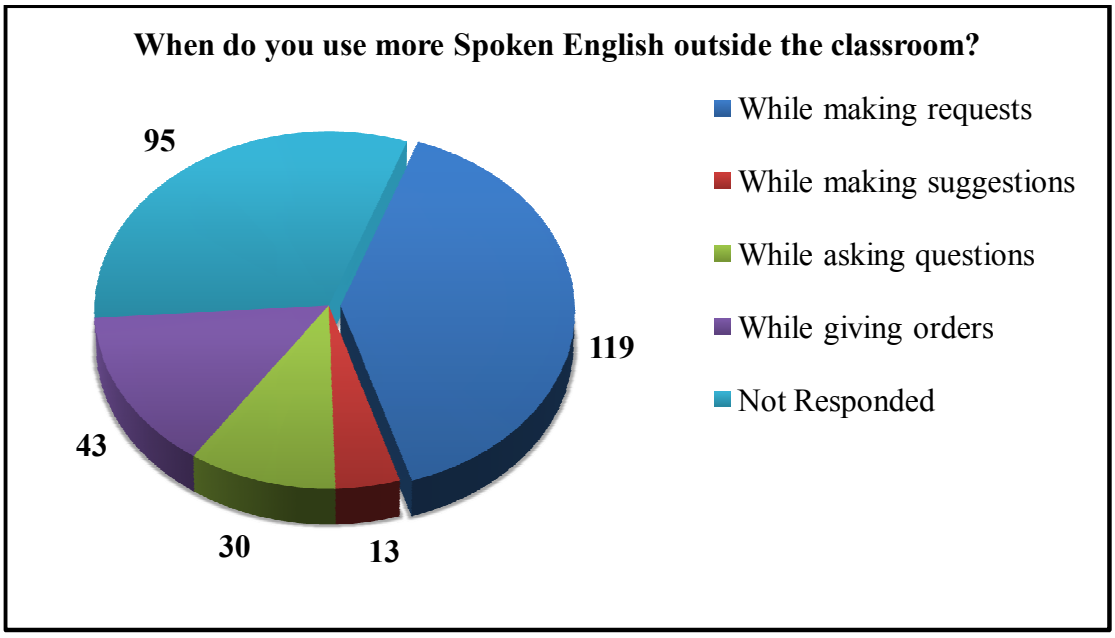


Figure No. 4.27 Responses for Q.B. 4

Observation :

The students were asked about the situations when they us more spoken English outside the classrooms. They responded as – 39.70% students told that they use more spoken English outside the classroom while making requests. 4.30% responded that they use more spoken English while making suggestions outside the

classroom, 10% said that they use more spoken English outside the classroom while asking questions. 14.30% said that they use more spoken English outside the classrooms while giving orders. 31.70% students are not responded to the question.

Q.B. 5 Do you read English Newspapers?

Table No. 4.28 Percentage for Q.B. 5

Options	Total	Percentage
Yes	98	32.70%
No	202	67.30%
Total	300	**100%**

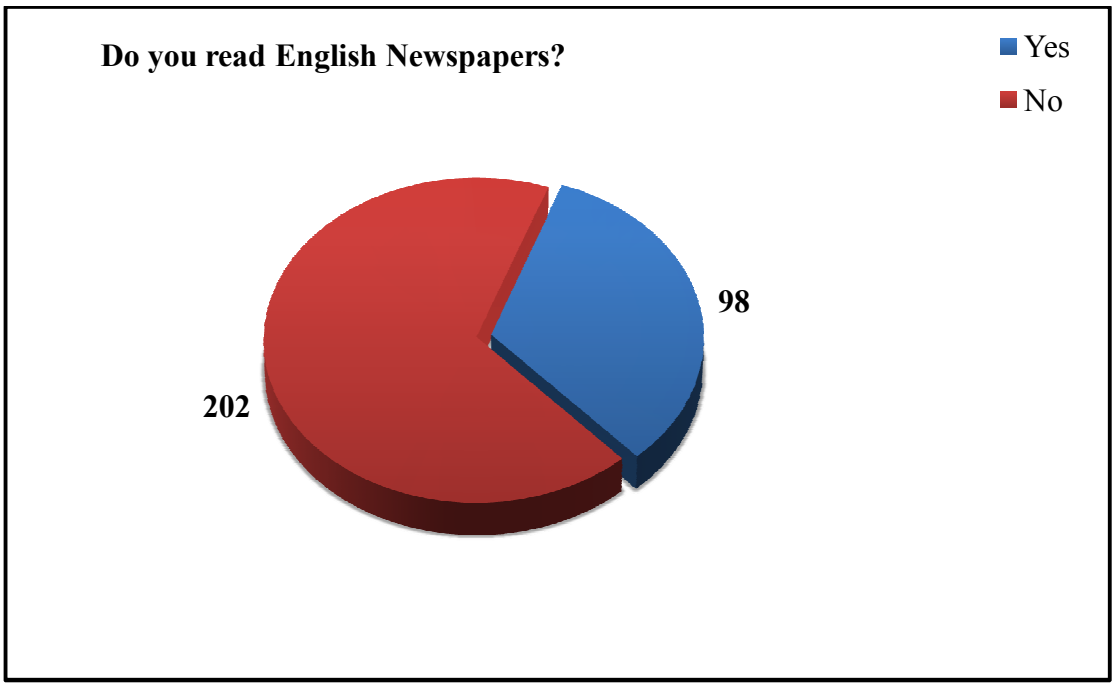


Figure No. 4.28 Responses for Q.B. 5

Observation :

32.70% students responded positively when they were asked about reading English newspapers while 67.30% responded negatively to this question. Taking into account this response it is clearly observed that large amount of students studying in Urdu medium do not read English newspapers.

Q.B. 6 If yes, which newspapers do you read?

Table No. 4.29 Percentage for Q.B. 6

Options	Total	Percentage
Times of India	69	23%
Indian Express	21	07%
DNA	05	1.60%
NIE	02	0.70%
Not Respondent	203	67.70%
Total	300	**100%**

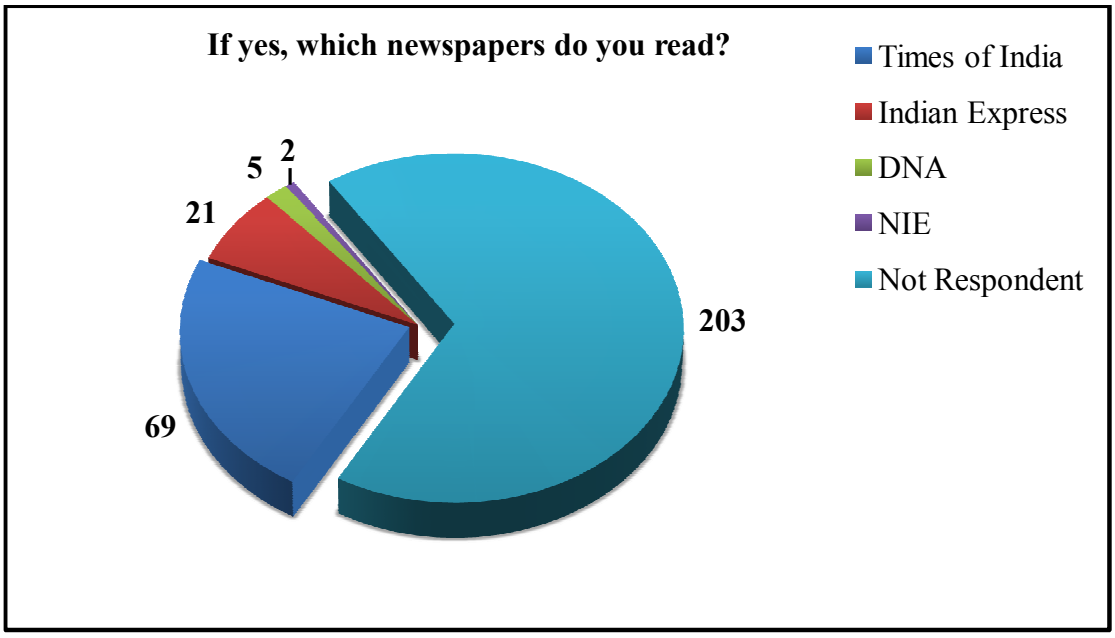


Figure No. 4.29 Responses for Q.B. 6

Observation :

23% students said that they read Times of India, while 7% replied for Indian Express. 1.60% students responded that they read DNA while 0.70% said that they read NIE which is basically available in schools only. 67.70% students are not responded to the question.

Q.B. 7 Do you read English books or magazines?

Table No. 4.30 Percentage for Q.B. 7

Options	Total	Percentage
Yes	240	80%
No	57	19%
Not Responded	03	01%
Total	300	**100%**

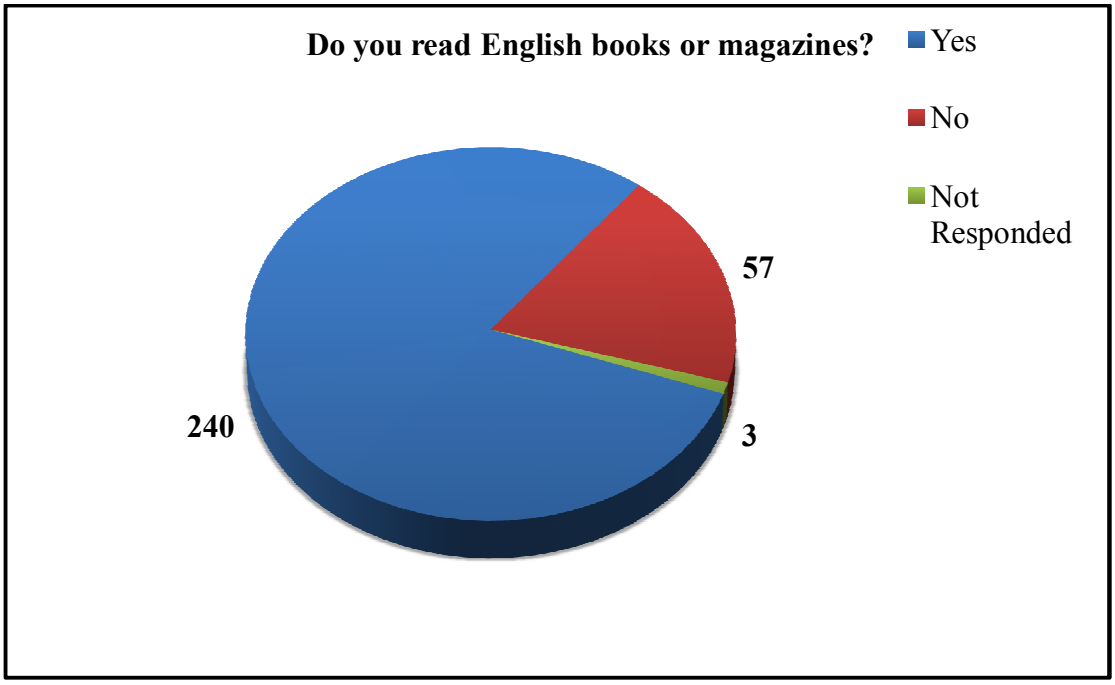


Figure No. 4.30 Responses for Q.B. 7

Observation :

Reading of English books or magazines was the next aspect explored to which 80% students replied positively while only 19% said that they do not read English books or magazines. 1% students are not responded to the question.

Q.B. 8 Which type of books / magazines do you read?

Table No. 4.31 Percentage for Q.B. 8

Options	Total	Percentage
Short story books	64	21.40%
Comics	16	5.30%
Text books only	151	50.30%
School Magazines	22	7.30%
Not Responded	47	15.70%
Total	300	**100%**

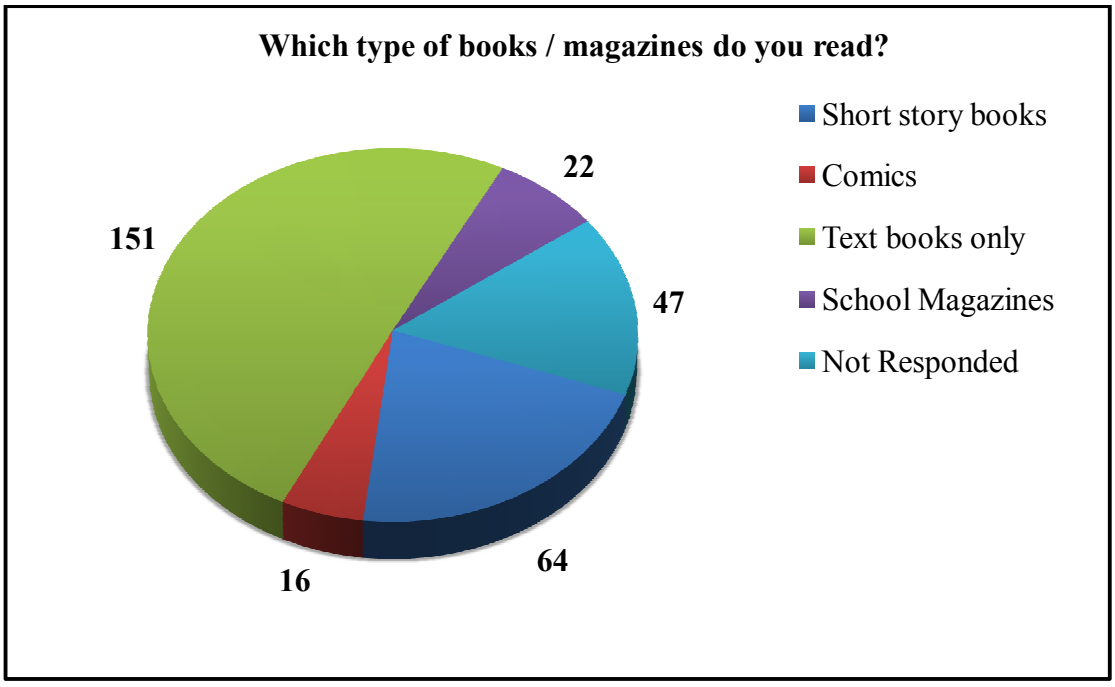


Figure No. 4.31 Responses for Q.B. 8

Observation :

21.40% students told that they read short story books while 5.30% students replied in favour of comics. 50.30% students told that they read only textbooks while 7.30% students read school magazines only. 15.70% students did not respond to the question.

Q.B. 9 Do you listen to English programmes / news on radio?

Table No. 4.32 Percentage for Q.B. 9

Options	Total	Percentage
Yes	107	35.70%
No	189	63%
Not Responded	04	1.30%
Total	300	**100%**

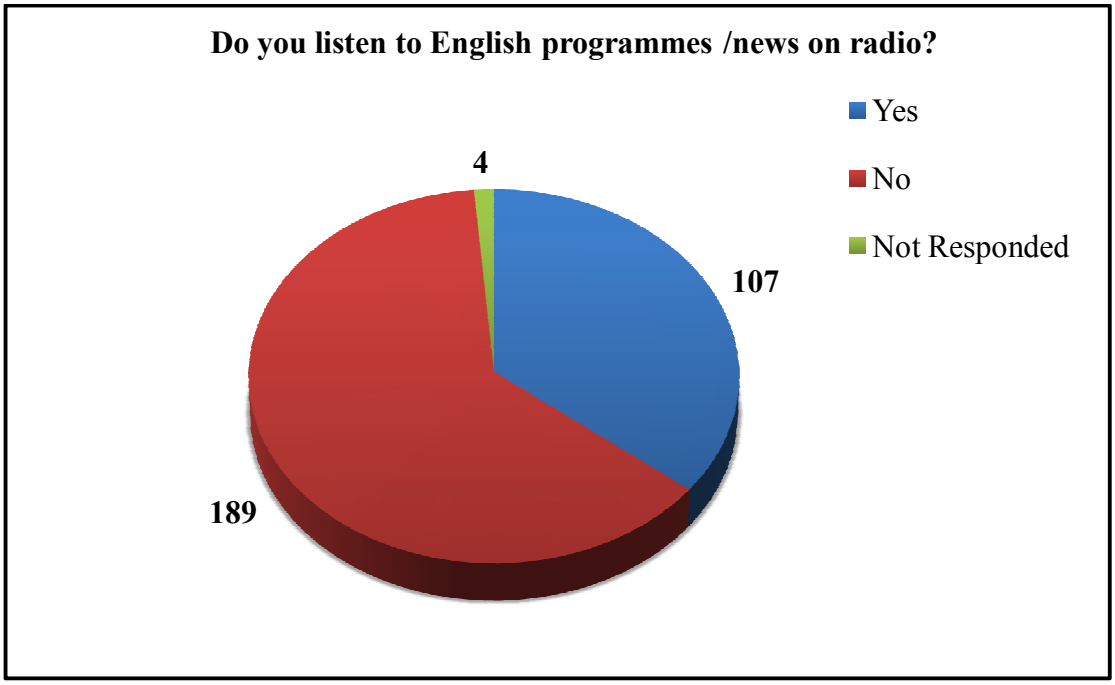


Figure No. 4.32 Responses for Q.B. 9

Observation :

The students were asked about listening to the English programmes/news on radio, 35.70% students responded that they listen to such programmes while 63% students said that they do not listen such programmes. 1.30% students did not respond to the question.

Q.B. 10 Do you listen to English programmes / news on television?

Table No. 4.33 Percentage for Q.B. 10

Options	Total	Percentage
Yes	180	60%
No	118	39.30%
Not Responded	02	0.70%
Total	300	**100%**

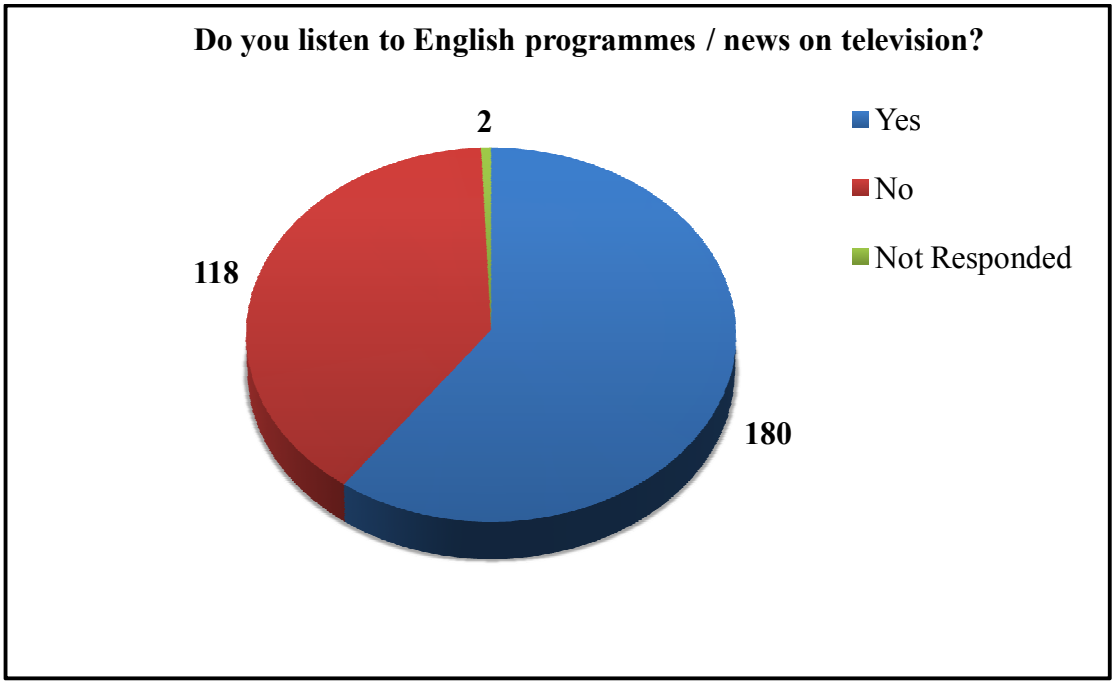


Figure No. 4.33 Responses for Q.B. 10

Observation :

60% students replied that they listen/watch English programmes on television. While 39.30% students responded negatively to this question. It is seen/observed here that television facility is available widely irrespective of educational and financial backgrounds of the families. 0.70% students did not respond to the question.

Q.B. 11 Do your parents motivate you for speaking in English at home?

Table No. 4.34 Percentage for Q.B. 11

Options	Total	Percentage
Yes	220	73.30%
No	78	26%
Not Responded	02	0.70%
Total	300	**100%**

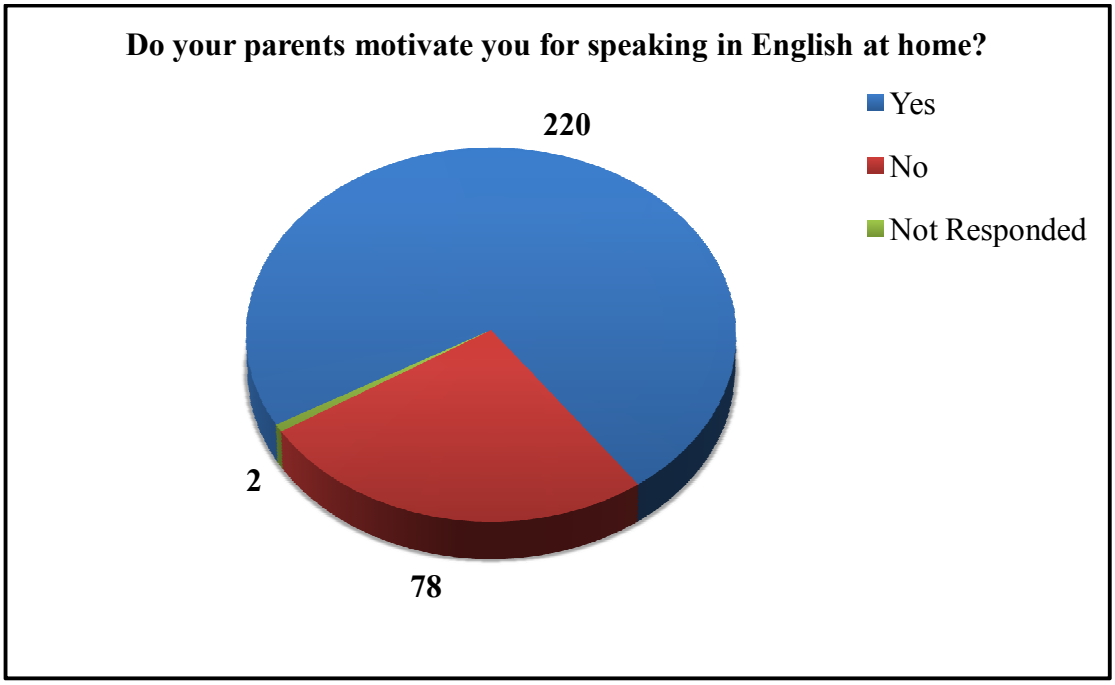


Figure No. 4.34 Responses for Q.B. 11

Observation :

Parents motivation of learning new things is very important. With this view it was asked to the students regarding the motivation by parents in spoken English aspect. 73.30% students agreed that their parents motivate them for speaking English at home while 26% responded negatively. 0.70% students did not respond to the question.

Q.B. 12 If yes, how do they motivate you?

Table No. 4.35 Percentage for Q.B. 12

Options	Total	Percentage
By providing learning materials	69	23%
By paying fees of spoken English classes	45	15%
By speaking in English	57	19%
None of the above	58	19.30%
Not Responded	71	23.70%
Total	300	**100%**

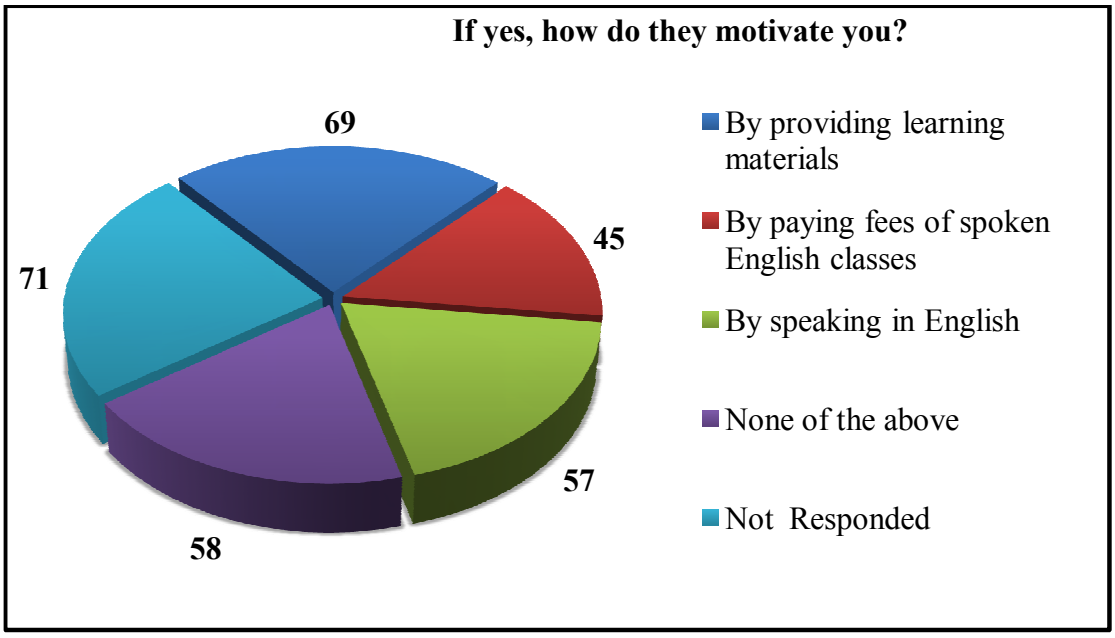


Figure No. 4.35 Responses for Q.B. 12

Observation :

The way of motivation was explored, to which the students responded as follows – 23% students said that their parents provide learning material which is necessary. 15% students said that their parents motivate them by paying fees of spoken English classes. 19% students said that their parents speak in English with

them and motivate them, while 19.30% students said that their parents follow none of the above manner of motivating their children. 23.70% students did not respond to the question.

Q.B. 13 Do you face difficulty in reading English in front of your class?

Table No. 4.36 Percentage for Q.B. 13

Options	Total	Percentage
Yes	194	64.70%
No	106	35.30%
Total	300	**100%**

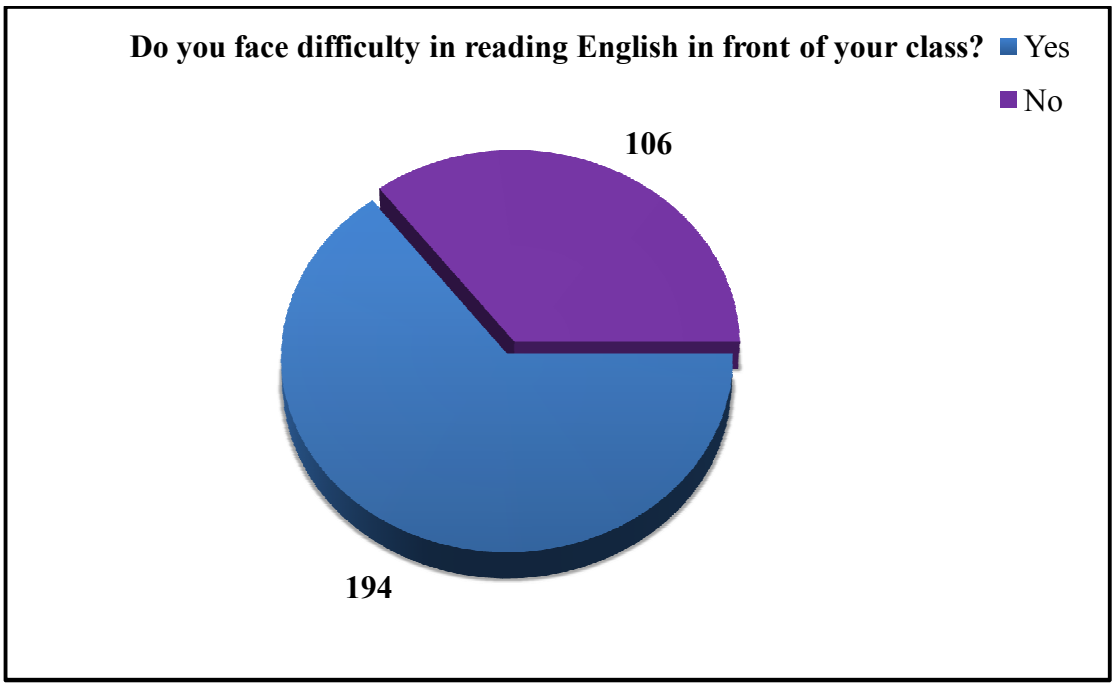


Figure No. 4.37 Responses for Q.B. 13

Observation :

The difficulties regarding reading English in front of the class was the next question to which 64.70% students answered positively as they face such difficulties. 35.30% students said that they do not face such difficulty.

Q.B. 14 Do you face difficulty while interacting with your English teacher?

Table No. 4.37 Percentage for Q.B. 14

Options	Total	Percentage
Yes	258	86%
No	42	14%
Total	300	**100%**

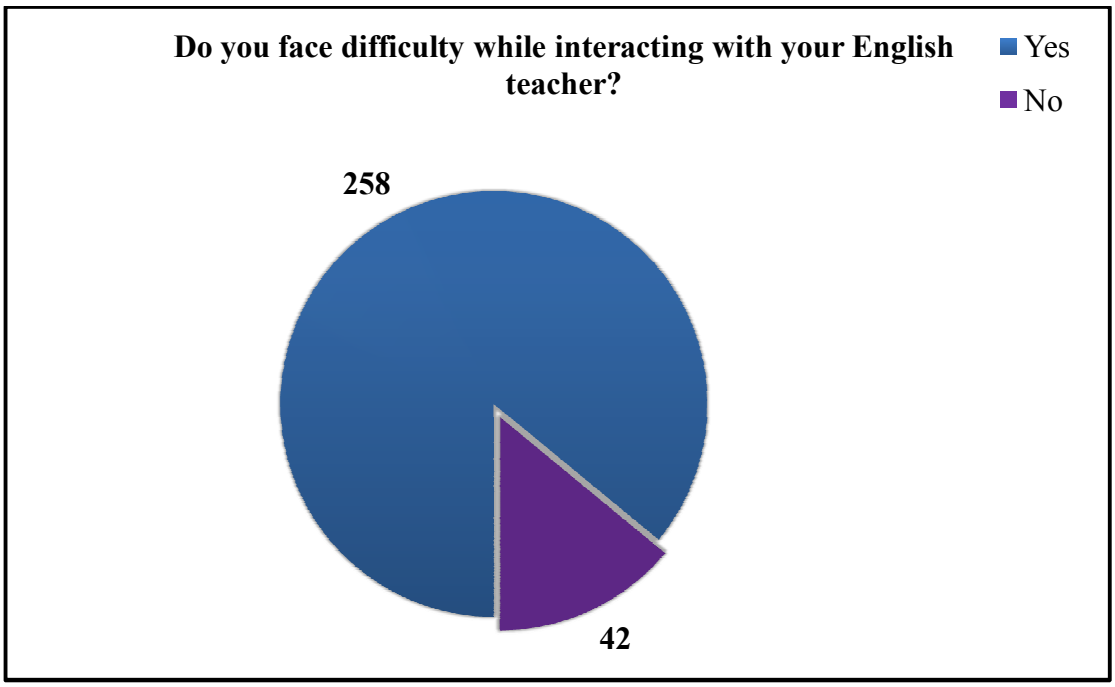


Figure No. 4.37 Responses for Q.B. 14

Observation :

86% students said that they face difficulty while interacting with their English teacher. 14% only responded as they do not face such type of difficulty.

Q.B. 15 Does your English teacher motivate you for speaking in English?

Table No. 4.38 Percentage for Q.B. 15

Options	Total	Percentage
Yes	299	99.70%
No	01	0.30%
Total	300	**100%**

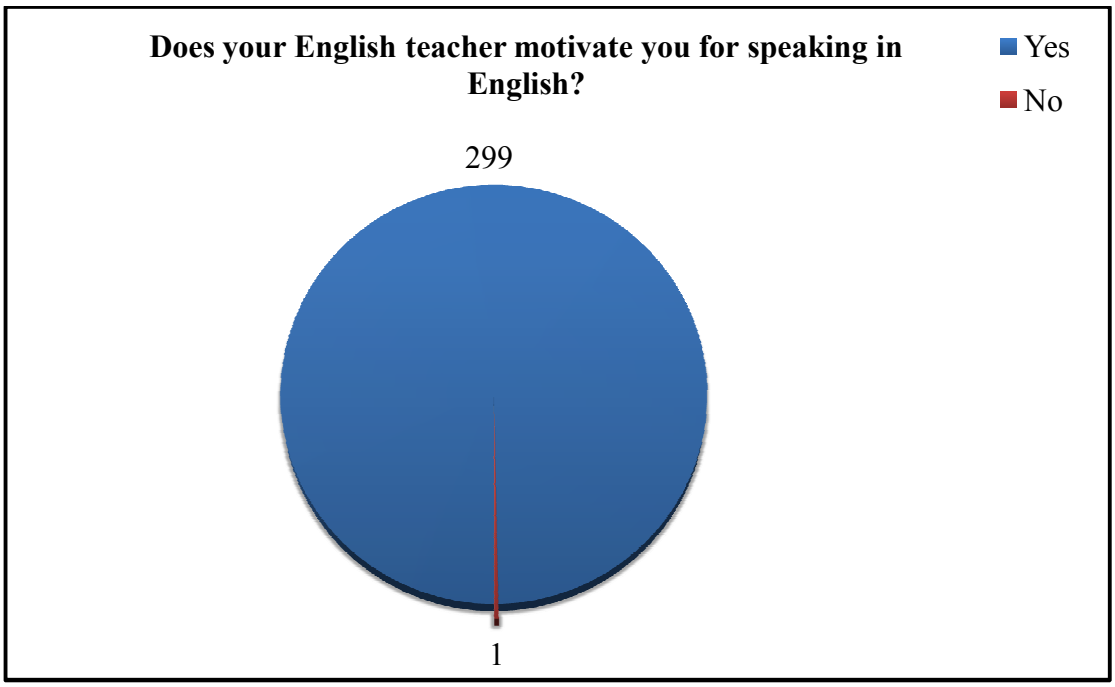


Figure No. 4.38 Responses for Q.B. 15

Observation :

Regarding the motivation given by English teacher for speaking in English 99.70% students responded positively. It means teachers take efforts also but the actual outcome is not seen at all. Only 0.30% (only one) responded negatively to this.

Q.B. 16 If yes, how does your English teacher motivate you to speak in English?

Table No. 4.39 Percentage for Q.B. 16

Options	Total	Percentage
By speaking in good English	80	26.70%
By making us listen to good English	70	23.30%
By providing maximum opportunities for English speaking	104	34.70%
By arranging co-curricular activities to improve English speaking	39	13%
Not Responded	07	2.30%
Total	300	**100%**

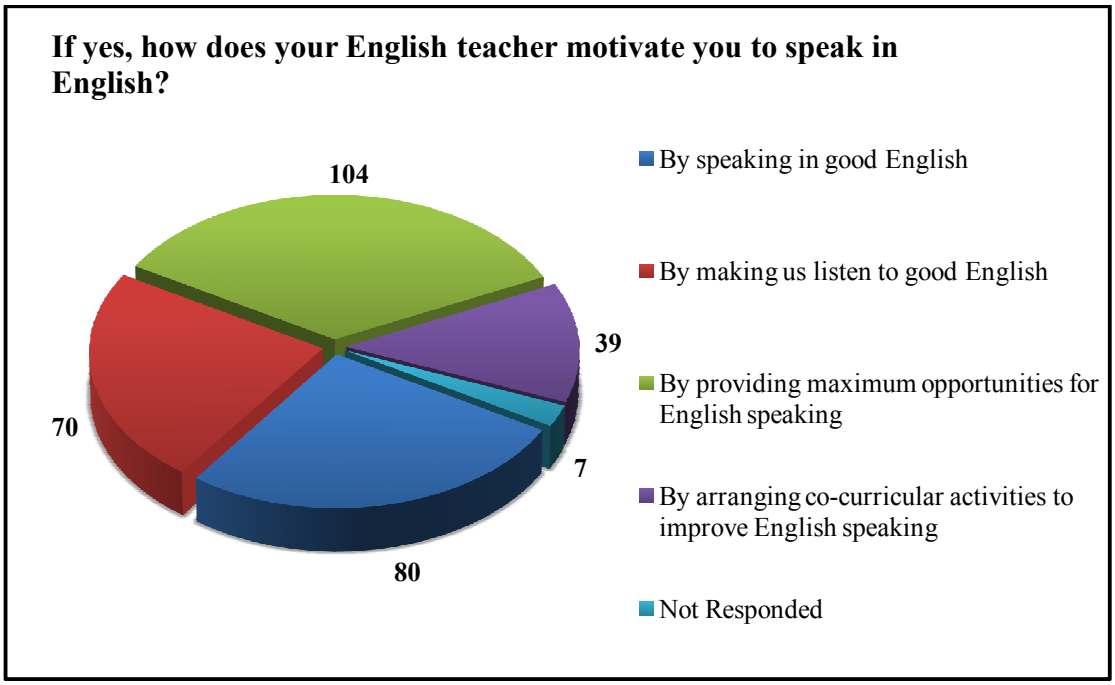


Figure No. 4.39 Responses for Q.B. 16

Observation :

20.70% students answered that their teachers motivate them by speaking in good English with them. 23.30% said that their teacher make them listen to good

English and motivate them. 34.70% said that their teacher provides maximum opportunities of speaking in English which is motivation for the students. 13% students replied that their teacher arranges maximum co-curricular activities for improving spoken English which can be a motivation for the students. 2.30% students did not respond to the question.

Q.B. 17 Do your parents allow you to attend spoken English classes outside the school?

Table No. 4.40 Percentage for Q.B. 17

Options	Total	Percentage
Yes	131	43.70%
No	169	56.30%
Total	300	**100%**

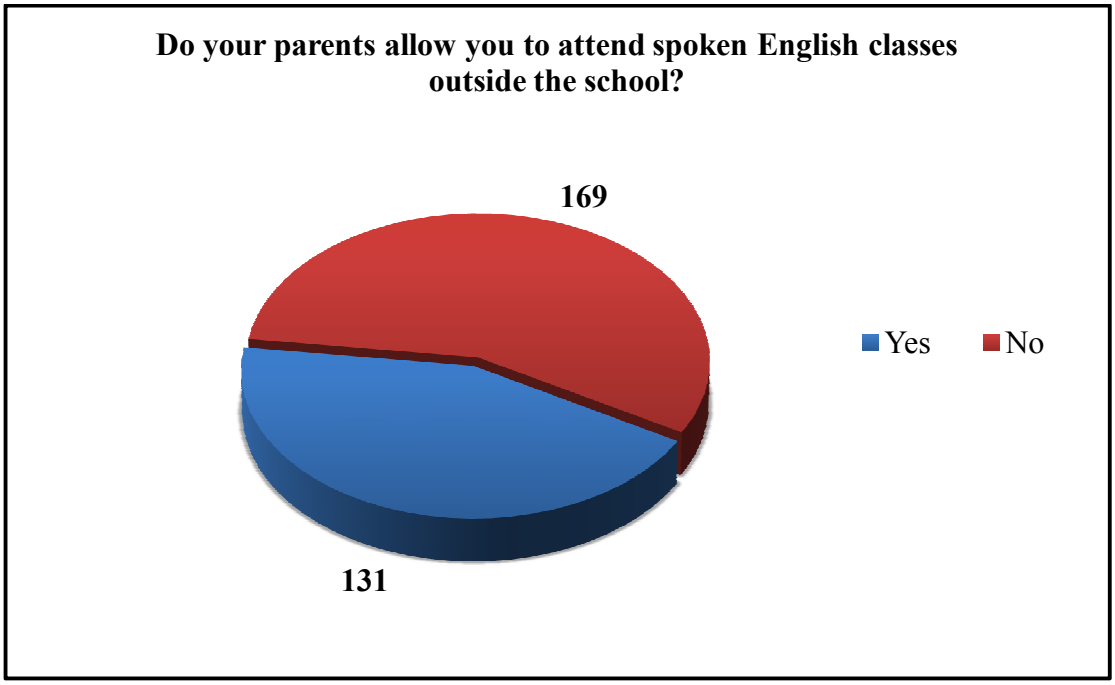


Figure No. 4.40 Responses for Q.B. 17

Observation :

43.70% students said that their parents allow them to attend spoken English classes outside the school while 56.30% students' reply was negative to this question which may be the indication of poor financial status of the parents and high fees of such classes.

Q.B. 18 Do your parents find it difficult to pay the high fees of spoken English classes?

Table No. 4.41 Percentage for Q.B. 18

Options	Total	Percentage
Yes	223	74.30%
No	68	22.70%
Not Responded	09	03%
Total	300	**100%**

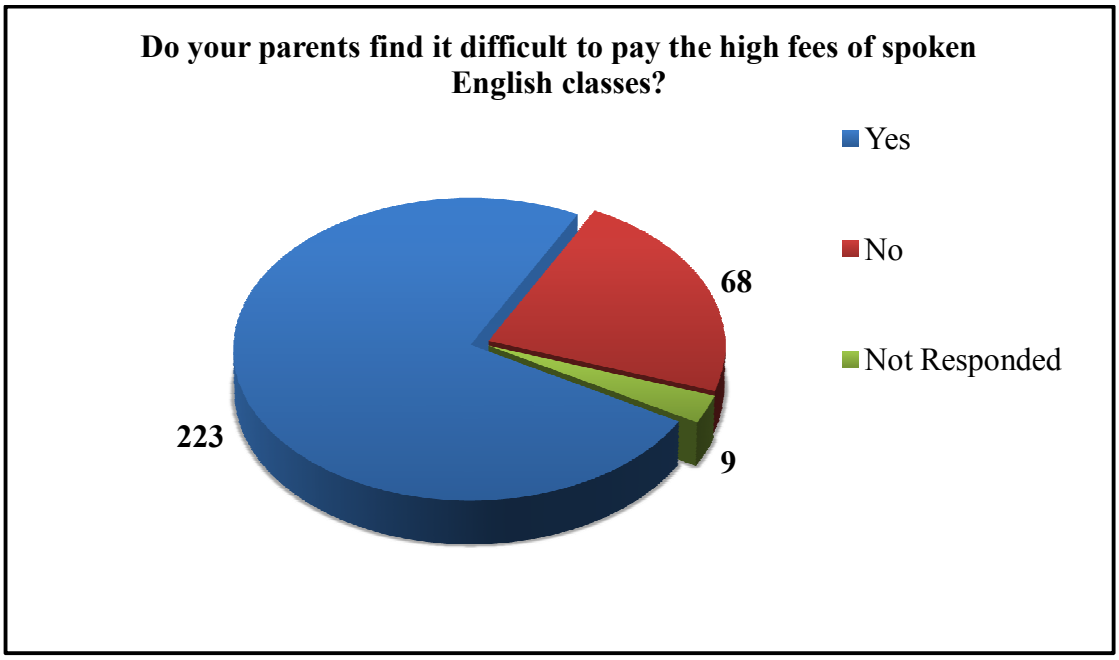


Figure No. 4.41 Responses for Q.B. 18

Observation :

74.30% students said that their parents find it difficult to pay the high fees of spoken English classes while 22.70% students said their parents do not have such problem. 03% students did not respond to the question.

Q.B. 19 How often do your parents meet your English teacher regarding your progress in spoken English?

Table No. 4.42 Percentage for Q.B. 19

Options	Total	Percentage
Once in a term	53	17.70%
On open day only	149	49.70%
Generally on call	27	09%
Never	66	22%
Not Responded	05	1.60%
Total	300	**100%**

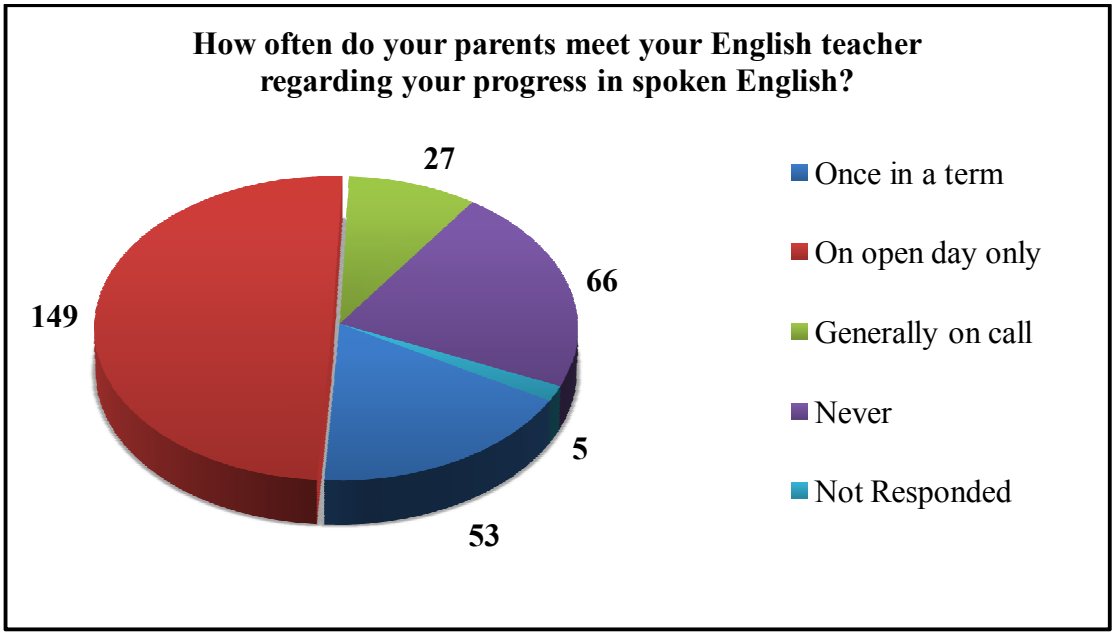


Figure No. 4.42 Responses for Q.B. 19

Observation :

17.70% students responded that their parents meet English teacher once in a term. 49.70% said that their parents take the feedback of their progress in spoken English on open days only which is the indication of parents' casual approach towards

it. They do not take separate efforts for this. 09% students replied that their parents meet their English teacher generally on a call, while 22% said that their parents take never meet the English teacher. 1.60% students did not respond to the question.

Q.B. 20 Do you find it difficult to select proper words while speaking in English?

Table No. 4.43 Percentage for Q.B. 20

Options	Total	Percentage
Yes	280	93.30%
No	20	6.70%
Total	300	**100%**

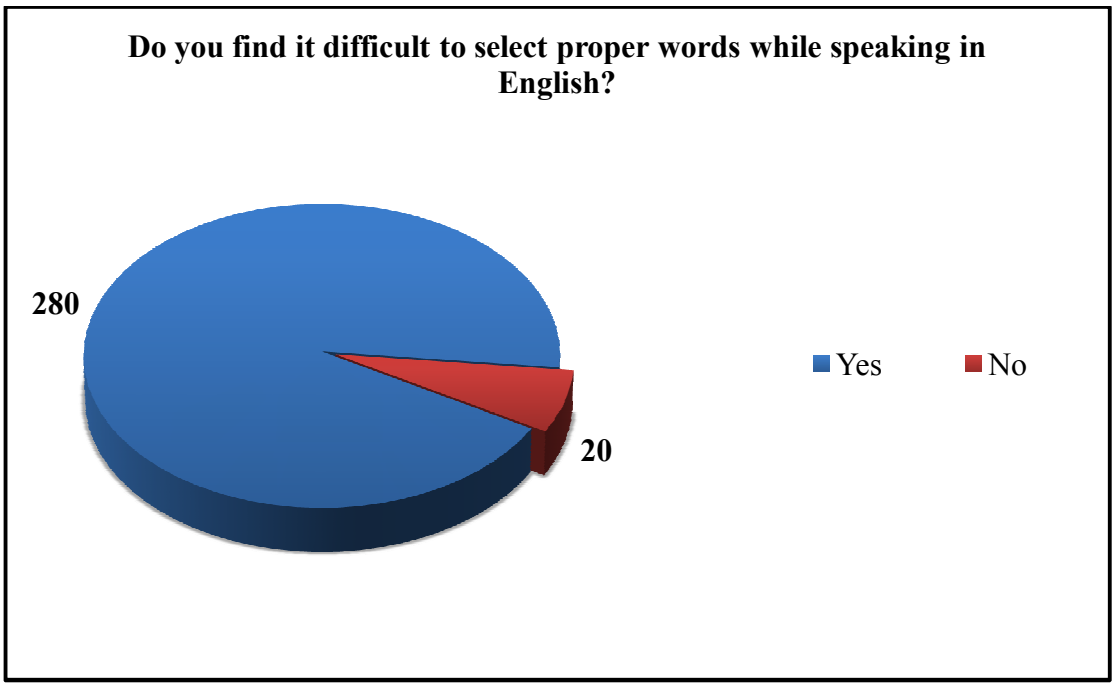


Figure No. 4.43 Responses for Q.B. 20

Observation :

Regarding difficulties in selection of proper words while speaking in English, 93.30% students said that they find it difficult while for 6.70% students it was easy. There was no problem for them.

Q.B. 21 Do you have a problem of proper sentence construction while speaking in English?

Table No. 4.44 Percentage for Q.B. 21

Options	Total	Percentage
Yes	274	91.30%
No	23	7.70%
Not Responded	03	1%
Total	300	**100%**

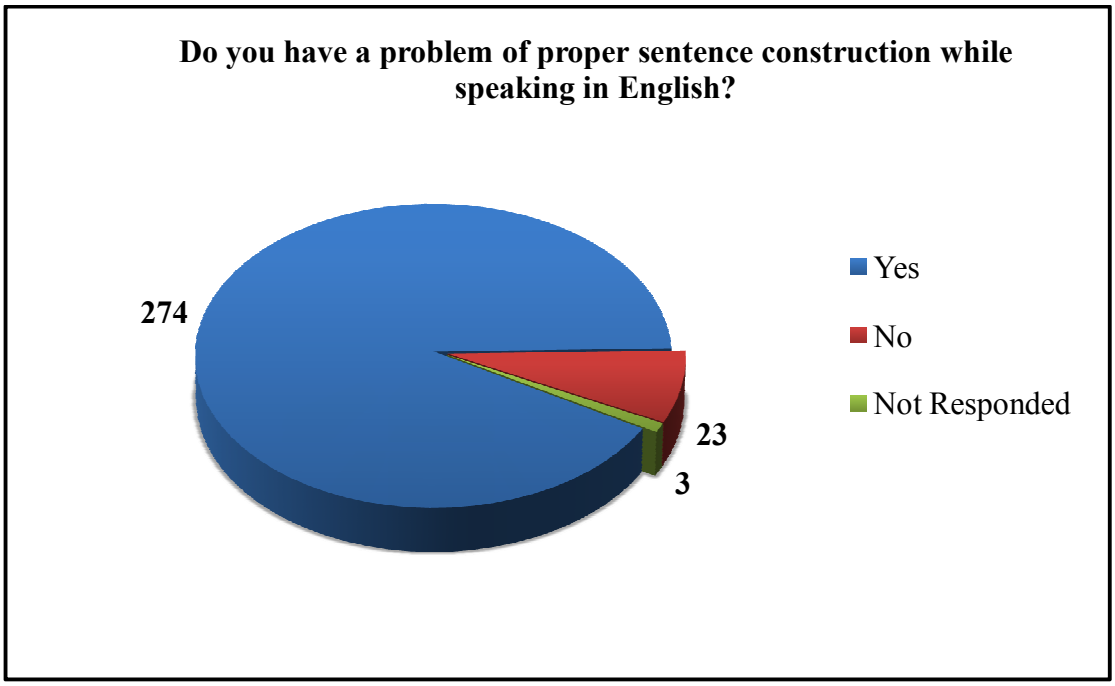


Figure No. 4.44 Responses for Q.B. 21

Observation :

Regarding the problem in sentence construction, 91.30% students said that they face such problem while speaking in English. 07.70% said that they do not face any problem of sentence construction while speaking in English. 1% students did not respond to the question.

Q.B. 22 Do you have a problem of proper pronunciation while speaking in English?

Table No. 4.45 Percentage for Q.B. 22

Options	Total	Percentage
Yes	247	82.30%
No	51	17%
Not Responded	02	0.70%
Total	298	**100%**

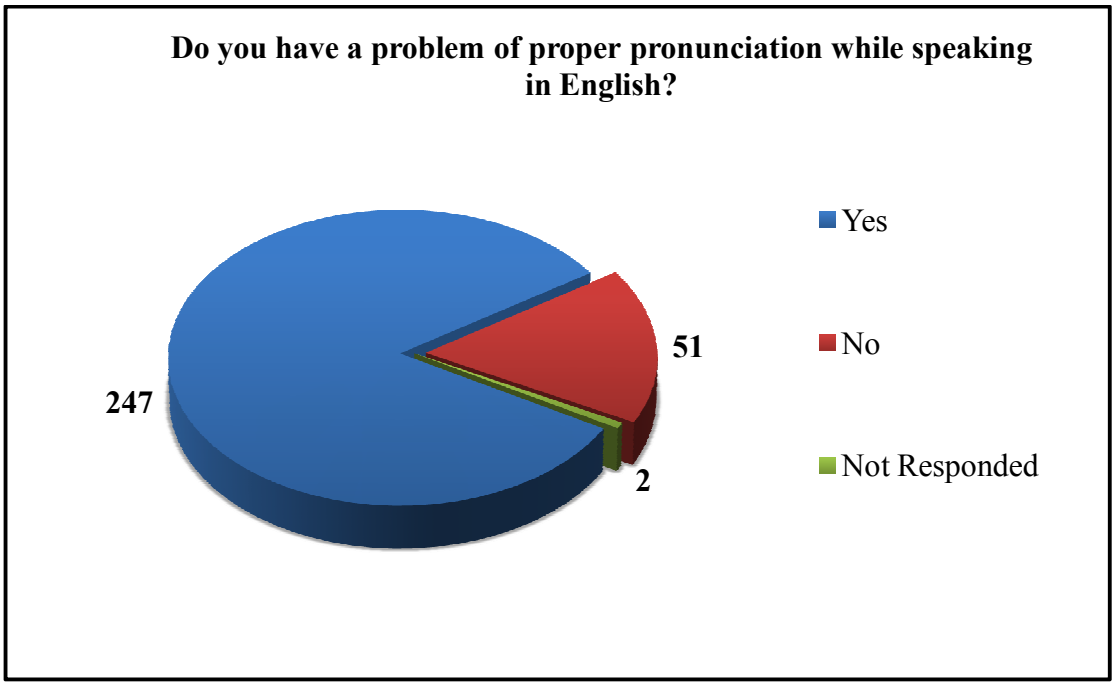


Figure No. 4.45 Responses for Q.B. 22

Observation :

82.30% students said that they have problem in pronunciation while speaking in English. 17% students told that they do not have such problems in proper pronunciation while speaking in English. 0.70% students did not respond to the question.

Q.B. 23 Do you have a problem of confidence while speaking in English?

Table No. 4.46 Percentage for Q.B. 23

Options	Total	Percentage
Yes	245	81.70%
No	55	18.30%
Total	300	**100%**

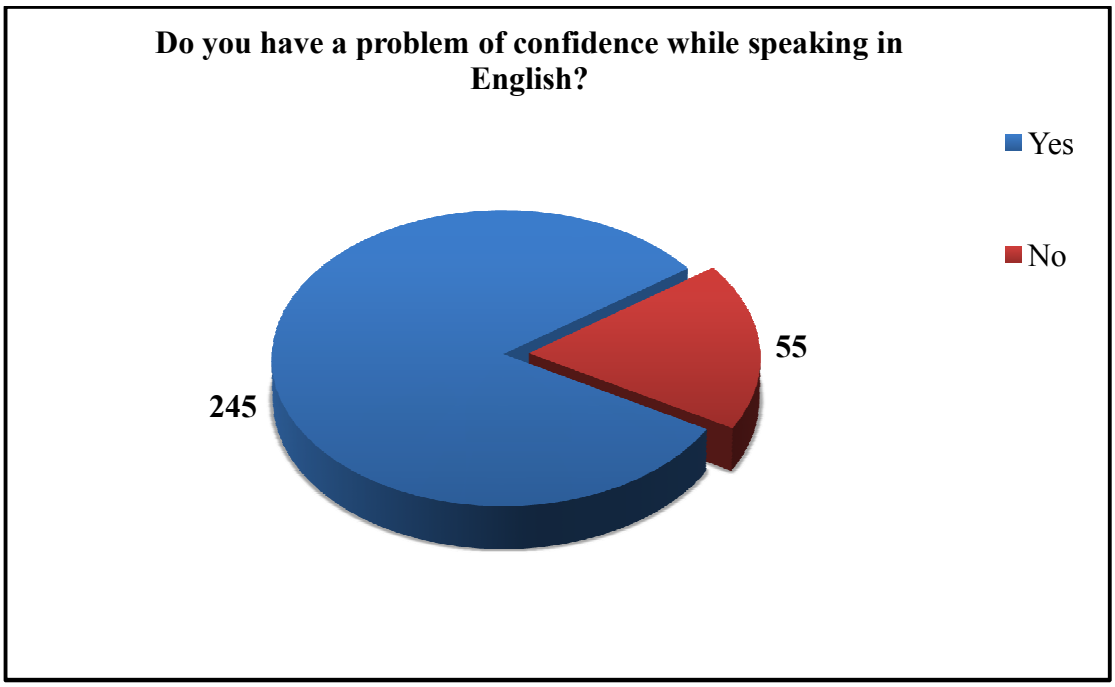


Figure No. 4.46 Responses for Q.B. 23

Observation :

Confidence was the next aspect tackled. 81.70% students said that they have the problem of confidence while speaking in English. It shows that they have fear of English speaking. 18.30% students told that they do not have problem of confidence.

Q.B. 24 Do you have a fear of making mistakes while speaking in English?

Table No. 4.47 Percentage for Q.B. 24

Options	Total	Percentage
Yes	248	82.70%
No	46	15.30%
Not Responded	06	2%
Total	300	**100%**

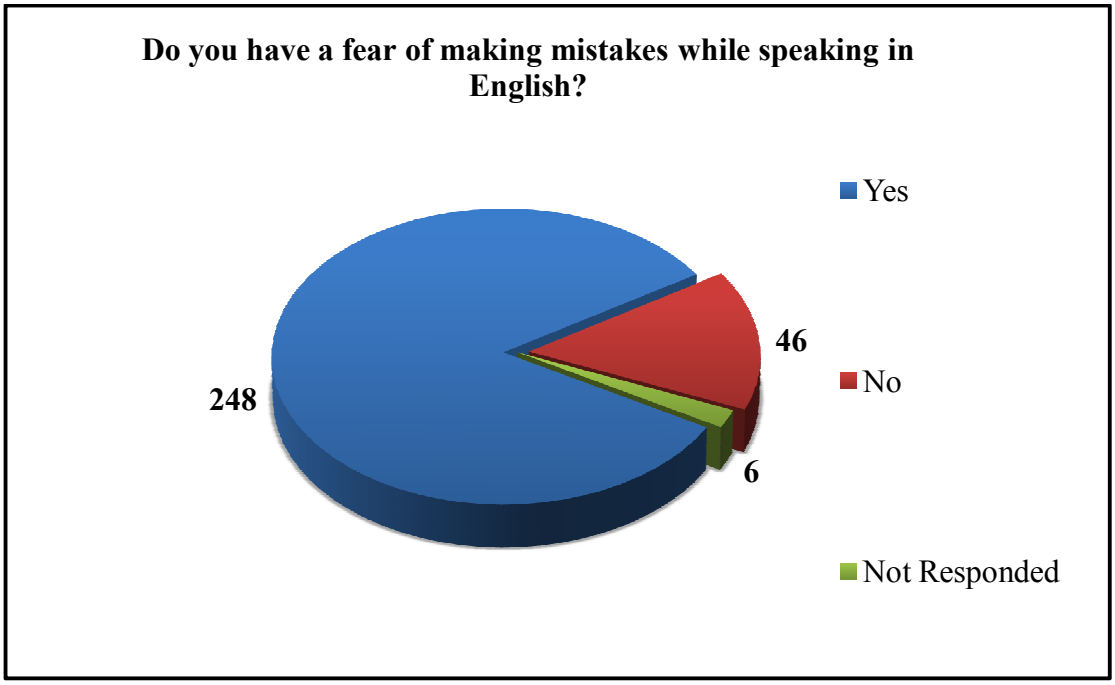


Figure No. 4.47 Responses for Q.B. 24

Observation :

Fear of making mistakes was the response of 82.70% students while 15.30% students responded that they do not have fear of making mistakes while speaking in English. 2% students are not responded to the question.

Q.B. 25 What are the advantages of speaking good English?

1) Good Education, 2) Good job, 3) Better life,

4) Good communication, 5) Good future, 6) Good career

- Advantages of speaking good English was the next question which was open-ended, but only routine and ordinary type of answers were observed. Good education, good job, good life standard are some of the common responses. Spoken English is necessary as we can communicate better in today's times and that is the benefit for the students was the next response. Good career, service, future life were some more commonly found responses.

4.8 Interpretation of Questionnaire C:

Teachers know the problems faced by the students in spoken English. With the same intention, teachers teaching English in Urdu medium schools were questioned. The responses from the teachers were as follows –

Questionnaire for teachers

Q.C. 1 What is your opinion about spoken English of Urdu Medium students?

Table No. 4.48 Percentage for Q.C. 1

Options	Total	Percentage
They speak well in English.	4	16%
They do not speak properly in English.	9	36%
They are not confident while speaking in English.	11	44%
Influence of Mother Tongue/regional language is observed when they speak in English	1	04%
Total	**25**	**100%**

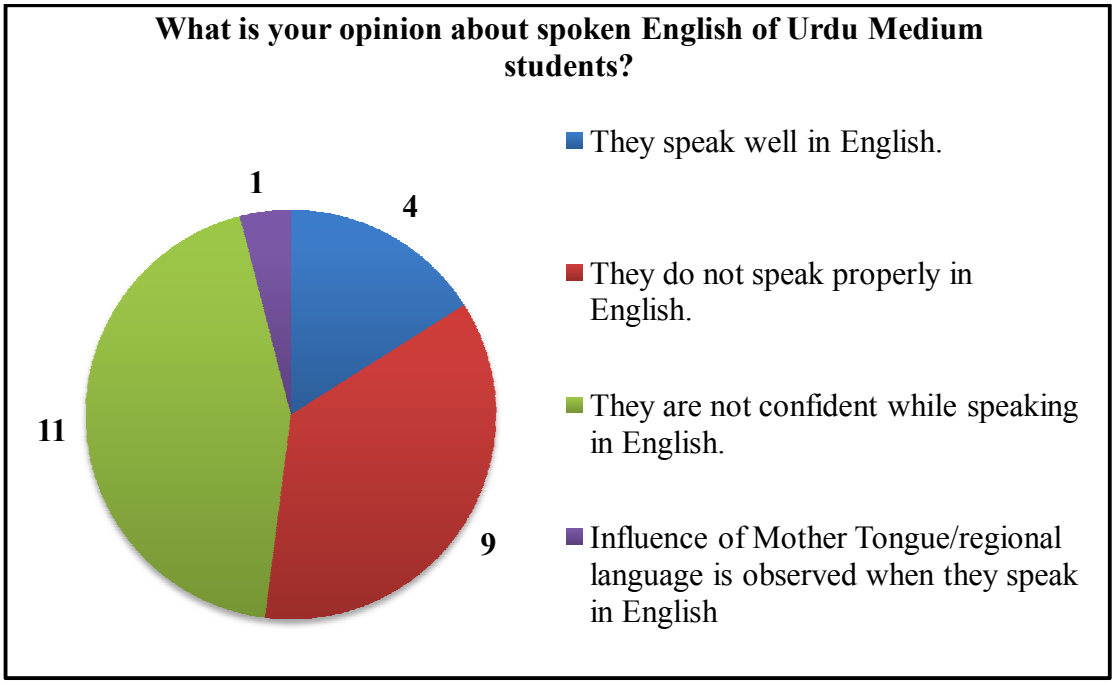


Figure No. 4.48 Responses for Q.C. 1

Observation :

About spoken English of Urdu medium students 16% teachers said that the students are reluctant to speak in English. Students do not speak English properly was the opinion of 36% teachers. 44% teachers said that the students are not

confident while speaking in English. 04% teachers said that influence of mother tongue or regional language is clearly seen when they speak is English.

Q.C. 2 Do the Urdu medium students lag behind in spoken English when compared with other medium students?

Table No. 4.49 Percentage for Q.C. 2

Options	Total	Percentage
Yes	25	100%
No	00	0%
Total	**25**	**100%**

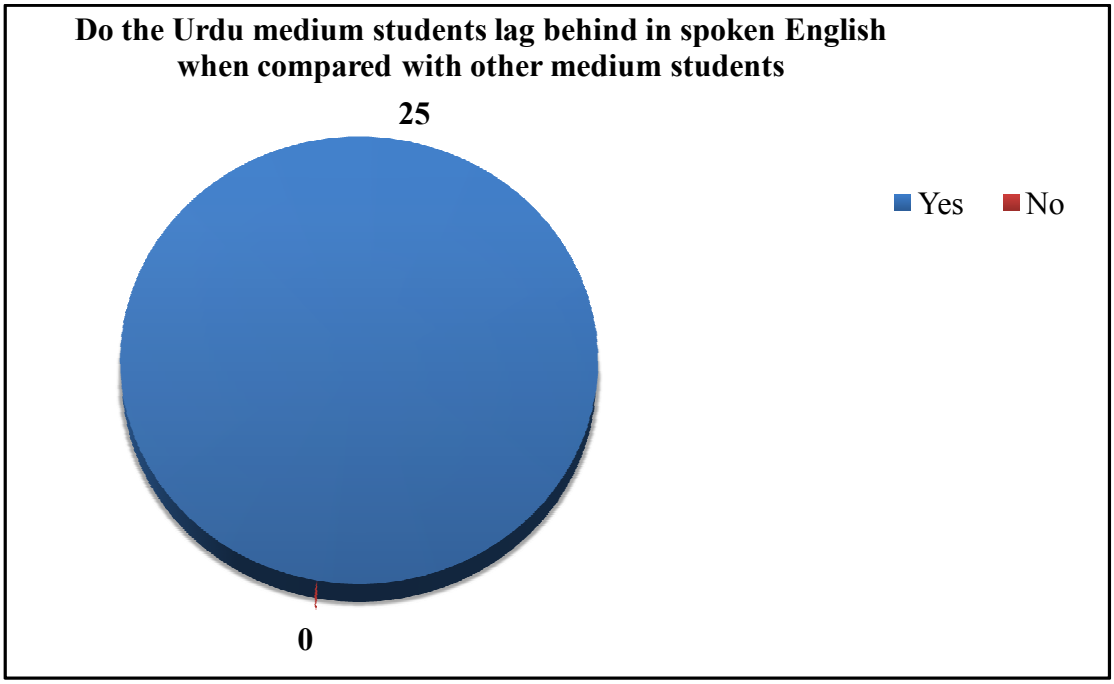


Figure No. 4.49 Responses for Q.C. 2

Observation :

100% teachers said that Urdu medium students lag behind in spoken English when compared with English medium Students.

Q.C. 3 If yes, what is the reason behind it?

Table No. 4.50 Percentage for Q.C. 3

Options	Total	Percentage
Impact of mother tongue/regional language.	04	16%
Lack of opportunities.	09	36%
Non-supporting family background.	07	28%
Lack of confidence.	05	20%
Total	**25**	**100%**

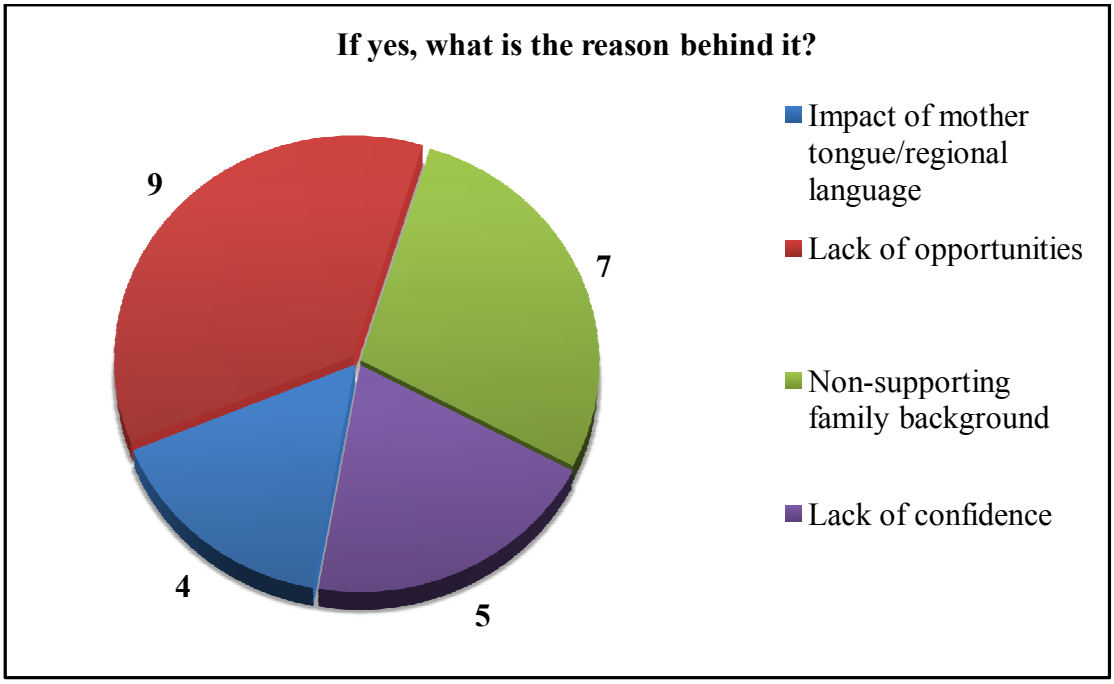


Figure No. 4.50 Responses for Q.C. 3

Observation :

16% teachers replied that backwardness in spoken English due to impact of mother tongue, 36% teachers replied the reason behind this is lack of opportunities, 28% said that non-supportive family background is the reason behind this. 20% said lack of confidence is responsible for this.

Q.C. 4 Do the parents of Urdu medium students find it difficult to pay attention towards spoken English of their child?

Table No. 4.51 Percentage for Q.C. 4

Options	Total	Percentage
Yes	24	96%
No	01	04%
Total	**25**	**100%**

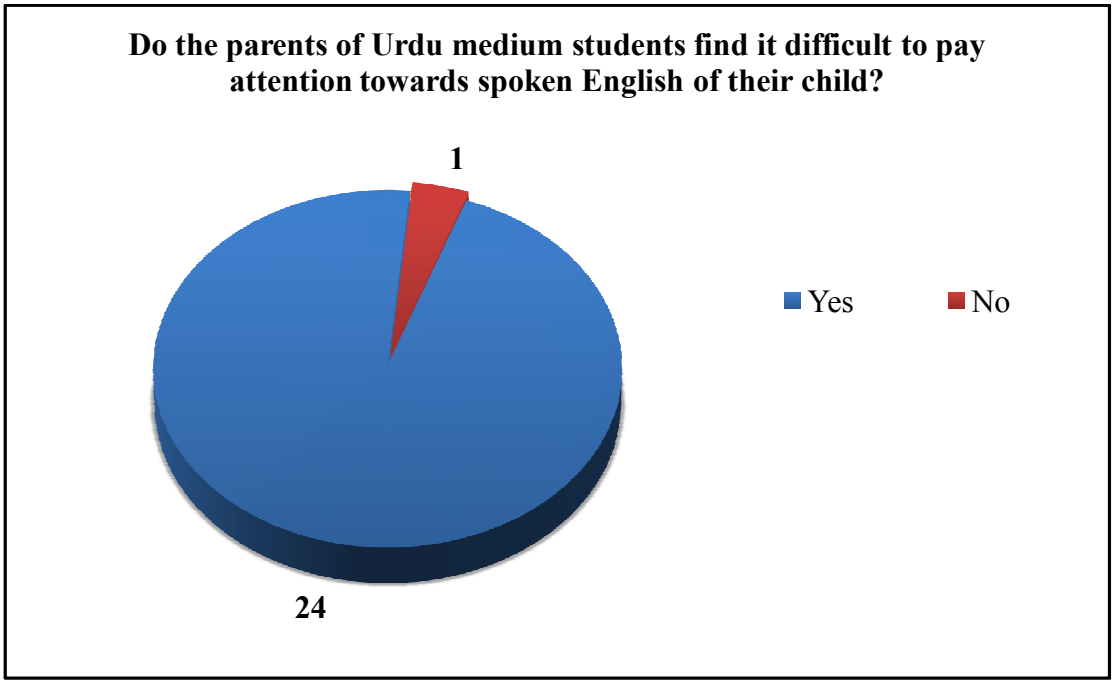


Figure No. 4.51 Responses for Q.C. 4

Observation :

96% teachers told that the parents of Urdu Medium students find it difficult to pay attention to spoken English of their child while 04% said that these parents do not find difficult to pay attention towards spoken English of their child.

Q.C. 5 If yes, what is the reason behind it ?

Table No. 4.52 Percentage for Q.C. 5

Options	Total	Percentage
Lack of education	08	32%
Lack of awareness	09	36%
Weak financial background	05	20%
Lack of time	03	12%
Total	25	**100%**

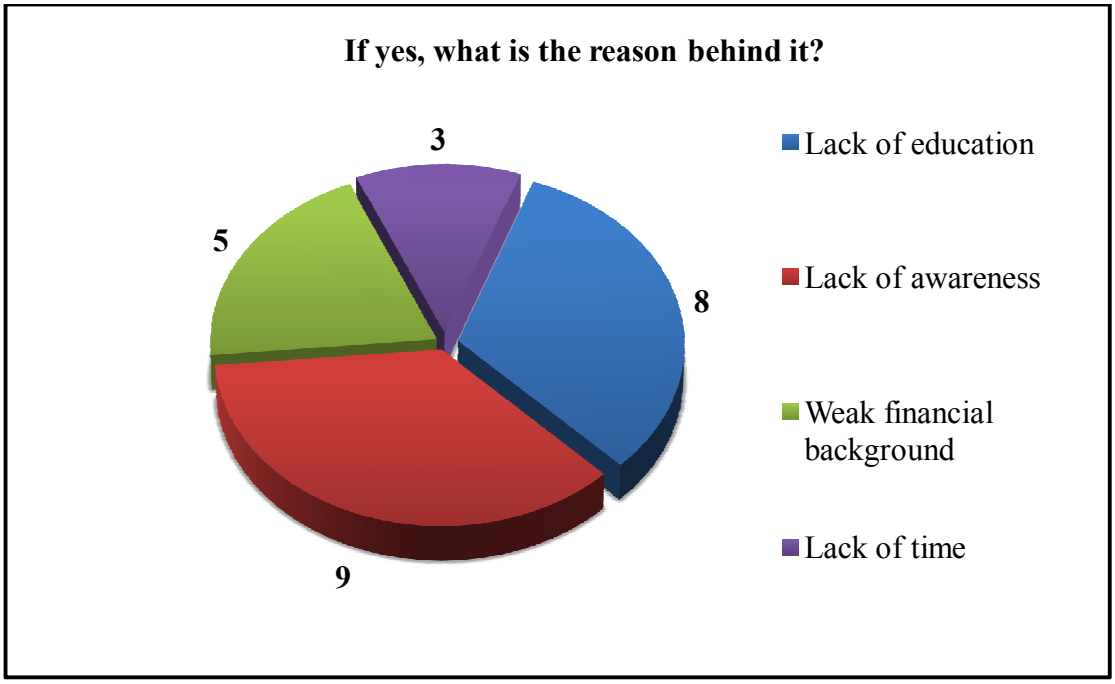


Figure No. 4.52 Responses for Q.C. 5

Observation :

32% teachers replied that the reason behind parents' difficulty in paying attention towards spoken English of their child was lack of education. 36% said it is lack of awareness for 20% teachers, it is weak financial background while for 12% teachers said that it is lack of time from parents' side.

Q.C. 6 Which of the following aspects is responsible for weak spoken English of Urdu medium students?

Table No. 4.53 Percentage for Q.C. 6

Options	Total	Percentage
Educational background of family	15	60%
Financial background of family	05	20%
Social background of family	02	08%
Linguistic background of family	03	12%
Total	25	**100%**

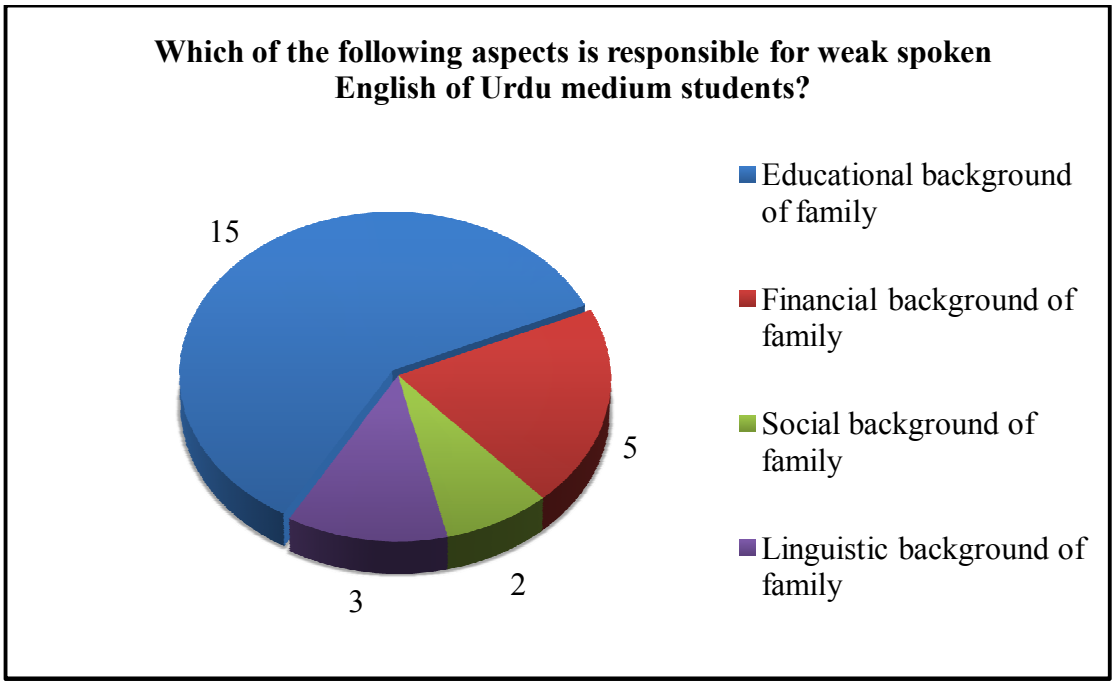


Figure No. 4.53 Responses for Q.C. 6

Observation :

60% teachers said that educational background of the family is more responsible for weakness in spoken English of Urdu medium students. 20% said it is financial background of the family. 08% said it is social background of the family while 12% said it is linguistic background of the family.

Q.C. 7 What efforts will you take to improve spoken English of Urdu mediums students?

Table No. 4.54 Percentage for Q.C. 7

Options	Total	Percentage
Extra classes	14	56%
Provision of learning material	01	04%
Extra opportunities to speak in English	10	40%
Psychological support to the student	00	00%
Total	25	**100%**

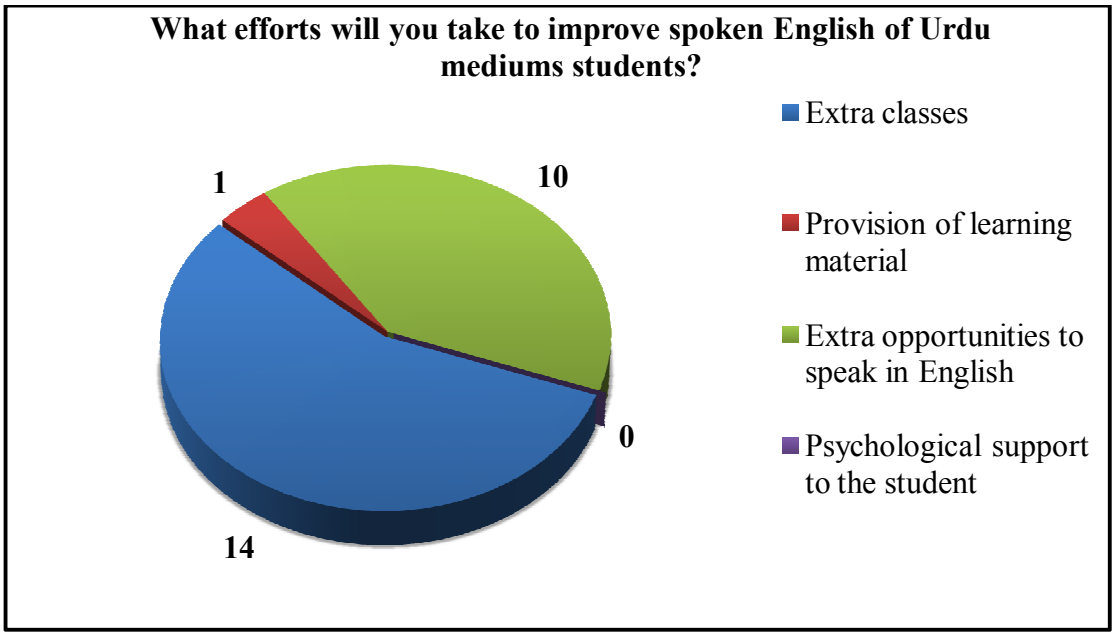


Figure No. 4.54 Responses for Q.C. 7

Observation :

Regarding the efforts taken by the teachers for improvement of spoken English of Urdu medium students, 56% teachers said that they take extra classes. Provision of learning material was the response of 4% teachers. 40% teachers replied that they provide more learning opportunities to speak in English while no one was in favour of psychological support to the students.

Q.C. 8 Does the prescribed textbook for std. VIII provide opportunities or improvement of spoken English?

Table No. 4.55 Percentage for Q.C. 8

Options	Total	Percentage
Yes	25	100%
No	00	00%
Total	25	**100%**

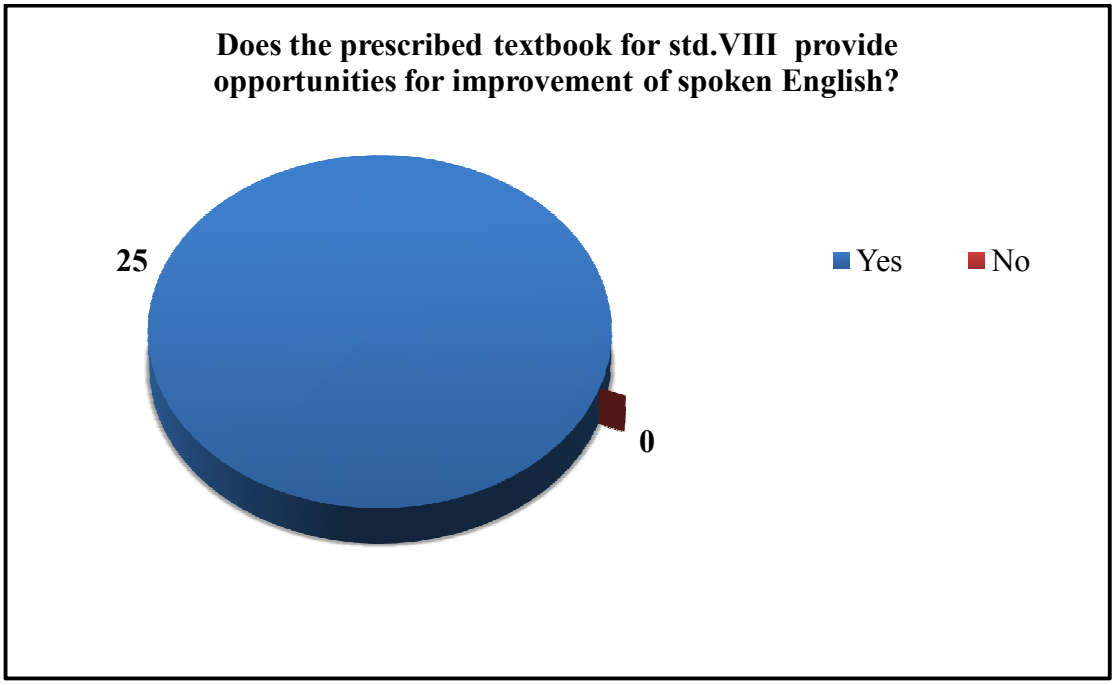


Figure No. 4.55 Responses for Q.C. 8

Observation :

100% teachers replied that the prescribed textbook for standard VIII provide opportunities for improvement of spoken English.

Q.C. 9 If yes, what are the activities suggested in the text book?

Table No. 4.56 Percentage for Q.C. 9

Options	Total	Percentage
Pair interaction	10	40%
Group interaction	07	28%
Speech in front of the class	08	32%
Interaction with teachers	00	00%
Total	**25**	**100%**

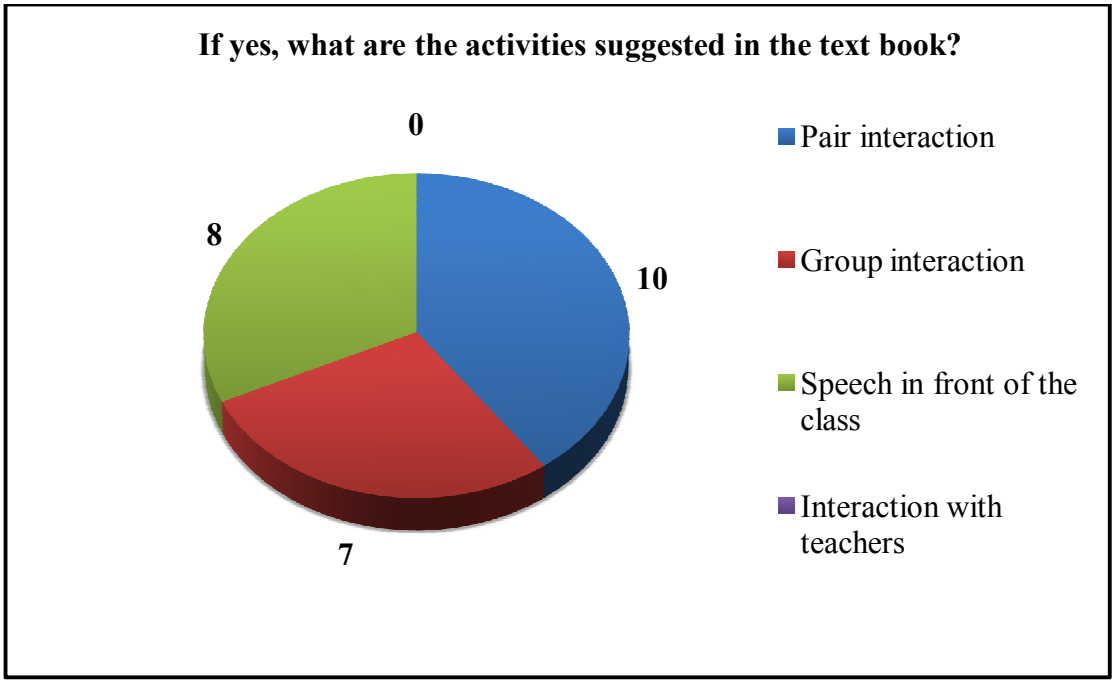


Figure No. 4.56 Responses for Q.C. 9

Observation :

40% teachers said that pair interaction is most frequently suggested activity in the said textbook for improvement of spoken English, 28% said that group interaction is suggested while 32% were in favour of speech in front of the class. No teacher answered for interaction with teachers.

Q.C. 10 What is the problem/difficulty in weak spoken English of Urdu medium students?

Table No. 4.57 Percentage for Q.C. 10

Options	Total	Percentage
Lack of confidence.	08	32%
Lack of opportunities.	07	28%
Influences of mother tongue/regional language.	06	24%
Fear of English.	04	16%
Total	**25**	**100%**

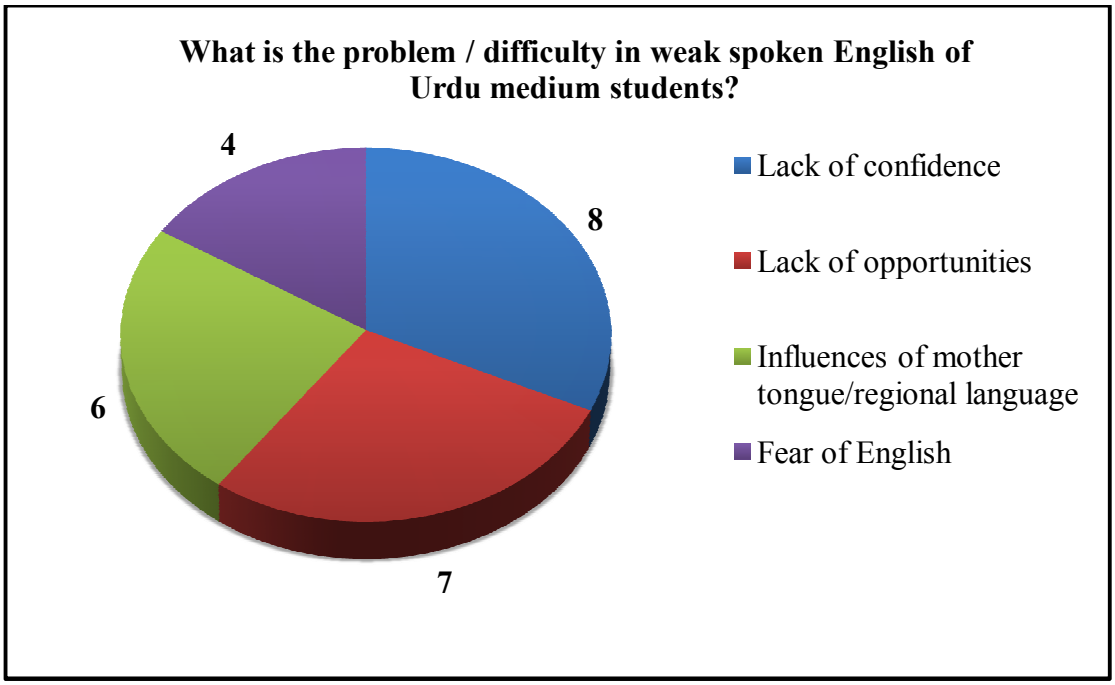


Figure No. 4.57 Responses for Q.C. 10

Observation :

32% teachers said that lack of supportive environment is the most common problem in weak spoken English of Urdu Medium students. 28% said that it is lack of opportunities. Influence of mother tongue or regional language was the opinion of 24% teachers while 16% teachers said that it is fear of English.

Q.C. 11 Is spoken English directly related with higher education of Urdu medium students?

Table No. 4.58 Percentage for Q.C. 11

Options	Total	Percentage
Yes	21	84%
No	04	16%
Total	**25**	**100%**

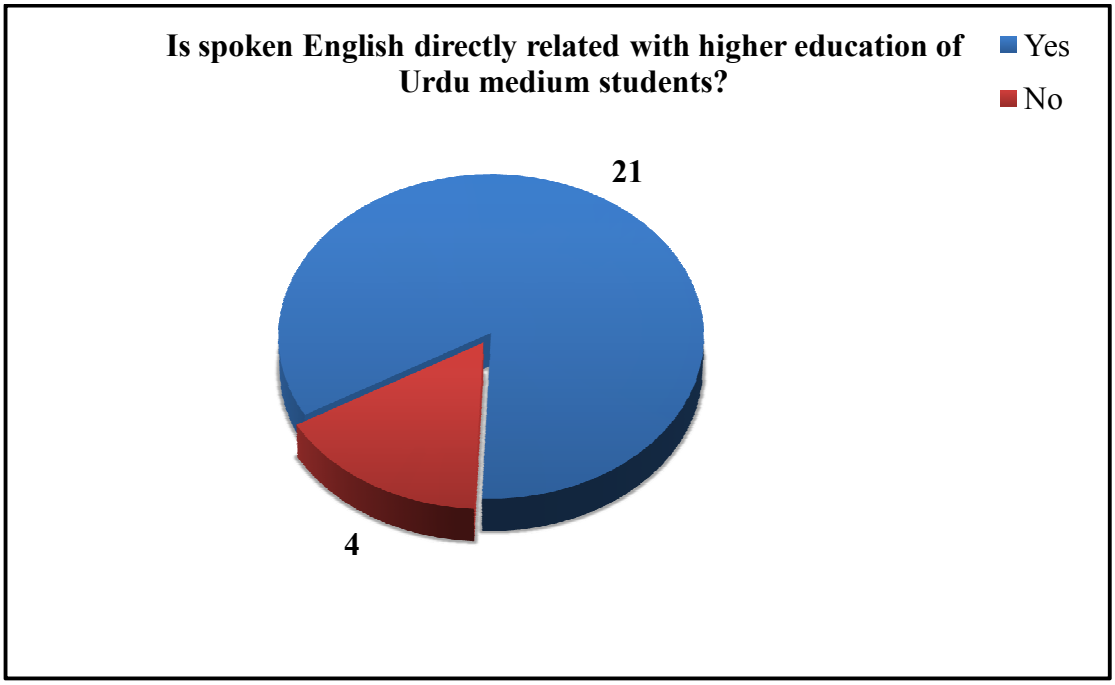


Figure No. 4.58 Responses for Q.C. 11

Observation :

84% teachers told that spoken English of Urdu Medium is directly related with their higher education while 16% teachers replied negatively for this.

Q.C. 12 Are the reading abilities directly related with spoken English?

Table No. 4.59 Percentage for Q.C. 12

Options	Total	Percentage
Yes	22	88%
No	03	12%
Total	**25**	**100%**

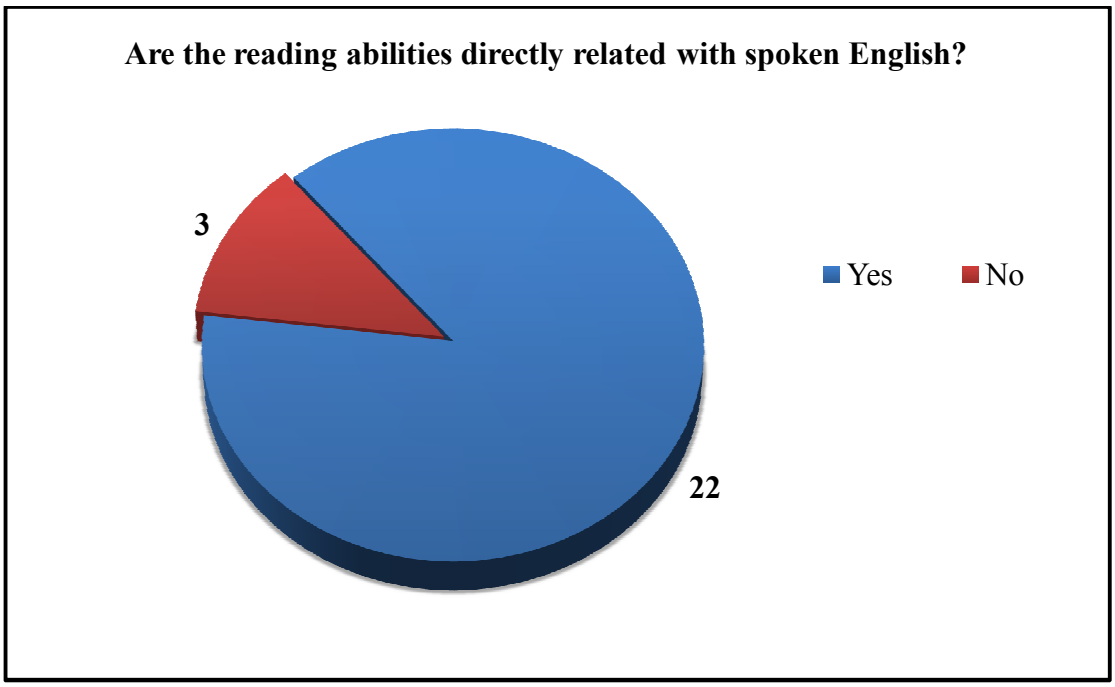


Figure No. 4.59 Responses for Q.C. 12

Observation :

88% teachers were of the opinion that reading abilities are directly related with spoken English. 12% said that reading abilities are not directly related with spoken English.

Q.C. 13 If yes, which of the following aspects is related?

Table No. 4.60 Percentage for Q.C. 13

Options	Total	Percentage
Vocabulary	11	44%
Sentence construction	06	24%
Pronunciation	08	32%
Speed of delivery	00	00%
Total	**25**	**100%**

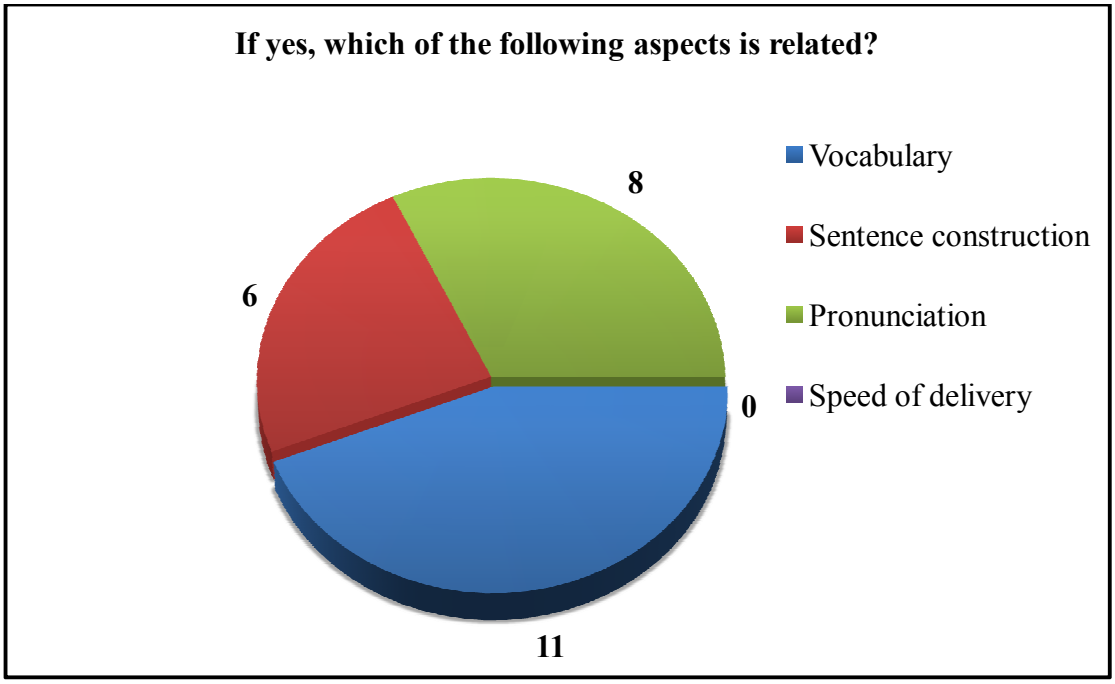


Figure No. 4.60 Responses for Q.C. 13

Observation :

44% teachers replied that aspect of vocabulary is more related while 24% said that it is sentence construction which is more related. 32% said that it is pronunciation while nobody considered speed of delivery.

Q.C. 14 What activities do you conduct to improve spoken English of Urdu medium students?

Table No. 4.61 Percentage for Q.C. 14

Options	Total	Percentage
Story telling	12	48%
Language Games	05	20%
Picture description	07	28%
Listening of model speech	01	04%
Total	**25**	**100%**

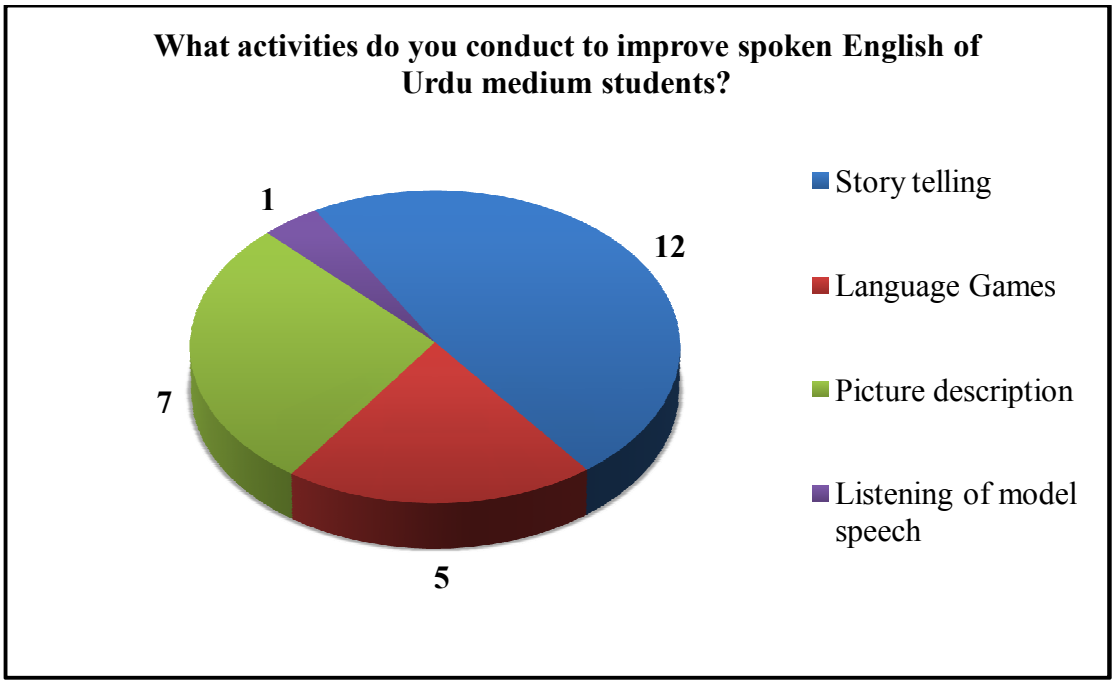


Figure No. 4.61 Responses for Q.C. 14

Observation :

The activities conducted by the teachers to improve spoken English was the next aspect explored. 48% teachers told that they conduct storytelling while 20% teachers conduct language games. 28% teachers conduct picture description, 04% teachers conduct pick and speak activities.

Q.C. 15 Do you find lack of confidence in Urdu medium students while speaking in English?

Table No. 4.62 Percentage for Q.C. 15

Options	Total	Percentage
Yes	24	96%
No	01	04%
Total	300	**100%**

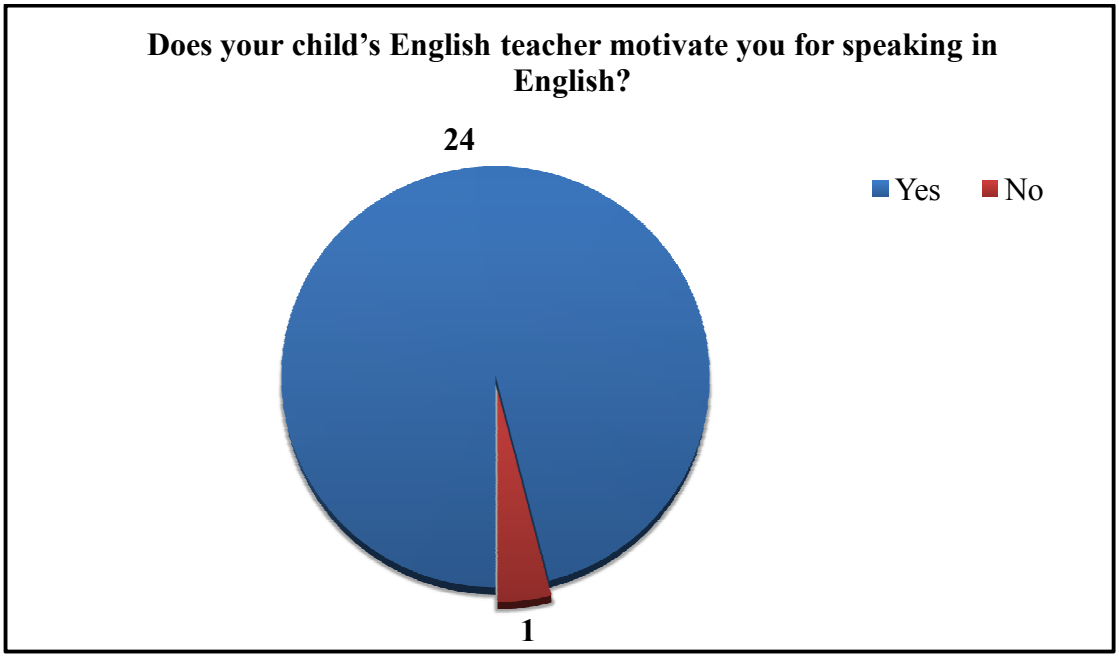


Figure No. 4.62 Responses for Q.C. 15

Observation :

96% teachers responded that Urdu medium students lack confidence while speaking in English while 4% said that they do not lack confidence.

Q.C. 16 Do the Urdu medium students fall short of vocabulary while speaking in English?

Table No. 4.63 Percentage for Q.C. 16

Options	Total	Percentage
Yes	21	84%
No	04	16%
Total	**25**	**100%**

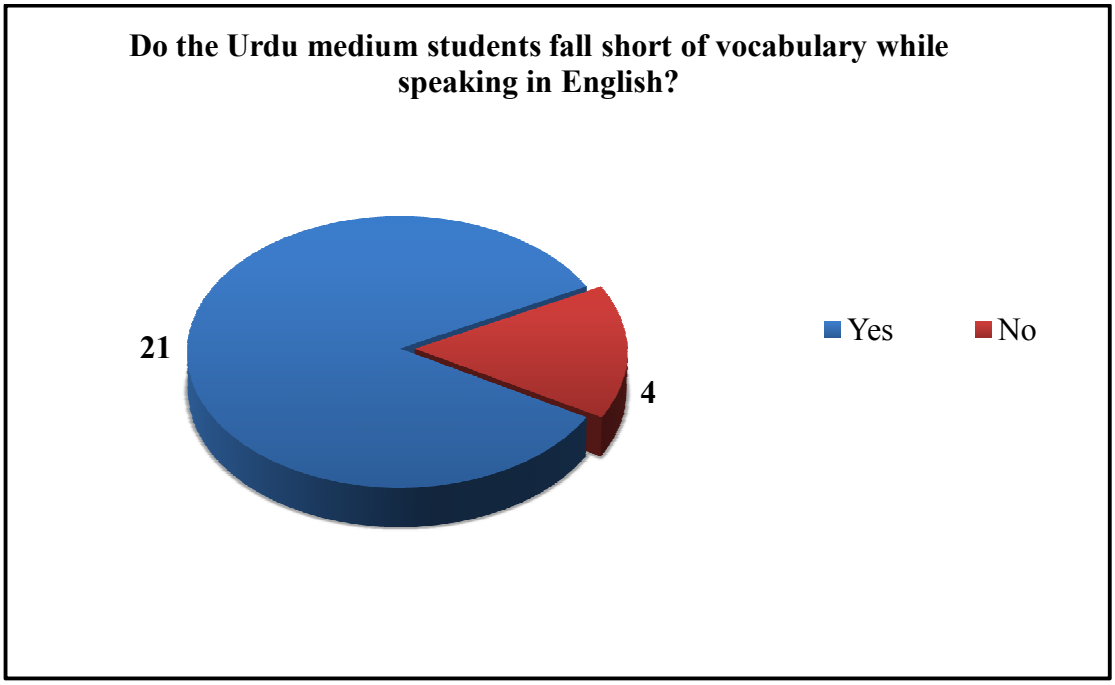


Figure No. 4.63 Responses for Q.C. 16

Observation :

84% teachers said that Urdu medium students fall short of vocabulary while speaking in English while 16% teachers responded negatively.

Q.C. 17 Are they reluctant to speak in English due to influence of Urdu as medium of instruction?

Table No. 4.64 Percentage for Q.C. 17

Options	Total	Percentage
Yes	20	80%
No	05	20%
Total	**25**	**100%**

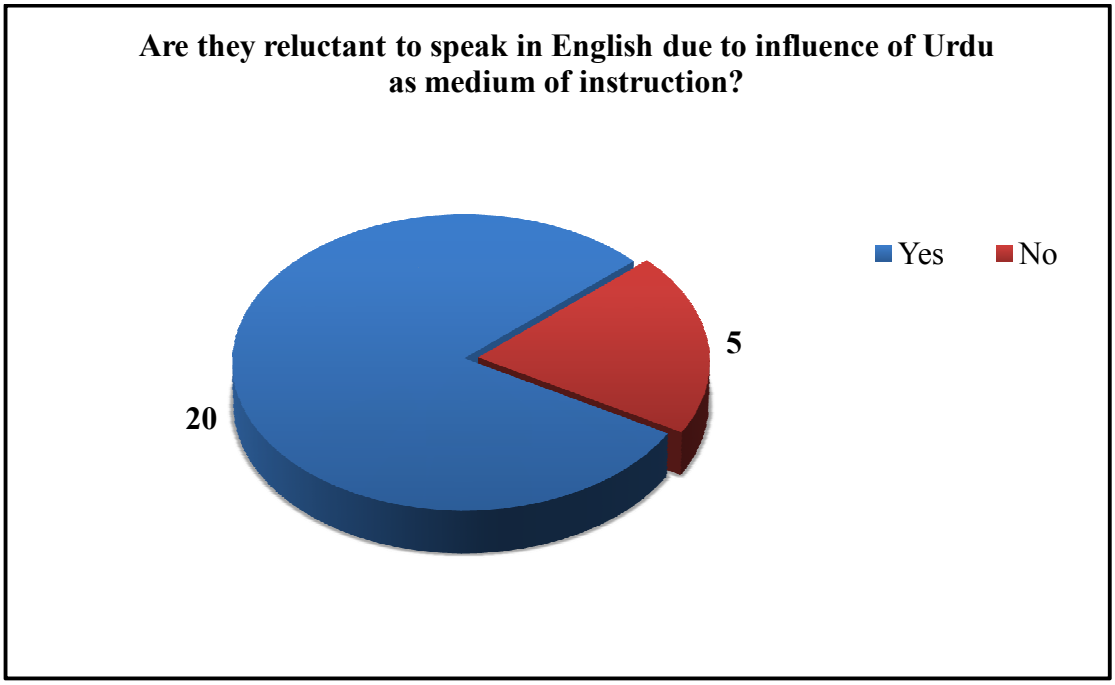


Figure No. 4.64 Responses for Q.C. 17

Observation :

80% teachers said that they are reluctant to speak in English due to influence of Urdu as medium of instruction while 20% said no to this question.

Q.C. 18 Does the family background affect spoken English of Urdu medium students?

Table No. 4.65 Percentage for Q.C. 18

Options	Total	Percentage
Yes	25	100%
No	00	00%
Total	**25**	**100%**

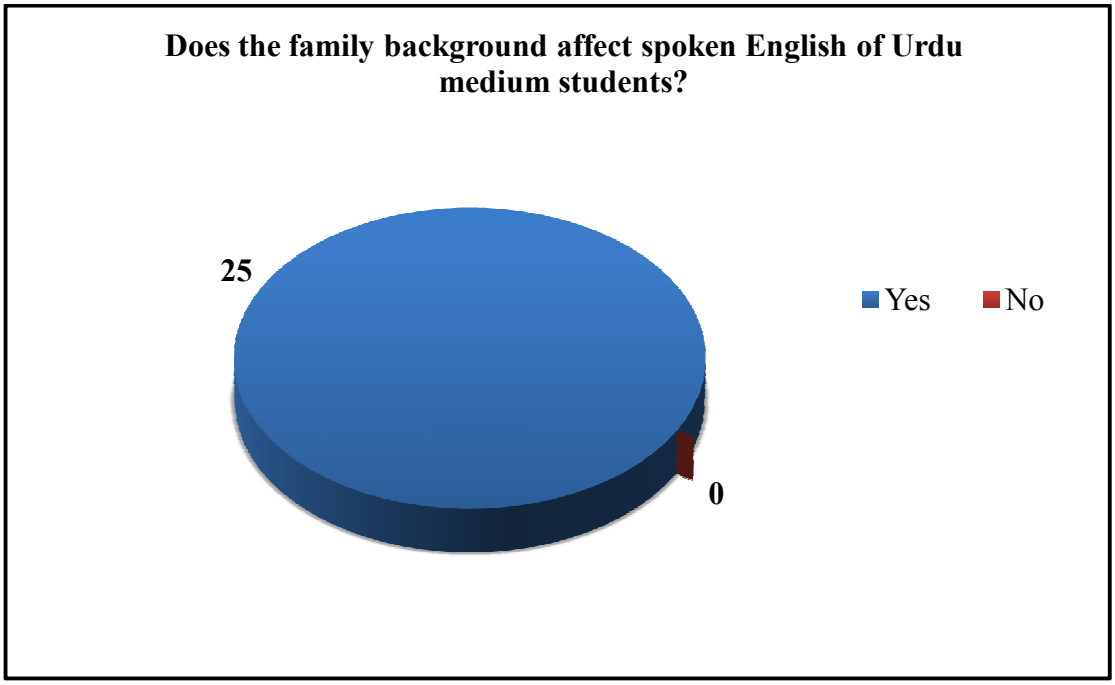


Figure No. 4.65 Responses for Q.C. 18

Observation :

100% teachers said that the family background of the students affect spoken English of Urdu medium students.

Q.C. 19 Is there any relation of reading and writing of Urdu and spoken English of Urdu medium students?

Table No. 4.66 Percentage for Q.C. 19

Options	Total	Percentage
Yes	18	72%
No	07	28%
Total	**25**	**100%**

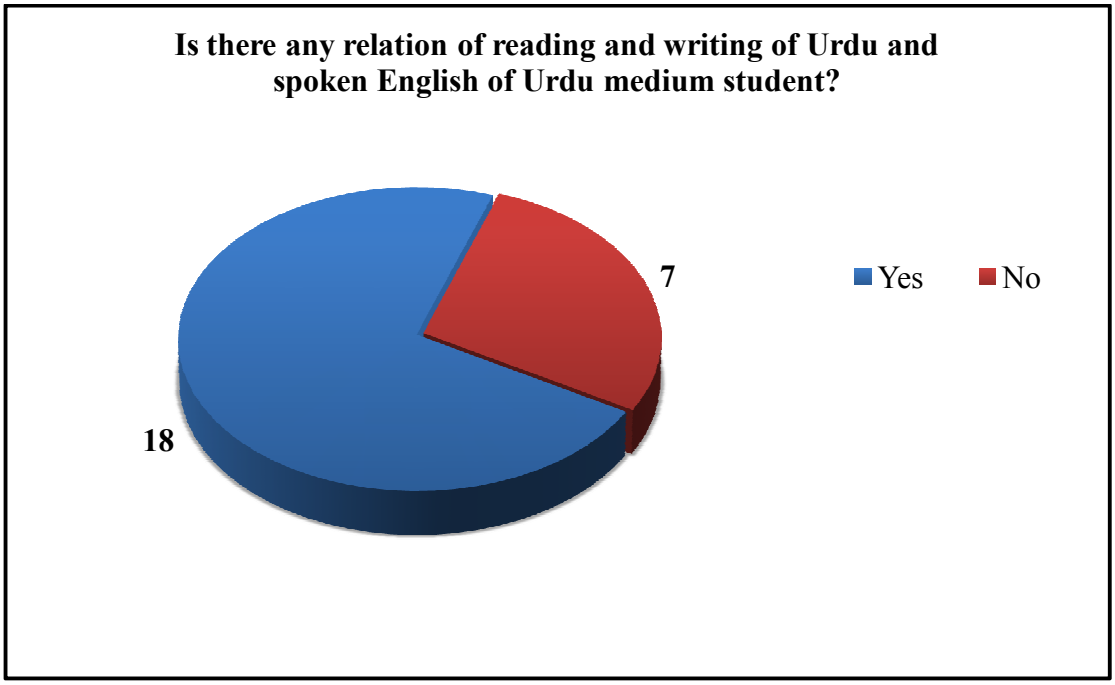


Figure No. 4.66 Responses for Q.C. 19

Observation :

72% teachers said that there is a relation between reading and writing of Urdu and spoken English of Urdu medium students, while 28% teachers said no to this.

Q.C.20 What kind of common errors do you find in spoken English of Urdu medium students?

Table No. 4.67 Percentage for Q.C. 20

Options	Total	Percentage
Improper pronunciation.	06	24%
Improper use of vocabulary.	15	60%
Improper use of tenses.	04	16%
Improper use of stress and intonation.	00	00%
Total	**25**	**100%**

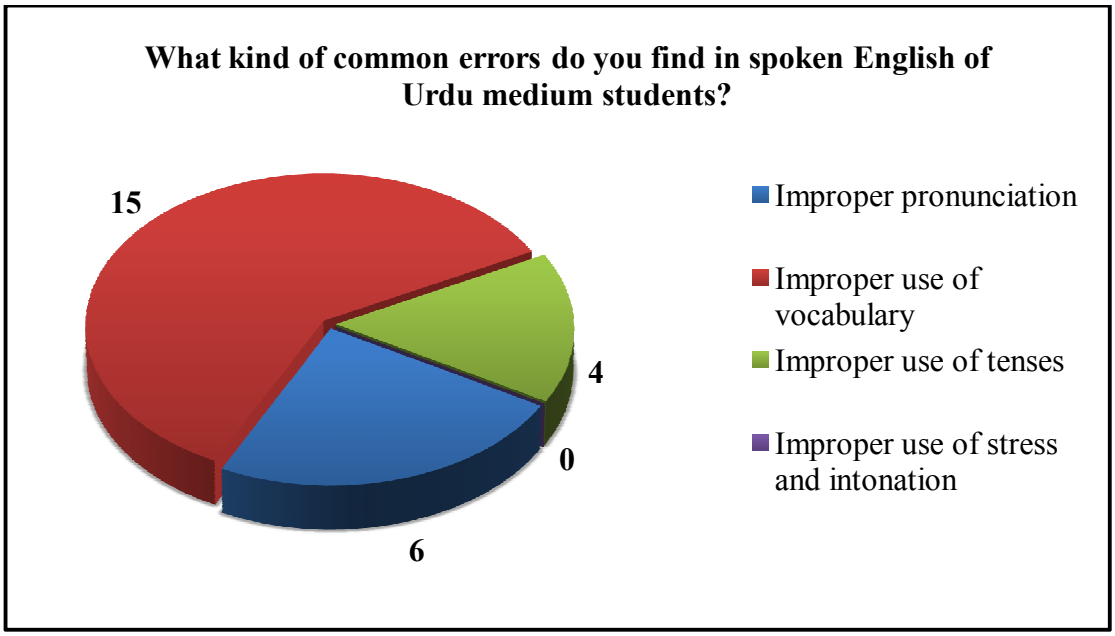


Figure No. 4.67 Responses for Q.C. 20

Observation :

24% teachers said that improper pronunciation is a type of error found more in spoken English of Urdu Medium students. 60% teachers were of the opinion that improper use of vocabulary is that error found more in speaking English of Urdu medium students. 16% said that it is improper use of tense and none of them responded for improper use of stress and intonation.

Q.C. 21 Which innovative ideas do you use for improvement in spoken English of Urdu medium students?

Regarding innovative ideas of teachers, they said that they give more opportunities to the students for speaking in English. They encourage students for frequent interactions in English for better practice. Story-telling, pair work, use of pre-recorded stories, use of modern technology and teaching aids, language games are some of the innovative practices mentioned by the teachers but they also are not so new. Nothing exceptional was mentioned by the teachers.

Q.C. 22 What kind of exercise do you take in your classroom for improving spoken English of Urdu medium students?

Teachers told that they conduct exercise like drill work, word building games, puzzles, use of new words in classroom interactions, construction of new sentences with new words, dialogue games for improving the spoken English of Urdu medium students.

Q.C. 23 What are the reasons identified by you behind weak spoken English of Urdu medium students?

Reasons according to the teachers behind weak spoken English of Urdu medium students were asked to which they replied that mostly social and financial background of the students is responsible for this. Lack of exposure, confidence and vocabulary related responses were noted at 2nd place from most of the teachers. Language problems like impact and intervention of mother tongue or regional language, religious impact, no exposure and practice at home, lack of awareness among family members, etc. were few of the problems mentioned by the teachers.

Q.C. 24 What are the difficulties observed by you as an English teacher in erasing the impact of Urdu while your students speak in English?

Spoken English or Urdu medium students is a crucial problem due to the impact of Urdu as a medium of instruction and some misconceptions about Urdu as it is the mother tongue of all Muslims. Due to this it becomes difficult to erase the

impact of Urdu. Teachers told that pronunciation fear of English due to non-familiar words, comparison between mother tongue and English are some of the difficulties teachers face in erasing the impact of Urdu as a language while improving spoken English of Urdu Medium students

Q.C. 25 Why do you think children should learn spoken English?

The necessity of speaking in English was the further aspect explored. Most of the teachers said that if the students speak in good English, they will get good education and more opportunities for higher education. If the students start speaking in English, it will be easy for them to establish good interactions in the society, it will facilitate the use of computers and modern technology, was the reply of most of the teachers.

4.9 Hypotheses testing:

Hypothesis testing 1

- **Research Hypothesis**

1) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

- **Null Hypothesis**

1) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

Calculation for 't' value of pre-test scores of female and male students.

Table No. 4.68 't' value of pre-test scores of girls and boys

Girls	Boys
$N_1 = 37$	$N_2 = 23$
$M_1 = 23.6756$	$M_2 = 23$
$\sigma_1 = 3.1102$	$\sigma_2 = 3.6100$
$SEM_1 = 0.5113$	$SEM_2 = 0.7527$
SEDm = 0.9098	
D.M. = 0.6756	
't' = 0.7425	

Critical 't' value at degrees of freedom 58 at 0.01 level is 2.660 and calculated 't' value is 0.7425. As calculated 't' value does not exceed the critical value, the null hypothesis is accepted and related research hypothesis is rejected. Therefore there is no significant difference in spoken English of Urdu medium male and female students of std.VIII before implementation of spoken English programme based on communicative approach.

Hypothesis testing 2

- **Research Hypothesis**

1) There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

- **Null Hypothesis**

1) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Calculation of 't' value for total sample

Table No. 4.69 't' value for total sample

Sample Size (N) = 60			
		Pre-test	Post-test
M	Mean	23.41	33.20
S.D.	Standard Deviation	3.3267	3.5915
SEm	Standard Error of Mean	0.4294	0.4636
r	Correlation Coefficient	+ 0.7973	
SEDm	Standard error of Difference	0.2861	
Dm	Difference of Means	9.79	
't'	't' value	34.21	
df	Degree of freedom	59	

Critical 't' value at degrees of freedom 59 at 0.01 level is 2.390 and calculated 't' value is 34.21. As calculated 't' value exceeds the critical value, null hypothesis is rejected and related research hypothesis is accepted. Therefore there is a significant improvement in spoken English of Urdu medium students of std.VIII after the implementation of spoken English programme based on communicative approach.

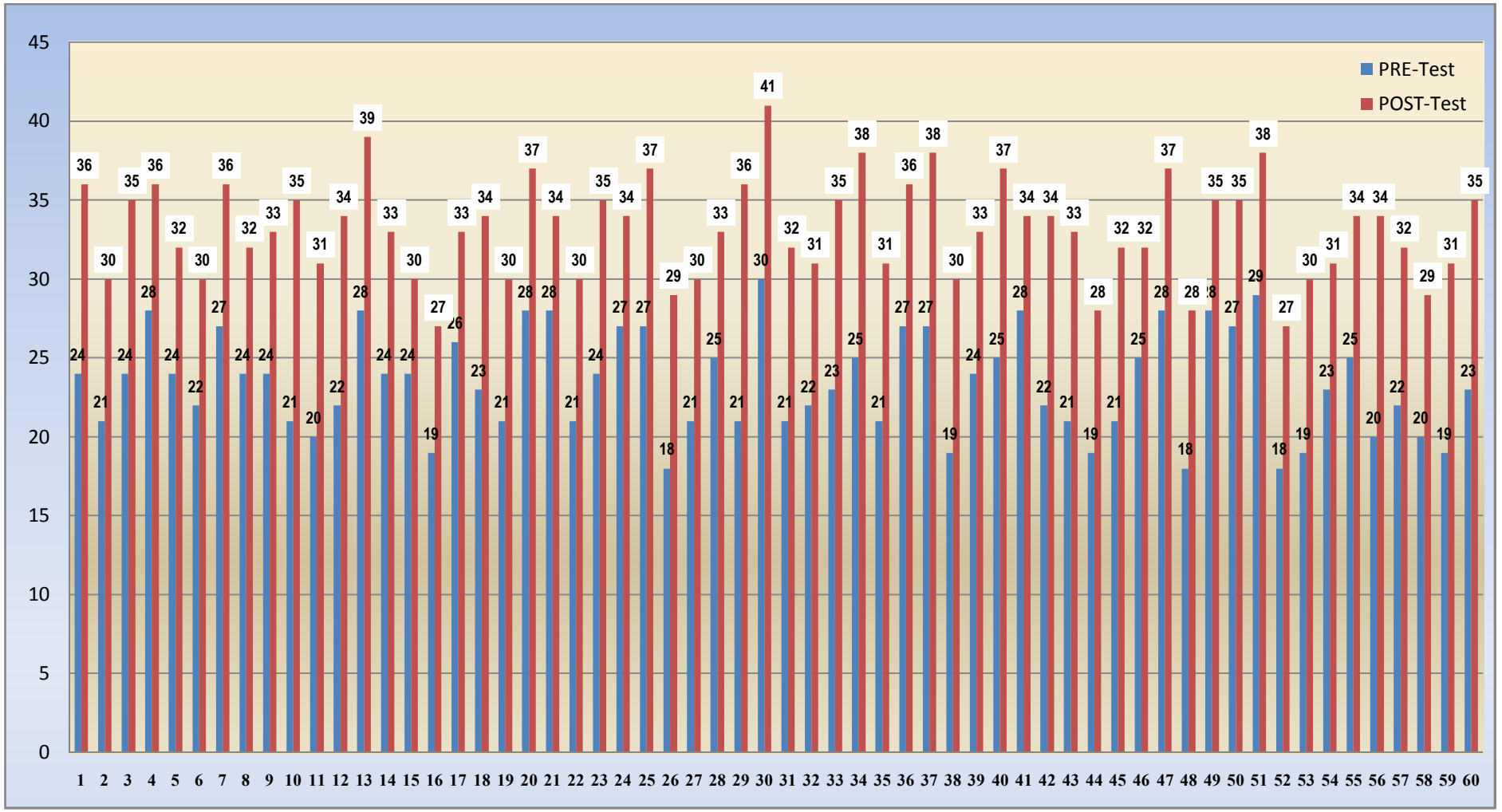


Figure No. 4.68 Pre test and Post test Scores of Total Sample

Hypothesis testing 3

- **Research Hypothesis**

1) There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

- **Null Hypothesis**

1) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Calculation of 't' value for girls :

Table No. 4.70 't' value for girls

Sample Size (N) = 60			
		Pre-test	Post-test
M	Mean	23.6756	33.3783
σ	Standard Deviation	3.1102	3.9202
SEm	Standard Error of Mean	0.5113	0.6444
r	Correlation Coefficient		+ 0.8175
SEDm	Standard error of Difference		0.3713
Dm	Difference of Means		9.7027
't'	't' value		26.1316
df	Degree of freedom		36

Critical 't' value at degrees of freedom 36 at 0.01 level is 2.423 and calculated 't' value is 26.1316. As calculated 't' value exceeds the critical value, null hypothesis is rejected and related research hypothesis is accepted. Therefore there is a significant improvement in spoken English of Urdu medium female students of std.VIII after the implementation of spoken English programme based on communicative approach.

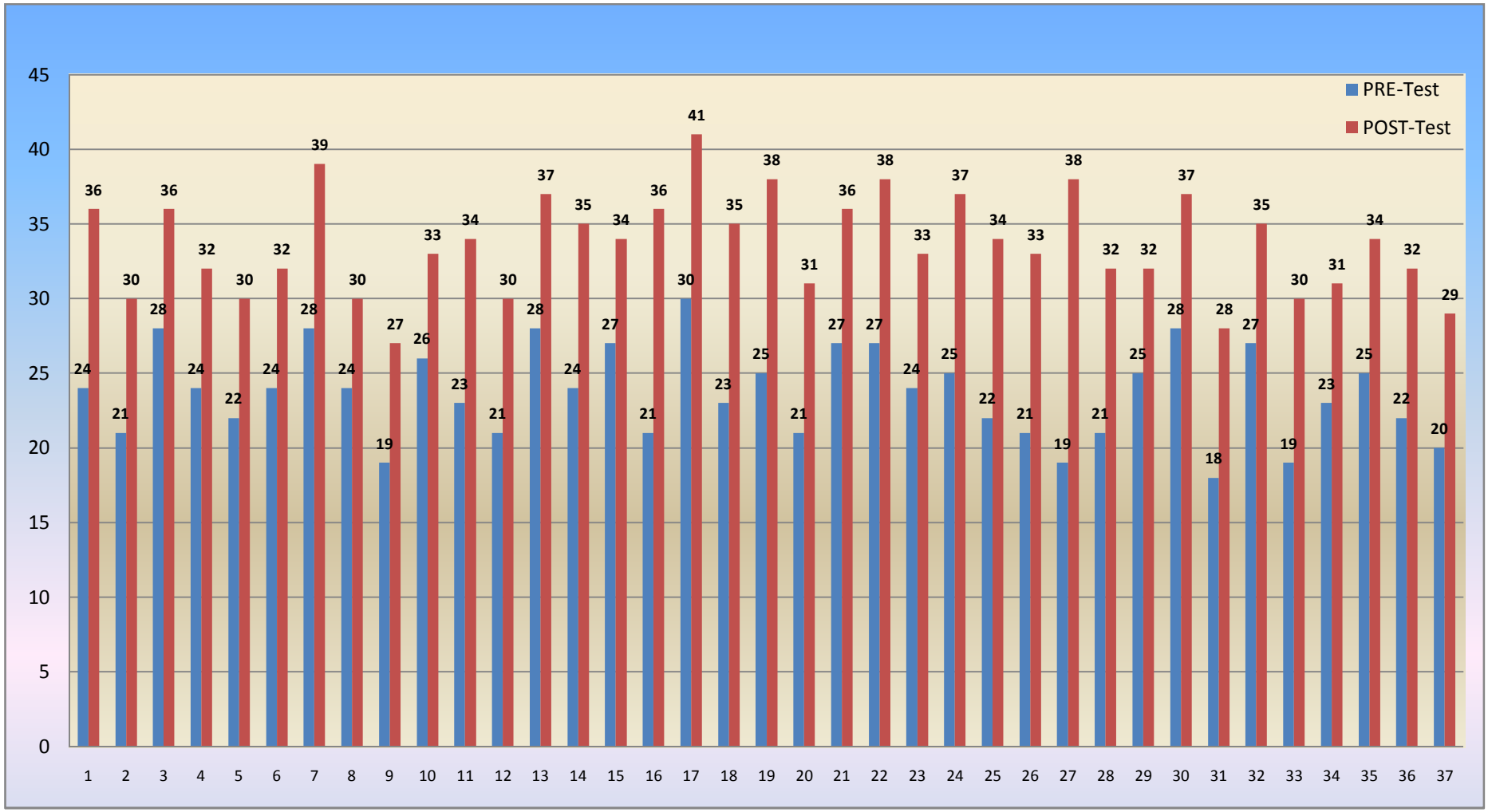


Figure No. 4.69 Pre test and Post test Scores of Girls

Hypothesis testing 4

- **Research Hypothesis**

1) There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

- **Null Hypothesis**

1) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Calculation of 't' value for boys.

Table No. 4.71 't' value for boys

Sample Size (N) = 60			
		Pre-test	Post-test
M	Mean	23	32.91
σ	Standard Deviation	3.6100	2.9153
SEm	Standard Error of Mean	0.7527	0.6078
r	Correlation Coefficient		+0.7875
SEDm	Standard error of Difference		0.4641
Dm	Difference of Means		9.91
't'	't' value		21.3531
df	Degree of freedom		22

Critical 't' value at degrees at freedom 22 at 0.01 level is 2.508 and calculated 't' value is 21.3531. As calculated 't' value exceeds the critical value, null hypothesis is rejected and related research hypothesis is accepted. Therefore there is a significant improvement in spoken English of Urdu medium male students of std.VIII after the implementation of spoken English programme based on communicative approach.

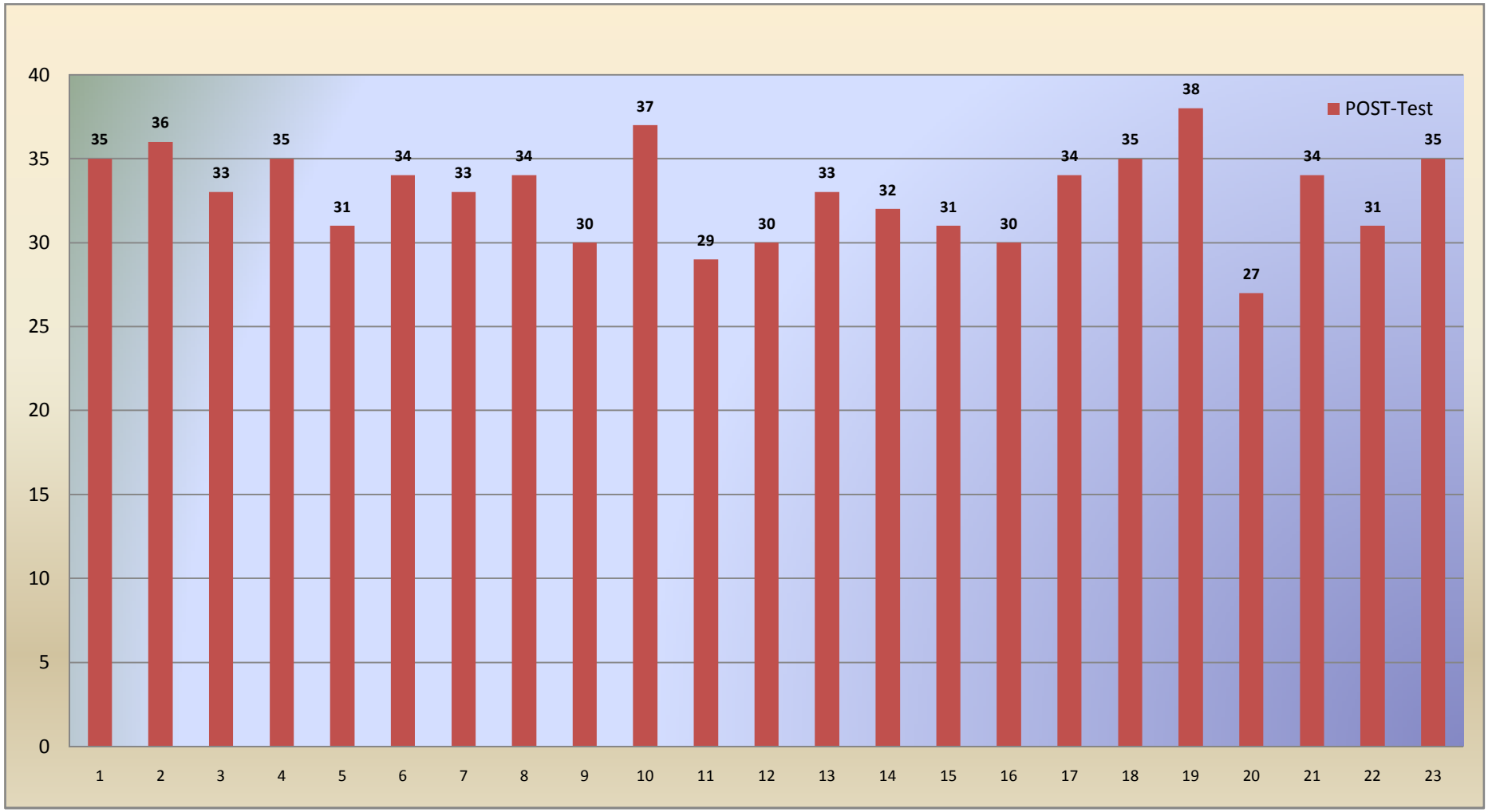


Figure No. 4.70 - Pre test and Post test scores of Boys

Hypothesis testing-5

- **Research Hypothesis**

1) There will be a significant difference in mean gain score of male and female students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.

- **Null Hypothesis**

1) There will be no significant difference in mean gain score of male and female students of Urdu medium students of Std. VIII in the improvement in spoken English after the implementation of spoken English programme based on communicative approach.

Calculation of 't' value of Mean Gain Scores.

Table No. 4.72 't' value of Mean Gain Scores.

		Mean Gain Score for Girls	Mean Gain Score for Boys
μ	mean	9.70	9.91
S·D	Standard Deviation	1.9559	2.15
SEM	Standard Error of Mean	0.321	0.4485
SEDm	-Standard Error of Difference	0.5519	
DM.	Difference of Mean	0.21	
't'	't' value	0.3805	
df	Degree of freedom	58	

Critical 't' value at degrees at freedom 58 at 0.01 level is 2.660 and calculated 't' value is 0.3805. As calculated 't' value does not exceed the critical value, null hypothesis is accepted and related research hypothesis is rejected. Therefore there is no difference in mean gain score in the improvement in spoken English of Urdu medium male and female students of std.VIII due to implementation of spoken English programme based on communicative approach.

Hypothesis testing-6

- **Research Hypothesis**

1) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

- **Null Hypothesis**

1) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

Calculation for 't' value of post test scores of female and male students.

Table No. 4.73 't' value of post-test scores of girls and boys

Girls	Boys
$N_1 = 37$	$N_2 = 23$
$M_1 = 33.3783$	$M_2 = 32.91$
$\sigma_1 = 3.9202$	$\sigma_2 = 2.9153$
$SEM_1 = 0.6444$	$SEM_2 = 0.6078$
SEDm = 0.8857	
D.M. = 0.4683	
't' = 0.5287	
$df = N_1 + N_2 - 2 = 58$	

Critical 't' value at degrees at freedom 58 at 0.01 level is 2.660 and calculated 't' value is 0.5287. As calculated 't' value does not exceed the critical value, null hypothesis is accepted and related research hypothesis is rejected. Therefore there is no difference in spoken English of Urdu medium male and female students of std.VIII after implementation of spoken English programme based on communicative approach.

4.10. Findings of Statistical Treatment:

The findings of the statistical treatment given are as follows –

1) There is a significant difference between the pre-test and post-test scores of spoken English of Urdu Medium students of total group.

2) There is a significant difference between the pre-test and post-test scores of spoken English of Urdu Medium students with respect to girls.

3) There is a significant difference between the pre-test and post-test scores of spoken English of Urdu Medium students with respect to boys.

4) There is no significant difference in the pre-test scores of girls and boys. There is no significant difference in the post-test scores of girls and boys. Gender does not make any difference on spoken English aspect of Urdu Medium Students.

❑❑❑

CHAPTER - V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 Summary:

English, being a very important language, is a compulsory subject in the schools of all mediums till +2 level. The Indian Education Commission of 1966 also recognized the importance of English in this statement, “English should be the most useful library language in higher education.” Due to globalization, the importance of English is increasing day by day. The competency in English is very essential to survive in this world of competition.

Pandit Nehru correctly said, "English is our major window on the modern world." (Pathak (1975) p.6) It is the passport to get the employment. Due to this, it should be studied with proper care and attention. The students of Urdu medium schools face many difficulties in getting through examinations and acquiring the basic skills of learning English as a language of communication.

The students of Urdu medium are not well exposed to English as far as spoken aspect is concerned so they lag behind in this language and ultimately in total education too.

Urdu medium students may have good knowledge of the subject but they are unable to communicate or express themselves effectively in English. They can not present themselves confidently during interviews, discussions, debates and other essential daily communications.

If due exposure is given to spoken English for Urdu medium students, it will be useful for them in their studies of std IX and X and for further education also.

The theory of identical components by Thorndike and later supported by Woodworth can be used to improve the spoken English of Urdu medium students. This theory states that the transfer from one situation to another is possible to the extent that there are common or identical elements in the situations so there is the possibility of transfer from listening skill to speaking skill to the extent that there are identical components like use of vocabulary, pronunciation, comprehension etc. These components are identical in both the skills. The aims, habits and interest in the

situations also facilitate the learning process.

Communicative approach is such an innovation in the field of language learning which helps to develop the communicative abilities. It also increases accuracy and spoken fluency in language. As this approach is child centered, it helped the students of Urdu medium to overcome the difficulties in spoken English. The functional use of language in communicative approach led towards better interaction and communication in English. The students were exposed to communicative approach based activities and significant development in their spoken English was observed.

5.1.1 Need and importance of the study:

The researcher works for the betterment of Muslim community and the educational development of the students of the same. While working with them, the researcher came across the students taking education in Urdu medium and facing difficulties in speaking English. While speaking in English, lack of confidence and lack of sufficient vocabulary was observed by the researcher. This was mainly due to insufficient practice of English speaking among these students. It was also observed that they were reluctant to communicate in English. This seems to be an outcome of the family and social background of the students taking education in Urdu medium. They were from such Muslim families where there was rarely an opportunity of getting an exposure for English speaking as parents were not properly educated and engaged in household works or small scale business.

The students of std. VIII are the students ready to go for IX and X std. where they will be in need of getting good marks and communicative skills also for their further studies. If they get a chance to undergo such a programme at this stage, their confidence will increase and will be helpful in other achievements. They will get enough time in their further schooling of IX and X std. to work on the programme and acquire the essential confidence in spoken English. This will be useful for them in taking further education and selecting the stream after std. X etc.

Due to some misconceptions, Muslim people consider Urdu as their mother tongue and prefer to take education in Urdu medium schools but enough educational outlets are not available for Urdu medium students at +2 stage and degree level so

they have to opt for English as a medium of instruction for higher education. At this level, they face problems in communication with the students of various mediums. If they get some opportunity to improve their spoken skills, they will overcome such problems and easily take higher education.

With this background, the researcher thought if one builds confidence by providing maximum practice in spoken English with the help of activity based programme at Std. VIII level, it would not only help them for their further studies but also assist them in their future career and for coming in main stream of the society.

5.1.2 Review of Related Literature and Research:

Researcher studied all the essential sources to make the base of the present study maximum perfect. The review of related literature and research enabled the researcher to state the objectives, hypotheses, and other necessary details in precise manner. It also guided the researcher for finalizing methodology, selecting proper sampling method and preparing the tools for the research. The review taken proved to be helpful in preparing and implementing the programme and analysis of data also.

Researcher studied 1 report, 7 books, 10 academic papers, 7 M.Ed. Dissertations. 1. M.Phil. Dissertation, 5 Ph.D. Theses and 3 independent studies for reviewing the related literature and research.

The review enabled the researcher to get acquainted with following points:

- This review cleared basic concepts regarding educational status and needs of Muslim community.
- M.Ed. studies regarding language skills in English, Marathi and Hindi were more than Ph.D. studies which were less in number, which stressed need to undertaking such research in language development on Ph.D. level.
- Many studies were carried out in countries like Iran, Pakistan, China, Saudi Arabia etc. Considering this point, there is a need of undertaking such studies in India.
- The articles reviewed talked about the need and use of communicative approach in improving spoken fluency in English. Few articles were about the

entire scenario of educational status of Muslim community in India, giving a vivid picture of the need of present study to the researcher.

- Out of all the research studies, many were undertaken by survey method and rest were by experimental method. Rarely it was noted that combination of both survey and experimental method was adopted for the study. There was only one such research found. It enabled the researcher to select this method which helped the researcher to overcome the limitations of a single method and to use the advantages of both the methods to make the present study most accurate.
- The review also helped the researcher to understand the condition of teachers in Urdu medium schools for Marathi and English language and their language proficiency and the causes of the same.
- The review helped the researcher to get acquainted with the fact that the medium of instruction proves to be dominant as far as acquisition of other language skills is related. Most of the studies undertaken for M.Ed. stressed this aspect.
- This review stressed a great need to undertake studies in improvement of speaking skills.

5.1.3 Statement of the Problem:

To Develop A Communicative Approach based Programme In "Spoken English" for Urdu medium students of Std. VIII and find its effectiveness.

5.1.4 Operational Definitions:

1) **Effectiveness:** The intended change in the form of improved scores in spoken English of Urdu medium students of std. VIII due to implementation of developed programme.
2) **Communicative Approach**: Communicative Approach is the latest innovation in the field of language learning which tries to develop accuracy along with fluency in speaking and lays emphasis on the principles of

communication in language.

3) **Programme:** A plan of series of activities based on Communicative Approach for improvement in spoken English of Urdu medium students .
4) **Spoken English:** Using functional English confidently and correctly with meaningful communication while speaking with others.
5) **Urdu Medium Students:** The students who have taken Urdu as the medium of instruction for their studies in school subjects.
6) **VIII Standard:** The class in which students are admitted after passing VII standard according to the syllabus of SSC board.

5.1.5 Objectives:

1) To find out the difficulties of Urdu medium students of Std. VIII in spoken English.
2) To develop the communicative approach based programme in spoken English for Urdu medium students of Std. VIII.
3) To study the effectiveness of developed programme in spoken English for Urdu medium students of Std. VIII.
4) To study the effectiveness of developed programme in spoken English for Urdu medium female students of std. VIII.
5) To study the effectiveness of developed programme in spoken English for Urdu medium male students of std. VIII.
6) To study the gender wise difference in the improvement in spoken English for Urdu medium students of std. VIII.

5.1.6 Hypotheses:

5.1.6.1 Research Hypotheses:

1) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.
2) There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

3) There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.
4) There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.
5) There will be a significant difference in mean gain score of male and female students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.
6) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5.1.6.2 Null Hypotheses :-

1) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.
2) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.
3) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.
4) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.
5) There will be no significant difference in mean gain score of male and female students of Urdu medium students of Std. VIII in the improvement in spoken English after the implementation of spoken English programme based on communicative approach.

6) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5.1.7 Variables:

1) **Independent variable**: A communicative approach-based programme developed in spoken English, based on the needs of Urdu medium students of std. VIII.
2) **Dependent variable**: Achievement scores in Post test .

5.1.8 Assumptions:

1) Urdu Medium students face difficulties in spoken English. (Bilal (n.d.) Retrieved July 1, 2014 p8)
2) There is a lack of proper guidance in spoken English due to scarcity of trained and skilled teachers. (Firoz Bakht (n.d.) Retrieved June 13, 2009 p1), (Bilal (n.d.) Retrieved July 1, 2014 p4)
3) Enough exposure is not available for daily practice of spoken English in schools and at homes for Urdu medium students. (Bilal (n.d.) Retrieved July 1, 2014 p9)

5.1.9 Scope:

1) This research included both boys and girls of Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area.
2) This research included all Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area.

5.1.10 Limitations:

1) Aspects like interest, span of attention, motivation, fatigue, etc. were beyond the control of the researcher.
2) Use of mother tongue of the students out of classroom was beyond the

control of the researcher.

5.1.11 Delimitations:

1) This research was delimited to the students of Std. VIII only.
2) This research was delimited to Urdu medium students only.
3) This research was delimited to spoken aspect of English communication only.

5.1.12 Methodology: Mixed Method

1) **Survey Method.**
2) **Experimental Method.**

Researcher used survey method for finding out the difficulties in spoken English of Urdu medium students of Std. VIII. This survey was carried out in Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area. Researcher conducted survey for teachers, parents and students.

Researcher used the experimental method to find out the effectiveness of a need based programme developed in spoken English for Urdu medium students of Std. VIII. Researcher conducted experiment in Haji Abdul Kadar Memon Urdu High School, Katraj, Pune.

5.1.13 Population and Sample:

- **Population**: The students of Urdu medium studying in Std. VIII in Pune and Pimpri Chinchwad Municipal Corporation, area.
- **Sample:**

  For Survey:

  - 300 Urdu medium Students of std. VIII.
  - 25 teachers.
  - 100 parents.

- **For Experiment:**
  - 60 Urdu medium students of Std. VIII.
- **Method of Sampling:** Researcher used Convenience and Incidental Sampling method for the present study.
- **Experimental Design:**

  One Group Pre Test - Post Test Experimental Design was used for the present research.

  O_1 x O_2

  O_1 Pre test O_2 Post test

5.1.14 Tools for the study:

1) **Questionnaire:** Researcher used questionnaire to find out the specific difficulties of Std. VIII Urdu medium students. Researcher prepared questionnaires for the students, parents and teachers.
2) **Pre test:** Researcher conducted Pre test on the sample of the experiment for exploring the existing condition of spoken English among those students.
3) **Programme :** Researcher prepared a communicative approach based programme in spoken English for Urdu medium students of std. VIII.
4) **Post test:** Researcher conducted Post test to find out the effectiveness of a programme developed in spoken English for Urdu medium students of Std. VIII.
5) **Statistical Tools**:
   - Percentage
   - t- Test

5.2 Findings:

1) 56% parents told that their children speak in English while 44% told that their children do not speak in English.

2) 29% parents told that their children speak English with them while 71% parents said that their children do not speak English with them.

3) 85% parents face difficulties in speaking English with their children while 15% do not.

4) 38% parents help their children in English studies, 62% parents do not and 35% parents satisfy queries if asked in English while 65% do not.

5) 55% parents give their children an opportunity to speak in English while 45% do not.

6) 86% parents responded that English teachers in schools provide opportunities of speaking in English to their children while 14% responded negatively.

7) 85% parents responded that schools provide opportunities to improve spoken English while 15% responded negatively.

8) 19% parents send their children to spoken English classes while 81% parents do not and 74% parents find the fees of these classes unaffordable while 26% find it affordable.

9) 65% parents told that their wards take interest in English speaking while 35% said that their wards do not take interest in English speaking.

10) 73% parents encourage their children to read English newspaper while 27% do not.

11) 78% parents encourage their children to listen to English news for improving spoken English while 22% do not.

12) 49% parents provide extra reading material in English to their children while 51% do not.

13) 80% parents told that English teacher of their children discuss the difficulties in spoken English faced by the children with them while 20% parents said that English teacher of their children do not discuss such difficulties with them.

82% parents told that English teachers also discuss the reasons behind these difficulties while 18% teachers do not.

14) 33% parents told that better spoken English can give better education 28% opined for better career, 24% opined for better life standard while 15% opined for better financial gain.

15) 33% parents said that their children are weak in vocabulary, 17% replied for sentence construction, 32% replied for pronunciation while 18% said that their children are weak in confidence.

16) 33% parents said that financial conditions are responsible for the weak spoken English of their children, 21% replied for educational conditions, 21% replied for social conditions while 25% blamed linguistic conditions of Muslims as minority.

17) 45% parents expect that school should arrange for spoken English classes, 22% expect that school should make available learning materials, 21% expect that school should provide maximum opportunities for spoken interaction while 12% parents expects that school should arrange some competitions to motivate the children.

18) 45% parents expect that teachers should create confidence in the child. 28% expect that teacher should arrange the class for maximum spoken interactions. 18% expect that teacher should erase fear from the mind of children while 9% expect that teacher should tell the benefits of spoken English again and again to the children.

19) 16% parents said that their children should try to speak in English for maximum time. 25% told that children should correct themselves as per the guidance of the teacher. 37% parent told that their children should keep away the shyness while 22% said that children should participate in maximum activities for improving spoken English.

20) 44% parents take feedback of child's progress in spoken English by visiting schools and English teachers, 22% parent by attending parents meetings, 19% parents depend upon the feedback given by the child while 15% parents depend upon the letters form the schools.

21) Parents were in favour of learning spoken English for better career and jobs, good higher education, admission in good colleges, better life standard and money and personality development.

22) Parents selected Urdu as a medium of instruction for their children as they think that it is a language of religion, due to social conditions it is considered mother tongue of Muslims.

23) 15% students need spoken English for interactions with friends 52.30% students need spoken English for interactions with teachers. 6.33% need it for interacting with vendors in markets. 20.70% use it for casual interaction with people while 5.67% students did not respond.

24) 62.70% students said that they get an opportunity to use spoken English outside the school, 35.70% said no while 1.60% do not responded. 44.70% students use spoken English outside the classroom, 53.70% do not use while 1.60% did not responded to this.

25) 39.70% students use spoken English outside the classroom for making requests, 4.30% use it for making suggestions, 10% use it for asking questions, 14.30% use it for giving orders while 31.70% students did not respond.

26) 32.70% students read English newspapers while 67.30% do not read English news papers. 23% students read Times of India, 07% read Indian Express. 1.60% read DNA, 0.70% read NIE while 67.70% did not respond.

27) 80% students read English books or magazines, 19% do not read while 1% did not respond only. 21.40% students read short story books, 5.30% read comics, 50.30% textbooks only. 7.30% read school magazines while 15.70% did not respond.

28) 35.70% students listen English programmes/news on radio, 63% do not listen such programmes/news and 1.30% did not respond only. 60% students listen to English programmes/news on television while 39.30% do not. 0.70 only did not respond.

29) 73.30% students told that their parents motivate them for speaking in English at home, 26% students told that their parents do not motivate them for speaking in English at home while 0.70% did not respond.

30) 23% students said that their parents motivate them for speaking in English by providing learning materials 15% replied in favour of paying fees of spoken English classes, 19% replied in favour of parents speaking in English with children while 19.30% students said their parents opt of none of the above options 23.70% did not respond.

31) 64.70% students face difficulty in reading English in front of the class while 35.30% do not.

32) 86% students face difficulty in interacting with their English teacher while 14% do not.

33) 99.70% students told that their English teacher motivate them for speaking in English while 0.30% students told that their English teacher does not motivate them for speaking in English.

34) 26.70% students told that their teachers motivate them to speak in English by speaking in good English 23.30% students told that their teacher make them listen to good English. 34.70% students told that their teacher provides maximum opportunities for English speaking. 13% said their teacher arranges co-curricular activities to improve spoken English while 2.30% did not respond.

35) 43.70% students told that their parents allow them to attend spoken English classes outside the school while 56.30% replied that their parents do not allow them to attend spoken English classes outside the school. 74.30% students told that their parents find it difficult to pay the high fees of spoken English classes while 22.70% said that their parents find no difficulty in paying fees of these classes 03% students did not respond.

36) 17.70% students told that parents meet their English teacher once in a term, 49.70% said that the parents meet their English teacher on open day only, 09% said that the parents meet their English teacher generally on call while 22% students parent never meet the English teacher of their child 1.60% did not respond.

37) 93.30% students find it difficult to select proper words while speaking in English and 6.70% do not find such difficulty. 91.30% students responded that they face difficulty in sentence construction while speaking in English while

7.70% students said that they do not face any difficulty in sentences construction while speaking in English. 1% did not respond.

38) 82.30% students have a problem of proper pronunciation while 17% students do not have such problem. 0.70% did not respond.

39) 81.70% students face problem of confidence while speaking in English while 18.30% do not face such problem.

40) 82.70% students said that they have a fear of making mistakes while speaking in English 15.30% students said that they do not have fear of making mistakes. 02% did not respond.

41) Good education, good job, better life, good communication, good future, good career are some of the advantages of speaking good English mentioned by students of Urdu medium.

42) 16% teachers said that students of Urdu medium are reluctant to speak in English. 36% teachers said that they don't speak properly. 44% teachers were of the opinion that students lack confidence while speaking in English. 4% said that mother tongue influences while students speak in English.

43) 100% teachers accepted that Urdu medium students lag behind in spoken English when compared with English medium students. 16% teacher consider that influence of the regional language is responsible for this. 36% said that Urdu medium students face lack of opportunities. 28% teachers said that it is due to non-supportive family background while 20% said it is due to lack of confidence.

44) 96% teachers agreed that the parents of Urdu medium students find it difficult to pay attention towards spoken English of their child while 4% disagreed with it. 32% teachers held lack of education responsible for this, 36% teacher said it is an outcome of lack of awareness, 20% held weak financial background responsible for this while 12% said it is due to lack of time.

45) 60% teachers said that educational background of the family is responsible for weak spoken English of Urdu medium students 20% said it is an outcome of financial background of the family, 08% held social background of the family

responsible for this while 12% teachers said it is due to linguistic background of the family.

46) 56% teachers conduct extra classes for the improvement of spoken English of Urdu medium students, 04% teachers provide necessary learning material, 40% teachers create extra opportunities of speaking English in the class while no teacher provides psychological support to the students.

47) 100% teachers said that prescribed textbooks of std. VIII. provide opportunities for improvement of spoken English. 40% teachers said that pair interactions are suggested in the text book. 28% said that group interactions are suggested the textbook. 32% teacher said that students are given chance to speak in front of the class through the activities included in the textbook. No teacher said that there are places to interact with teachers.

48) 32% teachers said that Urdu medium students lack the confidence while speaking in English, 28% said that they do not get enough opportunities. 24% said that there is an influence of mother tongue or regional language while 16% teachers said that they have fear or English in their minds.

49) 84% teachers agreed that spoken English of Urdu medium students is directly related with their higher education while 16% disagreed.

50) 88% teachers said that reading abilities are directly related with spoken English while 12% said that reading abilities are directly related with spoken English with respect to vocabulary, 24% said that it is related with respect to sentences construction 32% said, it is pronunciation that relates reading with speaking while no one related it with speed of delivery.

51) 48% teachers said that they conduct story telling in the classes to improve spoken English of Urdu medium students. 20% conduct language games. 28% teachers take picture description in classes while 04% teachers make them listen model speech.

52) 96% teachers agreed that Urdu medium students lack confidence while speaking in English while 04% disagreed.

53) 84% teachers agreed that Urdu medium students fall short of vocabulary while speaking in English 16% disagreed with this.

54) 80% teachers said that they are reluctant to speak in English while 20% said no to this.

55) 100% teachers agreed that family background affects spoken English of Urdu medium students.

56) 72% teachers said that reading and writing of Urdu is somehow related with their spoken English. While 28% said this is no such relation.

57) 24% teachers said that improper pronunciation is one of the common errors in spoken English of Urdu medium students. 60% teachers said it is improper use of vocabulary, 16% said that it is use of tense while no one said that it is improper use of stress and intonation.

58) Teachers mentioned that they use innovative ideas like pre-recorded stories, language games, story telling. These ideas are not so new now as day. Nothing exceptional was mentioned by these teachers.

59) Teachers conduct drill work, word building games, puzzles, dialogue games as an exercise.

60) Teachers identify the reasons behind weak spoken English of Urdu medium students like their family and social background impact of mother tongue etc. Nothing different was mentioned.

61) Teachers find it difficult to erase that impact of Urdu while improving spoken English of Urdu medium students as Urdu is taken as mother tongue and language of religion by Muslims.

62) Teachers agreed that good spoken English can open doors of better education and better career.

63) There was a significant improvement in spoken English of Urdu medium students of std. VIII after the implementation of the developed programme using communicative approach.

64) There was a significant improvement in spoken English of Urdu medium female students of std. VIII after the implementation of developed programme using communicative approach.

65) There was a significant improvement in spoken English of Urdu medium male students of std. VIII after the implementation of developed programme using communicative approach.

66) There was no significant difference in the improvement of spoken English of girls and boys before and after the implementation of developed programme using communicative approach.

5.3 Conclusions:

The researcher analyzed and interpreted the data and accordingly major conclusions drawn are given below.

1) Parents and teachers agree with the fact that better spoken English will provide better opportunities for education and career to Urdu medium students.

2) Most of the Urdu medium students do not read English newspapers.

3) Majority of Urdu medium students read their English text book only when compared with other reading material in English.

4) Many of them do not listen English news or other programmes on radio but majority of Urdu medium students listen to English news or other programmes on television.

5) Maximum English teachers teaching English in Urdu medium schools motivate their students to speak in English.

6) Majority parents do not allow their children to attend spoken English classes outside the school due to the high fees of such classes.

7) Many Urdu medium students face problems of vocabulary while speaking in English.

8) English teachers in Urdu medium schools admit that their students lag behind in spoken English when compared to the students of other mediums.

9) English teachers in Urdu medium schools agree that prescribed text books provide opportunities for improving spoken English.

10) Family background of Urdu medium students affect their performance in spoken English.

11) The programme developed for improvement of spoken English of Urdu medium students was effective.

12) Gender does not make difference as far as improvement in spoken English is concerned.

5.4 Suggestions for further studies:

1) Similar programme could be developed for other vernacular medium students.

2) A programme for improvement of writing skills in English of Urdu medium students could be developed.

3) A programme for improvment of spoken English of +2 stage students of Urdu medium could be developed.

4) A programme for improvement in writing and speaking skills in Marathi for Urdu medium students of Maharashtra could be developed.

5) Similar programme for improvement of spoken English of rural area students could be developed irrespective of their medium of instruction.

6) A programme for improvement of spoken English of Urdu medium students could be developed for the larger area.

7) A programme for improvement of spoken English of Urdu medium teachers could be developed.

5.5 Epilogue:

Thirst for knowledge is the special feature of mankind. One should always try to expand and enhance his/her knowledge by continuous and consistent efforts in the same direction. Researcher would like to conclude with the note that efforts for improvement in spoken English of Urdu medium students is one side of the coin. The benefits of the same for taking entire Muslim community in the main stream of social process are more important. In this age of cut throat competition while progress of the

nation is prime concern, progress of this community is also the part and parcel of progress of entire nation. To achieve this, conducting such programmes for improvement in spoken English is a very small step. We need to work on other aspects of academic improvement of these students to make them capable citizens of future India. Social reform and improvement of any community is like an unfinished sentence and always a word or two can be added to it. Such efforts to improve educational status of minority students will prove as a word or two in the unfinished sentence of improvement.

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APPENDIX – A

A-1 : QUESTIONNAIRE A

QUESTIONNAIRE FOR PARENTS

- Research Topic : **"Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students."**
- Researcher : Mrs. Benazeer Shamsuddin Tamboli
- Guide : Dr. Dattatreya Tapkeer

Respected Sir / Madam,

The information obtained from this questionnaire will be kept confidential and it will be used for the research purpose only.

- Name of the Respondent : ----------
- Address : ----------
- Educational Qualifications : ----------
- Occupation : ----------

Make the tick mark (√) in front of appropriate option.

1) Does your child speak in English?

☐ a) Yes ☐ b) No

2) Does your child speak in English with you?

☐ a) Yes ☐ b) No

3) Do you find it difficult to speak with your child in English?

☐ a) Yes ☐ b) No

4) Do you help your child to study English?

☐ a) Yes ☐ b) No

5) Do you satisfy the queries of your child if asked in English?

☐ a) Yes ☐ b) No

6) Do you give your child an opportunity to speak in English at home?

☐ a) Yes ☐ b) No

7) Does the English teacher provide enough opportunities for English speaking to the child?

☐ a) Yes ☐ b) No

8) Does the school provide opportunities to improve English speaking?

☐ a) Yes ☐ b) No

9) Do you send your child to spoken English class?

☐ a) Yes ☐ b) No

10) Do you find the fees of spoken English classes unaffordable?

☐ a) Yes ☐ b) No

11) Does your child take interest in English speaking?

☐ a) Yes ☐ b) No

12) Do you encourage your child to read English newspapers?

☐ a) Yes ☐ b) No

13) Do you encourage your child to listen to English news to improve spoken English?

☐ a) Yes ☐ b) No

14) Do you provide extra / supplementary reading material to your child for improvement?

☐ a) Yes ☐ b) No

15) Does your child's English teacher discuss the difficulties in spoken English faced by your child with you?

☐ a) Yes ☐ b) No

16) Does the English teacher of your child discuss with you the reasons behind those difficulties?

☐ a) Yes ☐ b) No

17) What is the benefit of better spoken English in your child's progress?

☐ a) Better education ☐ b) Better career

☐ c) Better life-standard ☐ d) Better financial gain

18) In which area of spoken English your child is more weak?

☐ a) Vocabulary ☐ b) Sentence construction

☐ c) Pronunciation ☐ d) Confidence

19) If your child is weak in spoken English, which of the following aspect of your life is more responsible for the same?

☐ a) Financial condition ☐ b) Educational condition

☐ c) Social condition ☐ d) Linguistic condition

20) What do you expect more from your child's school in improving his/her spoken English?

☐ a) School should arrange for spoken English classes.

☐ b) School should make available necessary learning materials.

☐ c) School should provide maximum opportunities for spoken interactions.

☐ d) School should arrange some competitions to motivate the children.

21) What do you expect from English teacher for improving spoken English of your child?

☐ a) Teacher should create confidence in the child.

☐ b) Teacher should arrange the class so as to give maximum opportunities for English speaking.

☐ c) Teacher should erase the fear from child's mind.

☐ d) Teacher should tell the benefits of spoken English again and again.

22) What do you expect from your child for improving his/her spoken English?

☐ a) Child should try to speak in English for maximum time.

☐ b) Child should try to correct as per the guidance of English teacher.

☐ c) Child should try to keep away the shyness while speaking in English.

☐ d) Child should try to participate in maximum activities for improving spoken English.

23) How do you take feedback of your child's progress regarding spoken English?

☐ a) By visiting schools and English teacher.

☐ b) By attending parents' meetings.

☐ c) By the feedback given by child.

☐ d) By letters from school.

24) Why do you think that your child should learn spoken English?

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25) Why have you selected Urdu as medium of instruction for your child's education?

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A-2 : QUESTIONNAIRE B

QUESTIONNAIRE FOR STUDENTS

- Research Topic : **"Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students."**
- Researcher : Mrs. Benazeer Shamsuddin Tamboli
- Guide : Dr. Dattatreya Tapkeer

Dear students,

The information obtained from this questionnaire will be kept confidential and it will be used for the research purpose only.

- Name of the Respondent : ----------
- Name of the School : ----------
- Gender : ----------

Make the tick mark (√) in front of appropriate option.

1) Select the occasions when you feel more need of spoken English in your daily routine?

☐ a) While interacting with friends.

☐ b) While interacting with teachers.

☐ c) While interacting with vendors in markets.

☐ d) While interacting with people casually.

2) Do you get an opportunity to use spoken English outside the school?

☐ a) Yes ☐ b) No

3) Do you use spoken English outside the classroom?

☐ a) Yes ☐ b) No

4) When do you use more spoken English outside the classroom?

☐ a) While making requests ☐ b) While making suggestions

☐ c) While asking questions ☐ d) While giving orders

5) Do you read English newspapers?

☐ a) Yes ☐ b) No

6) If yes, which newspapers do you read?

☐ a) Times of India ☐ b) Indian Express

☐ c) DNA ☐ d) NIE

7) Do you read English books or magazines?

☐ a) Yes ☐ b) No

8) Which type of books/magazines do you read?

☐ a) Short story books ☐ b) Comics

☐ c) Textbooks only ☐ d) School magazines

9) Do you listen to English programmes / news on radio?

☐ a) Yes ☐ b) No

10) Do you listen to English programme / news on television?

☐ a) Yes ☐ b) No

11) Do your parents motivate you for speaking in English at home?

☐ a) Yes ☐ b) No

12) If yes, how do they motivate you?

☐ a) By providing learning materials.

☐ b) By paying fees of spoken English classes.

☐ c) By speaking in English.

☐ d) None of the above.

13) Do you face difficulty in reading English in front of your class?

☐ a) Yes ☐ b) No

14) Do you face difficulty while interacting with your English teacher?

☐ a) Yes ☐ b) No

15) Does your English teacher motivate you for speaking in English?

☐ a) Yes ☐ b) No

16) If yes, how does your English teacher motivate you to speak in English?

☐ a) By speaking in good English.

☐ b) By making us listen to good English.

☐ c) By providing maximum opportunities for English speaking.

☐ d) By arranging co-curricular activities to improve English speaking.

17) Do your parents allow you to attend spoken English classes outside the school?

☐ a) Yes ☐ b) No

18) Do your parents find it difficult to pay the high fees of spoken English classes?

☐ a) Yes ☐ b) No

19) How often do your parents meet your English teacher regarding your progress in spoken English?

☐ a) Once in a term ☐ b) On open day only

☐ c) Generally on call ☐ d) Never

20) Do you find it difficult to select proper words while speaking in English?

☐ a) Yes ☐ b) No

21) Do you have a problem of proper sentence construction while speaking in English ?

☐ a) Yes ☐ b) No

22) Do you have a problem of proper pronunciation while speaking in English?

☐ a) Yes ☐ b) No

23) Do you have a problem of confidence while speaking in English?

☐ a) Yes ☐ b) No

24) Do you have a fear of making mistakes while speaking in English?

☐ a) Yes ☐ b) No

25) What are the advantages of speaking good English?

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A-3 : QUESTIONNAIRE C

QUESTIONNAIRE FOR TEACHERS

- Research Topic : **"Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students."**
- Researcher : Mrs. Benazeer Shamsuddin Tamboli
- Guide : Dr. Dattatreya Tapkeer

Respected Sir/Madam,

The information obtained from this questionnaire will be kept confidential and it will be used for the research purpose only.

- Name of the Respondent : ----------
- Educational Qualifications : ----------
- Name of the School : ----------
- Experience (in years) : ----------

Make the tick mark (√) in front of appropriate option.

1) What is your opinion about spoken English of Urdu Medium students?

☐ a) They are reluctant to speak in English.

☐ b) They do not speak properly in English.

☐ c) They are not confident while speaking in English.

☐ d) The influence of mother tongue / regional language is observed when they speak in English.

2) Do Urdu medium students lag behind in spoken English when compared with English medium students?

☐ a) Yes ☐ b) No

3) If yes, what is more appropriate reason behind it?

☐ a) Impact of mother tongue/regional language.

☐ b) Lack of opportunities.

☐ c) Non-supportive family background.

☐ d) Lack of confidence.

4) Do the parents of Urdu medium students find it difficult to pay attention to spoken English of their child?

☐ a) Yes ☐ b) No

5) If yes, what is more appropriate reason behind it?

☐ a) Lack of education ☐ b) Lack of awareness

☐ c) Weak financial background ☐ d) Lack of time

6) Which of the following aspects is more responsible for weakness in spoken English of Urdu medium students?

☐ a) Educational background of family.

☐ b) Financial background of family.

☐ c) Social background of family.

☐ d) Linguistic background of family.

7) What efforts do you take to improve spoken English of Urdu medium students?

☐ a) Extra classes.

☐ b) Provision of learning material.

☐ c) More opportunities to speak in English.

☐ d) Psychological support to the student.

8) Does the prescribed textbook for Std. 8^{th} provide opportunities for improvement of spoken English?

☐ a) Yes ☐ b) No

9) If yes, select the most frequently suggested activity in the text book.

☐ a) Pair interaction ☐ b) Group interaction

☐ c) Speech in front of the class ☐ d) Interaction with teachers

10) What is the most common problem in weak spoken English of Urdu medium students?

☐ a) Lack of supportive environment.

☐ b) Lack of opportunities.

☐ c) Influence of mother tongue/regional language.

☐ d) Fear of English.

11) Is spoken English directly related with higher education of Urdu medium students?

☐ a) Yes ☐ b) No

12) Are the reading abilities directly related with spoken English?

☐ a) Yes ☐ b) No

13) If yes, which of the following aspect is more related?

☐ a) Vocabulary ☐ b) Sentence construction

☐ c) Pronunciation ☐ d) Speed of delivery

14) What activities do you conduct to improve spoken English of Urdu medium students?

☐ a) Story telling ☐ b) Language games

☐ c) Picture description ☐ d) Pick and speak

15) Do you find Urdu medium students lack confidence while speaking in English?

☐ a) Yes ☐ b) No

16) Do the Urdu medium students fall short of vocabulary while speaking in English?

☐ a) Yes ☐ b) No

17) Are they reluctant to speak in English due to influence of Urdu as medium of instruction?

☐ a) Yes ☐ b) No

18) Does the family background adversely affect spoken English of Urdu medium students?

☐ a) Yes ☐ b) No

19) Is there any relation between reading and writing of Urdu and spoken English of Urdu medium student?

☐ a) Yes ☐ b) No

20) What kind of errors do you find more in spoken English of Urdu medium students?

☐ a) Improper pronunciation. ☐ b) Improper use of vocabulary.

☐ c) Improper use of tenses. ☐ d) Improper use of stress and intonation.

21) Which innovative ideas do you use for improvement in spoken English of Urdu medium students?

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22) What kind of exercise do you take in your classroom for improving spoken English of Urdu medium students?

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23) What are the reasons identified by you behind weak spoken English of Urdu medium students?

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24) What are the difficulties observed by you as an English teacher in erasing the impact of Urdu while your students speak in English?

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25) Why do you think that children should learn spoken English?

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APPENDIX – B

TRANSLATION OF QUESTIONNAIRE A

- Research Topic : **"Effectiveness of a Communicative Approach Based Programme in Spoken English for Urdu Medium Students."**
- Researcher : Mrs. Benazeer Shamsuddin Tamboli
- Guide : Dr. Dattatreya Tapkeer

आदरणीय ...

आपके द्वारा प्राप्त की गई जानकारी अनुसन्धान हेतू उपयोग की जाएगी और गुप्त रखी जाएगी!

प्रतिसादक का नाम : _____

पता : _____

शैक्षिक अर्हता : _____

व्यवयास : _____

उचित पर्याय के सामने ✓ का चिन्ह बनाइए!

१) क्या आपका बच्चा अंग्रेजी मे बात करता हैं?

☐ १) हाँ ☐ २) ना

२) क्या आपका बच्चा आपके साथ अंग्रजी मे बात करता हैं?

☐ १) हाँ ☐ २) ना

३) क्या आपको आपके बच्चे के साथ अंग्रेजी मे बात करने मे कठिनाइयाँ आती हैं?

☐ १) हाँ ☐ २) ना

४) क्या आप अपने बच्चे की अंग्रेजी की पढाई में मदद् करते हैं?

☐ १) हाँ ☐ २) ना

५) क्या आप अपने बच्चे की अंग्रेजी की शँकाओंका समाधान करते हैं?

☐ १) हाँ ☐ २) ना

६) आप अपने बच्चे को घरपर अंग्रजी मे बात करने का मौका/अवसर देते हैं?

☐ १) हाँ ☐ २) ना

७) आपके बच्चे के अंग्रेजी विषय के अध्यापक अंग्रेजी में बात करने का मौका उनको देते हैं?

☐ १) हाँ ☐ २) ना

८) क्या अंग्रेजी संभाषण सुधार का मौका स्कूलद्वारा दिया जाता हैं?

☐ १) हाँ ☐ २) ना

९) आप आपके बच्चे को स्पोकन इंग्लिश क्लास में भेजते हैं?

☐ १) हाँ ☐ २) ना

१०) क्या आपको स्पोकन इंग्लिश क्लासेस का शुल्क बहुत ज्यादा लगता हैं?

☐ १) हाँ ☐ २) ना

११) क्या आपका बच्चा अंग्रेजी बात करने में रूची लेता हैं?

☐ १) हाँ ☐ २) ना

१२) क्या आप अपने बच्चे को अंग्रेजी अखबार पढने के लिए प्रोत्साहीत करते हैं?

☐ १) हाँ ☐ २) ना

१३) क्या आप अपने बच्चे को अंग्रेजी संभाषण सुधार के लिए अंग्रेजी समाचार सुनने के लिए प्रोत्साहित करते हैं?

☐ १) हाँ ☐ २) ना

१४) क्या आप अपने बच्चे को सुधार हेतू पुरक साहित्य उपलब्ध कराते हैं?

☐ १) हाँ ☐ २) ना

१५) क्या अंग्रेजी संभाषण में आपके बच्चे को आनेवाली कठिनाइयों के बारे में अंग्रेजी के अध्यापक आप के साथ चर्चा करते हैं?

☐ १) हाँ ☐ २) ना

१६) क्या आपके बच्चे के अंग्रजी के अध्यापक इन कठिनाईयों के कारणों के बारे मे आपसे चर्चा करते हैं?

☐ १) हाँ ☐ २) ना

१७) आपके बच्चे की तरक्की में अच्छे अंग्रेजी संभाषण के क्या फायदे हैं?

☐ १) अच्छा शिक्षा ☐ २) अच्छा पेशा

☐ ३) अच्छा जीवनस्तर ☐ ४) अच्छी आमदनी

१८) अंग्रेजी संभाषण के कौनसे क्षेत्र में आपका बच्चा ज्यादा कमजोर हैं?

☐ १) शब्दसंग्रह ☐ २) वाक्यरचना

☐ ३) उच्चारण ☐ ४) आत्मविश्वास

१९) अगर आपका बच्चा अंग्रेजी संभाषण में कमजोर हैं तो आपके जीवन की कौनसी बात उस के लिए जिम्मेदार हैं?

☐ १) आर्थिक स्थिती ☐ २) शैक्षणिक स्थिती

☐ ३) सामाजिक स्थिती ☐ ४) भाषिक स्थिती

२०) आपके बच्चे के अंग्रेजी संभाषण सुधार में उस के स्कूल से आप कौनसे इंतजाम अपेक्षित करते हैं?

☐ १) स्कूल स्पोकन इंग्लिश क्लासेस चलाए।

☐ २) स्कूल आवश्यक अध्यपन सामग्री उपलब्ध कराए।

☐ ३) स्कूल अधिकतर संभाषण के अवसर बनाए।

☐ ४) स्कूल बच्चों को प्रेरित करने हेतु स्पर्धाओंका आयोजन करे।

२१) आपके बच्चे के अंग्रजी संभाषण सुधार में उससे अंग्रेजी के अध्यापक से आप क्या चाहते हैं?

☐ १) अध्यापक बच्चों में आत्मविश्वास पैदा करे।

☐ २) अध्यापक बच्चों कों अधिक से अधिक अंग्रेजी संभाषण के मौके मिल इस तरह की वर्गरचना करे।

☐ ३) अध्यापक बच्चों के मनसे अंग्रेजी संभाषण का भय निकाल दे।

☐ ४) अध्यापक बच्चों को बेहतर अंग्रजी संभाषण के फायदे बार-बार बताएँ।

२२) अंग्रेजी संभाषण सुधारने हेतु आप अपने बच्चे से क्या चाहते हैं?

☐ १) बच्चा अधिकतर अंग्रेजीमें बात करे।

☐ २) बच्चा अध्यापक कें मार्गदर्शन अनुसार अपना संभाषण सुधार करे।

☐ ३) बच्चा अंग्रेजी संभाषण के समय भर एवं लज्जा न करे।

☐ ४) बच्चा बेहतर अंग्रेजी संभाषण के लिए आयोजित उपक्रमों मे अधिकतर सहभाग करे।

२३) आप आपके बच्चेके अंग्रेजी संभाषण के प्रगति के बारेमें प्रतिपुष्टी कैसे करते हैं?

☐ १) स्कूल एवं अंग्रजी के अध्यापक से मुलाकात द्वारा।

☐ २) पालक सभा द्वारा।

☐ ३) बच्चे से प्राप्त जानकारी द्वारा।

☐ ४) स्कूल से प्राप्त पत्रों द्वारा।

२४) आपका बच्चा अंग्रेजी संभाषण करें ऐसा आपको क्यों लगता हैं?

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२५) आपने अपने बच्चे की शिक्षा के लिए उर्दू माध्यम क्यों चुना?

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APPENDIX – C

PRE TEST

1. Introduce yourself to the class.

2. Tell your friends about your family.

3. Describe / tell about your favorite T.V. show.

4. You celebrate Ramzan Idd. Tell about it to your teacher.

5. Your friend wants to visit your home. Tell him/her the address of your home.

6. Describe your feelings when your teacher praises you in the class.

7. If you win drawing competition, how will you feel and celebrate the moment?

8. Your friend has got 1st prize in essay competition. Congratulate him/her.

9. You have lost the story book of your friend. Express your apologies to him.

10. Describe your school.

11. Tell about the difficulties you face in studying to your teacher.

12. Tell/Describe the place you like most in Pune.

13. You want to eat Pav Bhaji. Tell your mother to prepare it at home.

14. Tell your father about your plans for coming vacations.

15. Tell your friend about how plastic bags are not good for environment.

16. You are in a cinema hall. Ask for the tickets of evening show.

17. You want to participate in school cultural programme. Convince your teacher for this.

18. Describe the school picnic of last year.

19. You have forgotten your pen at home. Request your friend to give a pen to you for a day.

20. Tell about your hobbies to your friend.

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APPENDIX – D

PROGRAMME MATERIAL

D-1 : How to improve spoken English.

- Start speaking in English.
- Think in English.
- Do not translate from native language to English.
- Do not lose confidence.
- Observe lip movements of good English speakers and imitate them.
- Slow down the speed of speaking.
- Read aloud for at least 15 to 20 minutes everyday in English.
- Use good dictionary.
- Learn a new word in English everyday.
- Pronounce the ending of each word carefully.
- Use simple sentences till you gain confidence.
- Use English for maximum situations.
- List out frequently used words and expressions in English and learn to pronounce them correctly.
- Read English newspapers, books and magazines.
- Listen to good English from television and radio.

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D-2 : TOPICS FOR LOUD READING

My Mother

I love my mother very much. She is very kind and generous. She helps me in my day to day work. She gives encouragement in many activities. She is ideal person in my life. we share our feelings with each other. She always helps others in need. She has taught me how to behave and respect elder persons. She is very strict about time and discipline. My whole family loves her a lot. She is my mother as well as a teacher. I am proud of my mother.

My School

I love my school. My school has a big playground. We have a sports room.. My school has a big library with many books in them. My school also has a computer laboratory and a music room. There are 2000 students in my school. There are 50 nice classrooms. The principal and the teachers in my school are very kind and gentle. They are honest and hard working. I love going to school. I am very proud of my school.

(7 other paragraphs of same difficulty level were used for practice.)

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D-3 : DIALOGUES

Taking Care

MEENA : Do you need some water to take your medicine?

LEENA : Yes, I do.

MEENA : Here's some water for you.

LEENA : Thanks. You are very kind.

MEENA : It's my pleasure. I'm hungry. Would you like to have lunch?

LEENA : Absolutely. I want to buy you lunch because you're so helpful.

MEENA : Wonderful. What would you like to eat ?

LEENA : I would like to eat roti and subji.

MEENA : OK. That's good.

LEENA : Fine, let's have it !

Save or spend.

MOM : What are you doing, Nina ?

NINA : I am counting my money.

MOM : How much do you have ?

NINA : I have 140 rupees. I don't have enough to buy a new video game.

MOM : How much do you need ?

NINA : I need to save 50 more rupees to buy the video game.

MOM : Are you sure you want to spend all of your money ?

NINA : I think it's fun to spend money, don't you ?

MOM : No, it's great to save money.

(8 other dialogues of the same difficulty level were used for practice)

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D-4 : TABLES FOR DRILL

Simple sentences

I	am	eating	a mango.
He	is	playing	cricket.
She	are	singing	a song.
They		writing	a letter.
		reading	a book.
		washing	clothes

Simple Questions

What	do	you	eat?
Where	did	they	play?
When	will	he/she	write?
How	does		read?
Why			

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APPENDIX – E

LESSON NOTES

E-1 : - Drill Work

- **Previous Knowledge :** Pupil knows parts of speech and simple sentences.
- **Teaching aids** : Word list, paragraphs, tables, list good thoughts, proverbs, etc.
- **Objectives** : 1) To give listening exposure to the students.
  2) To create confidence by conducting drill work.
  3) To make the students familiar with English pronunciation.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teachers talks informally with the pupils while writing details on blackboard. Teachers asks questions.	Pupil responds. Pupil listens and observes. Pupil answers.	Have you recited any peon in the class?

					Do you know the reason of it?
			Teacher states the aim, "Today we will read and repeat some, words, sentences & tables'	Pupil listens.	
Paragraphs for reading. List of words- nouns, verbs, adverbs, adjectives etc. Pledge for reading Good thoughts & Proverbs for drill work.	**Knowledge :** Pupil reads the given material **Comprehension:** Pupil repeats the given material with proper pronunciation. **Skill and Application:** Pupil pronounces the given material correctly.	A word list	**Presentation :** Teacher introduces listening activity Teacher reads small paragraphs. Teacher gives instructions about follow up reading and drill work. Teacher reads a word list for the pupils. Teacher asks the pupil to read a word list. Teacher asks other pupils to repeat it. Teacher corrects mistakes.	Pupil listens. Pupil listens. Pupil listens. Pupil reads. Pupil repeats. Pupil listens and follows.	
		List of Good thoughts	Teacher conducts drill work for list of nouns, verbs, good thoughts,	Pupil listens and repeats.	

		proverbs, small paragraphs. Tables of small sentences on the Chart	proverbs, small paragraphs etc. Teacher displays and reads tables from the charts and asks them to repeat. Teacher reads pledge from the textbook and asks them to repeat. Teacher tells about the advantages of drill work. Teacher gives homework. Teacher greets the class and cleans the blackboard.	Pupil listens and repeats. Pupil listens and repeats. Pupil listens. Pupil takes it down in the notebook. Pupil observes and responds.	Read the pledge 5 times loudly.

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E-2 : Loud Reading / Role Play Reading

- **Previous Knowledge :** Pupil knows how to read small sentences.
- **Teaching aids** : Small paragraphs for reading and role-play reading sheets.
- **Objectives** : 1) To enable the pupil to pronounce words properly.
  2) To enable the pupil to read loudly with proper pauses and speech variations.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on the blackboard. Teacher asks questions to the pupil about their daily routine	Pupil responds. Pupil observes. Pupil answers.	1) How are today? 2) What did you eat for the breakfast? 3) Now did you come to school today?

Small paragraphs for reading. Short story. Role play reading sheets with at-least two to three characters each.	**Knowledge :** Pupil reads small paragraphs and role-play reading sheets loudly. **Comprehension:** Pupil reads with proper pauses and proper speed while reading loudly. **Skill and Application:** Pupil uses speech variation along with pauses and proper speed of delivery while reading loudly any	Small Paragraphs Role play reading sheets	Teacher states the aim, "Today we will read some paragraphs loudly and we will do role play reading also.' **Presentation :** Teacher narrates benefits of loud reading to the pupils. Teacher tells a short story to the pupils and asks few questions on that story for listening exposure. Teacher distributes small paragraphs to every pupil. Teacher then reads one paragraph loudly and asks to pay attention. Teacher asks each pupil to read the paragraph loudly and corrects the errors. Teacher then divides the class in pairs and distributes role-play reading sheets.	Pupil listens. Pupil listens. Pupil listens. Pupil answers. Pupil collects. Pupil listens carefully. Pupil reads. Pupil forms pairs and collects role-play reading sheets.	

	given text.		Teacher then reads one sheet. Teacher asks them to select the characters as per the given sheets. Teacher asks them to read loudly as per the selected character. Teacher guides pupil for proper pauses, speed and speech variations. Teacher asks to repeat both the activities Teacher again tells the benefits of loud reading. Teacher gives homework. “Read the lesson in your textbook loudly twice.” Teacher greets the class and cleans the blackboards.	Pupil listens carefully. Pupil follows. Pupil follows the instructions and reads. Pupil follows. Pupil repeats Pupil listens Pupil takes down.	

E-3 : Filmstrips

- **Previous Knowledge :** Pupil knows cartoon films and some feature films also.
- **Teaching aids** : - Filmstrips
  - The Planet Earth
  - Alice in Wonderland
- **Objective** : 1) To create interest about English among pupils.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher talks informally with pupils while writing details on blackboard. Teacher reads a short story for the pupils. Teacher tells about stories in various forms. Teacher states the aim. "Today we will watch some short films based on stories and information.	Pupil responds. Pupil listens and observes. Pupil listens. Pupil listens. Pupil listens.	1) How are today? 2) What did you eat for the breakfast? 3) Now did you come to school

					today?
Films -The Planet Earth. -Alice in Wonderland.	**Knowledge :** Pupil watches the films carefully and tells the story. **Comprehension:** Pupil answers the questions based on the films. **Skill and Application:** Pupil uses dialogues in his daily communication properly.	Film- The Planet Earth Alice in Wonderland.	**Presentation :** Teacher arranges for the display of films. Teacher instructs the pupils for proper seating arrangements. Teacher displays the film 'The Planet Earth' for 20 to 30 min. Teacher asked few questions on the film. Teacher then displays the film 'Alice in Wonderland' for 30 min. Teacher satisfies queries of the pupils. Teacher tells about dialogue delivery. Teacher greets the class and cleans the blackboard.	Pupil observes. Pupil follows the instruction and sits properly. Pupil watches. Pupil answers. Pupil watches carefully. Pupil listens. Pupil listens. Pupil responds and watches.	

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E-4 : Introductions

- **Previous Knowledge :** Pupil knows about informal conversations.
- **Teaching aids** : - Chart with introduction details.
- **Objectives** : 1) To enable the pupil to introduce oneself.
  2) To enable the pupil to introduce another person.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
Introductions -Name -Age -Hobbies	**Knowledge :** Pupil introduces oneself. **Comprehension:** Pupil introduces others.		Teacher greets the class. Teacher asks few questions. Teacher writes the details on blackboard. Teacher states the aim "Today we will learn to introduce ourselves and tell something more about us". **Presentation :** Teacher reads a short story for the class. Teacher asks the pupils to ask the	Pupil responds. Pupil answers. Pupil observes. Pupil listens. Pupil listens. Pupil asks	1) What do you like to eat? 2) Which is your favourite colour?

-Likes -Dislikes -Favourites -Family etc.	**Skill and Application:** Pupil uses introductions in is daily communications.	Chart with introduction details.	questions based on the story. Teacher explains importance of introduction in informal and formal communications. Teacher gives examples of introductions. Teacher displays a chart with introduction details. Teacher explains the chart. Teacher asks one or two pupil to come forward and read the Chart. Teacher then asks the pupils to introduce themselves to the class by telling their name, age, hobbies etc. Teacher corrects the errors whenever necessary. Teacher asks the pupils to form pairs and repeat the exercise. Teacher asks the pupils to introduce the partner to the class.	questions. Pupil listens. Pupil listens. Pupil observes. Pupil listens. Pupil reads. Pupil introduces oneself. Pupil listens. Pupil repeats the activity. Pupil follows the instructions.	

			Teacher asks the pupil to repeat the activity. Teacher greets the class and cleans the blackboard.	Pupil repeats. Pupil responds.	

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E-5 : Pick and Speak

- **Previous Knowledge :** Pupil knows construction of small simple sentences.
- **Teaching aids** : Chits on which topics are written.
- **Objectives** : 1) To enable the pupil to use English confidently.
  2) To enable the pupil to frame correct sentences on given topic.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
Topics- - -	**Knowledge :** Pupil frames sentences related to given topic.		Teacher greets the class. Teacher writes the details on blackboard. Teacher reads a story for them. Teacher asks questions based on the story. Teacher talks on various simple topics. Teacher states the aim, "Today we will learn to speak on a topic in correct sentences". **Presentation :**	Pupil responds. Pupil observes. Pupil listens. Pupil answers. Pupil listens. Pupil listens.	

- - - - -	**Comprehension:** Pupil talks properly on the topic in atleast 8 to 10 sentences. **Skill and Application:** Pupil talks on given situation in daily communications.	Chits on which topics are written.	Teacher introduces the activity. Teacher instructs pupil about the activity. Teacher puts the chits in a tray. Teacher calls pupils one by one and asks to pick up a chit. Teacher gives 5 min. to think about the topic. Teacher then asks each pupil to come forward and speak. Teacher corrects the errors. Teacher insists shy pupils to speak in front of the class. Teacher asks the pupils to select second chit and repeat the process. Teacher greets the class and cleans blackboard.	Pupil listens. Pupil listens carefully. Pupil observes. Pupil follows instructions and does the same. Pupil thinks. Pupil follows the instructions and tries to speak. Pupil listens. Pupil speaks. Pupil follows the instructions. Pupil responds.	

E-6 : Word Game

- **Previous Knowledge :** Pupil knows different parts of speech.
- **Teaching aids** : List of words-nouns, verbs, adverbs adjectives.
- **Objectives** : To enable the pupil to use various parts of speech in the spoken communication.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on blackboard while talking to the students informally. Teacher narrates on interesting incident from a nearby school to the class. Teacher states the aim, "Today we will play a word game and learn to use various parts of speech in spoken communication."	Pupil responds. Pupil observes and listens. Pupil listens. Pupil listens.	1) What do you like to eat? 2) Which is your favourite colour?

Word list 1) **Nouns** – Home, tea, book, bag, glass, pen. 2) **Verbs** – Sing, write, sleep, swim, play, eat. 3) **Helping Verbs** – Is, was, can, will, have, are. 4) **Prepositions** – On, in, about, of, to for. 5) **Adjectives** – New, beautiful, heavy, small, easy, strong.	**Knowledge :** Pupil frames the sentence by using parts of speech. **Comprehension:** Pupil tells the framed sentences to the teacher and class. **Skill and Application:** Pupil uses various parts of speech in spoken Communication properly.	Chart of parts of speech.	**Presentation :** Teacher introduces the activity. Teacher gives suggestions to the class twice in English and Hindi also. Teacher displays the chart with few parts of speech. Teacher selects one word from each category and forms a sentence. Teacher asks pupil to select a word in similar way and prepare a sentence. Teacher then asks to tell the sentence to the class. Teacher corrects the errors. Teacher asks the class to select more words from the list provided and prepare the sentences. Teacher tells the class to exchange the sentences in pairs. Teacher motivates the class to prepare	Pupil listens. Pupil listens. Pupil observes. Pupil listens. Pupil follows the instructions. Pupil tells. Pupil listens. Pupil follows the instructions. Pupil tells the sentences in pairs. Pupil responds	

			more and more sentences. Teacher gives homework. Teacher greets the class and cleans blackboard.	and tells prepared sentences to the class. Pupil takes down. Pupil responds and observes.	Prepare atleast 10 sentences and tell them to your family members.

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E-7 : Sentence Game

- **Previous Knowledge :** Pupil knows how to prepare simple sentences.
- **Teaching aids** : List of sentences.
- **Objectives** : 1) To enable the pupil to prepare the pupil to build 5 to 6 sentences and exchange them with friends in spoken communication.
  2) To enable the pupil to communicate ideas confidently.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
List of Sentences. 1) It is fun to run. 2) I find it very easy.			Teacher greets the class. Teacher writes the details on blackboard. Teacher plays a recorded story in the class and asks them to listen carefully. Teacher asks the class to share their views about the story. Teacher motivates the class to share more and more views and asks more	Pupil responds. Pupil observes. Pupil listens carefully. Pupil shares views and asks questions also. Pupil follows the instructions.	1) What do you like to eat? 2) Which is your favourite colour?

3) Oh! How nice it is! 4) I like this. 5) I like holiday. 6)Luckily, I remember it. 7) Thank you very much. 8) I don't know. 9) I will do it tomorrow. 10) The sky is blue. 11) I am searching it everywhere. 12) Be careful. 13) The man knocked the door. 14) She greeted me with smile. 15) I fell down from	**Knowledge :** Pupil prepares correct sentences. **Comprehension:** Pupil frames correct and related sentences to the first sentences. **Skill and Application:** Pupil narrates the ideas in relevant and correct sentences in spoken communication.	List of sentences.	questions about listened story. Teacher states the aim, "Today we will play a sentence game." **Presentation :** Teacher introduces the activity. Teacher gives instruction about the activity. Teacher writes one sentence on the blackboard. Teacher asks one pupil to read. Teacher then asks to the same pupil to imagine any situation about the written sentence and narrate it to the class. Teacher motivates the pupil and corrects the errors. Teacher asks 10 to 15 pupils to repeat	Pupil listens with interest. Pupil listens with interest. Pupil listens carefully. Pupil observes. Pupil reads loudly. Pupil tries and narrates in few sentences. Pupil listens and tries to improve. Pupil follows the instructions. Pupil follows the	

the steps. [Thirty sentences of similar level were used.]			the activity for the class. Teacher asks the class to repeat the activity pairs. Teacher gives homework.	instructions, repeats the activity and Pupil tells the sentences to the partner. Pupil takes down.	Select any sentence and frame atleast 5 related sentences. Tell those sentences to your friends.

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E-8 : Dialogue Completion

- **Previous Knowledge :** Pupil knows conversations.
- **Teaching aids** : Dialogue completion sheets.
- **Objective** : To enable the pupil to complete given dialogues.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
List of	**Knowledge :** Pupil converses with the partner. **Comprehension:** Pupil		Teacher greets the class. Teacher writes the details on the blackboard and talks with the class. Teacher narrates a story to the class. Teacher states the aim, "Today we will learn to complete the dialogue." **Presentation :** Teacher introduce the activity. Teacher explains about speech variation, body language, facial	Pupil responds. Pupil observes and responds to the talks of the teacher. Pupil listens. Pupil listens. Pupil listens. Pupil listens.	

Expressions. Dialogue sheets with 2, 3 or 4 characters.	completes the dialogue as per the selected character. **Skill and Application:** Pupil uses proper speech variation body language and facial expressions while conversing with others.	A list of expressions Dialogue Sheets Dialogue Sheets Dialogue Sheet	expression. Teacher provides a list of commonly used expressions in conversations. Teacher conducts a drill for it. Teacher distributes dialogue completion sheets. Teacher asks the pupil to read the sheet and complete the dialogue. Teacher corrects the errors. Teacher then divides the class in pairs and asks to complete the activity again. Teacher then divides the class in groups of 3 or 4 and asks to repeat the activity with new sheets. Teacher greets the class & cleans the blackboard.	Pupil reads. Pupil repeats after teacher. Pupil takes the sheets. Pupil follows the suggestions. Pupil listens. Pupil exchanges the dialogue in pairs. Pupil completes the dialogue as per the selected character. Pupil observes and responds.	

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E-9 : Greetings and Requests

- **Previous Knowledge :** Pupil knows about greetings people and making requests.
- **Teaching aids** : List of some greetings and request patterns.
- **Objective** : To enable the pupil to use English for practical purpose.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on blackboard. Teacher plays a pre recorded story for the class and asks the class to listen carefully. Teacher plays pre recorded conversations for the class ands asks to listen carefully. Teacher states the aim, "Today we will learn some greetings and requests and their use in conversations."	Pupil responds. Pupil observes. Pupil listens carefully. Pupil listens carefully. Pupil listens.	

Greetings. **Requests.**	**Knowledge :** Pupil greets people Pupil makes simple request.. **Comprehension:** Pupil uses greetings as per the demand. Pupil makes request as per the demand of the situation. **Skill and Application:** Pupil uses greetings and requests in the conversations.	List of Greetings and requests.	**Presentation :** Teacher introduces the activity with necessary suggestions. Teacher provides a list of greetings & request patterns. Teacher explains the items in the list and their use. Teacher motivates the class to ask the queries if any. Teacher divides the class in pairs. Teacher asks the class to use the given greetings in their own dialogues with small and simple sentences. Teacher asks the class to use given patterns in their own imaginary situations. Teacher takes rounds in the class and	Pupil listens. Pupil reads. Pupil listens. Pupil asks doubts, queries. Pupil follows the suggestions. Pupil uses greetings in various situations. Pupil uses request patterns in various situations. Pupil listens to	

			assists them in the activity. Teacher greets the class and cleans the blackboard.	the teacher carefully and speaks accordingly. Pupil observes and responds.	

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E-10 : Orders, Suggestions and Inquiries

- **Previous Knowledge :** Pupil knows orders, suggestions and inquiries.
- **Teaching aids** : List of orders, suggestions and inquiries.
- **Objective** : To enable the pupil to use English for practical purpose.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on the blackboard. Teacher shares the experience in her school days with the class. Teacher play some pre recorded conversations for the class and asks them to listen carefully. Teacher asks some questions regarding the conversations. Teacher states the aim, "Today we will learn about orders and their use,	Pupil responds. Pupil observes. Pupil listens carefully. Pupil answers Pupil listens. Pupil answers. Pupil listens.	

			suggestions and inquiries in English conversation."		
Orders. **Suggestions-** **Single** **Double** **Inquiries.**	**Knowledge :** Pupil gives orders. Pupil gives suggestions. Pupil makes necessary inquiries. **Comprehension:** Pupil uses orders, suggestions and inquiries in the conversation. **Skill and Application:** Pupil uses orders suggestions and inquiries as per the need of the situation.	A list of orders suggestions & inquiries.	**Presentation :** Teacher introduces the activity. Teacher distributes the list of orders, suggestions and inquiries. Teacher explains the use of orders in conversations. Teacher asks the class to use orders in the conversation in pairs. Teacher explains the use of suggestions. Teacher then asks the class to use suggestions in the pair conversation. Teacher explains the use of inquiries. Teacher asks the class to enquire about the things or address in pairs. Teacher corrects and assists the class as	Pupil listens. Pupil takes & reads. Pupil listens. Pupil uses and converses with the partner. Pupil listens. Pupil converses in pairs accordingly. Pupil listens. Pupil enquires in pairs. Pupil listens.	

			per the need. Teacher greets the class and cleans the blackboard.	Pupil responds and observes.	

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E-11 : Picture Description

- **Previous Knowledge :** Pupil understands pictures.
- **Teaching aids** : Two pictures of a school and bazar place.
- **Objectives** : 1) To enable the pupil to describe the picture.

  2) To enable the pupil to ask questions about the picture.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on the background. Teacher talks about the school and the activities in the school. Teacher asks the pupils to narrate their routine before school starts. Teacher assists the pupils and corrects the errors.	Pupil responds. Pupil observes. Pupil listens and reacts. Pupil narrates. Pupils follows the suggestions and narrates accordingly.	

			Teacher states the aim, "Today we will learn to describe a pictures in simple sentences and with the help of simple questions"	Pupil listens.	
A picture of school activities. **A picture of a bazar place.**	**Knowledge :** Pupil describes a picture. **Comprehension:** Pupil frames simple sentences and questions to describe a picture. **Skill & Application :** Pupil describes any picture with the help of simple sentences and questions.	A small picture of a zoo A small picture of a garden.	**Presentation :** Teacher introduces the activity and gives necessary instructions to the class. Teacher displays a small picture and demonstrates how to describe a picture. Teacher then displays another small picture and demonstrates how to asks questions about picture. Teacher then displays a picture of school activities on a big chart. Teacher asks the class to describe the picture in simple sentences. Teacher displays a picture of a bazar	Pupil listens carefully. Pupil observes and listens. Pupil observes and listens. Pupil observes. Pupil frames simple sentences about the picture & describes it. Pupil observes	

			place. Teacher asks the class to frame questions about the picture and the answers from the partner in the pair. Teacher greets the class and cleans the blackboard.	the picture. Pupil performs the activity in pair. Pupil responds and observes.	

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E-12 : Playing with Time

- **Previous Knowledge :** Pupil is familiar with wrist watches, wall clocks and time.
- **Teaching aids** : Wall clock, wrist watches and cards of clock images.
- **Objectives** : 1) To enable the pupil to read and tell the time properly.

  2) To enable the pupil to use timings properly in the conversations.

  3) To enable the pupil to know the terms related to time span.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on the board. Teacher plays pre-recorded conversations. Teacher asks questions about the conversations. Teacher asks the timings to a pupil.	Pupil responds. Pupil observes. Pupil listens carefully. Pupil answers. Pupils answers in his routine language not in English.	What is the time now?

			Teacher tells how to tells time in English. Teacher states the aim, "Today we will learn to read and tell timings in English."	Pupil listens. Pupil listens.	
Quarter to. **Quarter past.** **Half past.** **From, Since, then, for.**	**Knowledge :** Pupil reads the clock. Pupil tells timings. **Comprehension:** Pupil uses time related terms properly. **Skill and Application:** Pupil uses timings correctly in conversations.	A wall clock. Wrist watches.	**Presentation :** Teacher introduces the activity with necessary suggestions. Teacher demonstrates how to read time with the help of a wall clock. Teacher displays various timings and asks pupil to tell the timings. Teacher asks the class to tell different timings from their wrist watches. Teacher explains the terms related to time span. Teacher asks the class to prepare sentences using these terms and	Pupil listens carefully. Pupil listens. Pupil observes the clock and tells the timings. Pupil changes timings in wrist watch & tells. Pupil listens. Pupil follows the instructions and	

		Cards with clock images.	exchange them with the partners. Teacher distributes the cards with clock images. Teacher tells them to write the timings properly where the hands are drawn and to tell it to the partner. Teacher corrects whenever necessary. Teacher asks the class to draw hands where the time is written and to tell it to the partner. Teacher corrects wherever needed. Teacher then repeats the activity for second round of cards. Teacher greets the class and cleans the blackboard.	does accordingly. Pupil acts accordingly & tells the timings to the partner. Pupil listens & corrects. Pupil acts as per the suggestions and tells the time to the partner. Pupil listens and corrects. Pupil performs accordingly Pupil responds and observes.	

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E-13 : Story Telling

- **Previous Knowledge :** Pupil knows stories and likes the stories also.
- **Teaching aids** : Pre-recorded Story.
- **Objective** : To enable the pupil to narrate the stories.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
Proper speech variations. **Proper speed.** **Proper pauses** **Story**	**Knowledge :** Pupil tells a story. **Comprehension:** Pupil narrates a story with proper speech variations.		Teacher greets the class. Teacher writes the details on the board. Teacher narrates a small story to the class. Teacher states the aim, "Today we will learn to tell a story effectively". **Presentation :** Teacher introduces the activity with necessary suggestions. Teacher explains the essentials of story telling such as proper speed, pauses, speech variations etc.	Pupil responds. Pupil observes. Pupil listens Pupil listens. Pupil listens carefully. Pupil listens carefully.	

Characters **Dialogues**	**Skill and Application:** Pupil narrates incidents in his conversations.	Pre-recorded story.	Teacher plays a pre-recorded story. Teacher asks each pupil to come forward and tell a story they know to the class. (10 to 12 pupils narrate the story) Teacher forms groups of 4 to 5 pupils in the class. Teacher asks to each group member to narrate a small story to the group. Teacher assists the group members wherever needed and corrects them. Teacher greets the class and cleans the blackboard.	Pupil listens. Pupil tells a story to the class. Pupil forms the groups. Pupil narrates the story to the group. Pupil listens and corrects accordingly. Pupil responds & observes.	

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E-14 : Translation Game

- **Previous Knowledge :** Pupil knows at least 2 to 3 languages.
- **Objectives** : 1) To enable the pupil to know similarities in various languages.

  2) To enable the pupil to take interest in language learning.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
Similar sentences in English, Hindi, Urdu and Marathi.	**Knowledge :** Pupil translates the sentences. **Comprehension:** Pupil finds out the similarities in English		Teacher greets the class. Teacher writes the details on the board. Teacher interacts with the class about their forthcoming annual social gathering. Teacher states the aim, "Today we will play a translation game. **Presentation :** Teacher introduces the activity with necessary suggestions. Teacher explains similarities in various languages such as English, Hindi,	Pupil responds. Pupil observes. Pupil shares the ideas and views. Pupil listens. Pupil listens carefully. Pupil listens.	

	and other languages. **Skill and Application:** Pupil uses such similar sentences in his conversations. **Interest :** Pupil takes interest and finds such sentences with similarities.	-	Urdu, Marathi, etc. Teacher asks the class to tell any sentence or proverb or good thought in English and teacher tells similar from other languages. Teacher then asks to tell any sentence or proverb or good thought they know from any language and teacher translate and tells similar ones from English language. Teacher asks the class to translate the sentences given by the teacher. Teacher corrects the errors. Teacher asks to repeat the activity twice. Teacher greets the class and cleans the blackboard.	Pupil tells & listens. Pupil does accordingly and listens. Pupil translates. Pupil listens and corrects. Pupil repeats.. Pupil responds and observes.	

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E-15 : Free Chatting

- **Previous Knowledge :** Pupil knows conversations, simple sentences, etc.
- **Objectives** : 1) To enable the pupil to share his/her ideas and views.

  2) To enable the pupil to react and talk confidently.

Teaching Points	Objectives and Specifications	Teaching Aids	Teacher Activity	Pupil Activity	Evaluation
			Teacher greets the class. Teacher writes the details on the board. Teacher tells about all the previous activities, their aim and utility. Teacher states the aim, "Today we will share about the activities conducted."	Pupil responds. Pupil observes. Pupil listens. Pupil listens.	
	Knowledge : Pupil frames simple sentences. **Comprehension:** Pupil shares ideas, views in simple		**Presentation :** Teacher introduces the activity. Teacher motivates the class to ask or share anything about the programme only in English.	 Pupil listens carefully. Pupil thinks.	

	sentences. Pupil asks simple questions. **Skill and Application:** Pupil interacts with people as per the situations.		Teacher asks the class to ask their queries and share their views. Teacher motivates the class, corrects the errors and participates whenever necessary. Teacher greets the class and cleans the blackboard.	Pupil asks their doubts. Pupil shares their difficulties. Pupil asks about the evaluation process of the programme. Pupil asks about the teacher and her personal life. Pupil corrects accordingly and shares in good English. Pupil responds and observes.	

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APPENDIX – F

POST TEST

1. Introduce your friend to your class / brother to your friends.
2. Tell your mother / father about your friend's family.
3. Tell your friends about the movie your saw recently.
4. Tell your friend about sports day in your school.
5. Your mother wants to visit your teacher's house. Tell the address of her house to your mother.
6. What do you feel when you get good marks in unit test?
7. How will you celebrate the success of your little sister in annual competitions?
8. Congratulate your friend on the success in dance competition.
9. You found the lost colour box of your friend. Tell him about it.
10. Describe your home / room / classroom.
11. Tell your teacher about the problems you face in studying English.
12. Tell your mother about the problems you face in school van.
13. Describe your favourite city / game.
14. Tell your mother that you will help her in preparing lunch.
15. Describe your visit to Sarp Udyan in Katraj with your family.
16. Tell your brother about saving electricity and water.
17. You are in a grocery shop. Tell the shopkeeper about your needs.
18. Convince your mother for allowing you to attend a night out camp in school.
19. Describe annual social function of your school.
20. Request your friend to give you the class work book of English for a day.

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APPENDIX – G

GENERAL MARK LISTS

Sr. No.	Name	Pretest marks	Post test marks
1	Ansari Kalimunnisa Tabaraq	24	36
2	Ansari Meraj Khatoon Naeem	21	30
3	Ansari Mohd. Salman Naeem	24	35
4	Ansari Nagma Nazakat	28	36
5	Ansari Summaiya Naeem	24	32
6	Bagwan Samreen Yunus	22	30
7	Bagwan Shoeb Aqueel	27	36
8	Baig Lubnaz Haidar	24	32
9	Biradar Yunus Mira Patel	24	33
10	Chidgumpi Ali Haider Abdul Hasan	21	35
11	Choudhari Lalsahab Badasha	20	31
12	Choudhari Saqib Mehboob	22	34
13	Jamdar Asiya Shouquat	28	39
14	Khan M. Junaid Aftab Alam	24	33
15	Khan Muskan Abdul Shakur	24	30
16	Khan Nilofar Majid	19	27
17	Khan Salma Irshad	26	33
18	Khan Zarin Riyaz	23	34
19	Lahori Shamim Ibrahim	21	30
20	Mangalgiri Safiya A. Hameed	28	37
21	Meer Uzer Ali Zahir	28	34
22	Meer Zaheer Ali Zakir Ali	21	30
23	Mujawar Shanno Saheblal	24	35
24	Mulla Gulshan Mehboob	27	34
25	Mulla Noorullah M. Fazil	27	37
26	Nagai Mehboob Dastagir	18	29
27	Patel Meraj Anwar	21	30
28	Patel Nasir Anwar	25	33

29	Sayyed Arshin Anwar	21	36
30	Sayyed Tabassum Masum	30	41
31	Shaikh Shahrukh Nisar	21	32
32	Shaikh Shahrukh Nasir	22	31
33	Shaikh Alzeba Lala	23	35
34	Shaikh Aqsa Fayyaz	25	38
35	Shaikh Arshin Riyaz	21	31
36	Shaikh Ayesha Galib	27	36
37	Shaikh Gulzar Abdul	27	38
38	Shaikh Husain Abdul	19	30
39	Shaikh Kajal Makhtum	24	33
40	Shaikh Nilofar Saifan	25	37
41	Shaikh Riyaz Haji	28	34
42	Shaikh Sadaf Afroz	22	34
43	Shaikh Safeena Siraj	21	33
44	Shaikh Samreen Babu	19	28
45	Shaikh Samreen Jafar	21	32
46	Shaikh Saniya Asif	25	32
47	Shaikh Subra Khatoon Usman	28	37
48	Shaikh Sumayya Khalil	18	28
49	Shaikh Tabish Raees	28	35
50	Shaikh Tazin Sikandar	27	35
51	Shaikh Zishaan Usman	29	38
52	Shaikh Zubair Anis	18	27
53	Siphai Fouziya Ladlesahab	19	30
54	Siphai Imambi Abdul Sattar	23	31
55	Tamboli Rizwana Abdul Razak	25	34
56	Tamboli Tausif Ayaz	20	34
57	Tamboli Yasmeen Ayaz	22	32
58	Tarki Ummezikra Rafique	20	29
59	Tintadi Mehboob Abdul Karim	19	31
60	Yalgi Suraj Shamssudin	23	35

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APPENDIX – H

PHOTOGRAPHS



Being able to tell time !



Let us talk on picture



Group Activity for Conversation

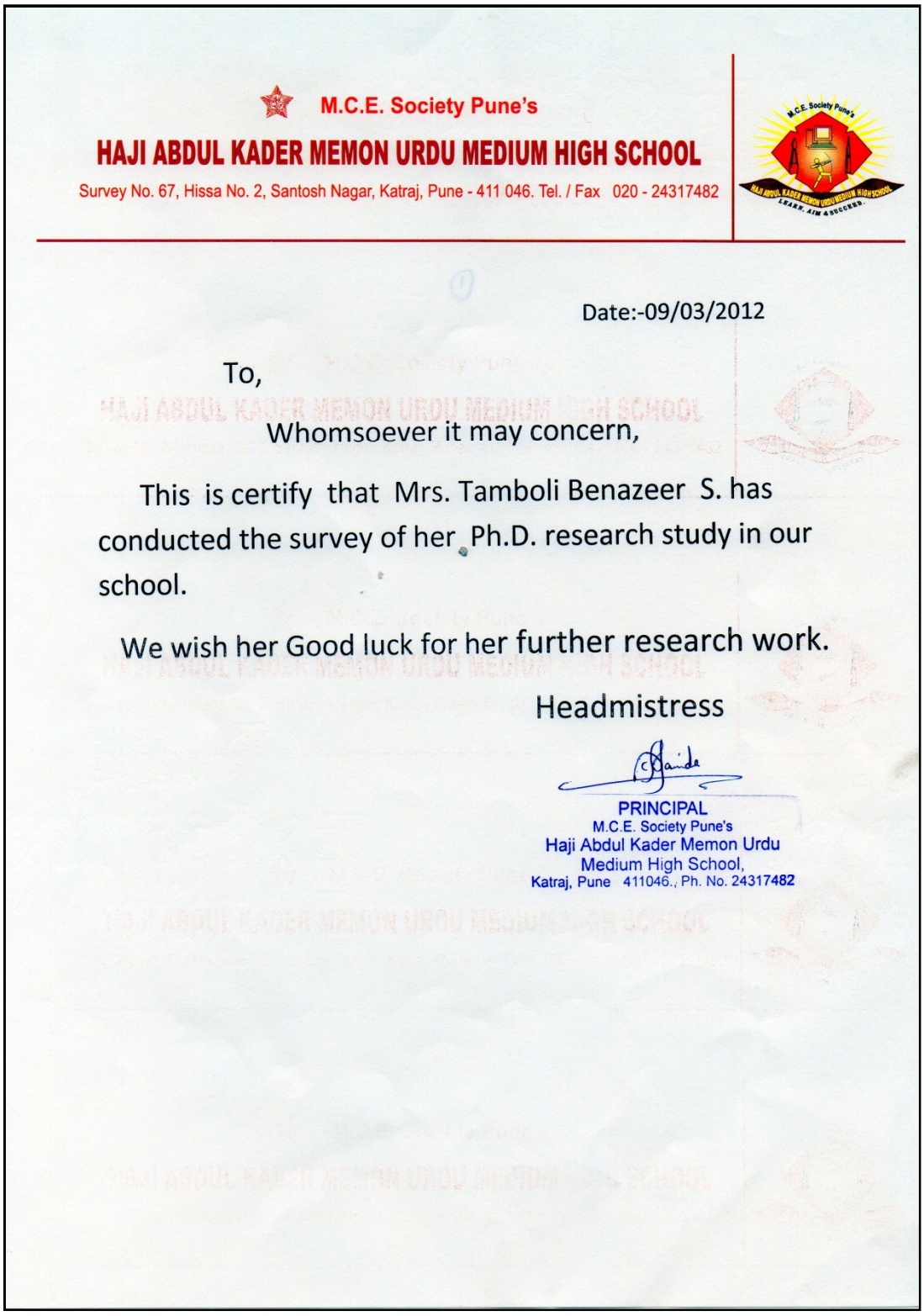


Group Activity for Conversation

APPENDIX – I

CERTIFICATES

I-1



M.C.E. Society Pune's

HAJI ABDUL KADER MEMON URDU MEDIUM HIGH SCHOOL

Survey No. 67, Hissa No. 2, Santosh Nagar, Katraj, Pune - 411 046. Tel. / Fax 020 - 24317482

Date:-09/03/2012

To,

Whomsoever it may concern,

This is certify that Mrs. Tamboli Benazeer S. has conducted the survey of her Ph.D. research study in our school.

We wish her Good luck for her further research work.

Headmistress

PRINCIPAL
M.C.E. Society Pune's
Haji Abdul Kader Memon Urdu
Medium High School,
Katraj, Pune 411046., Ph. No. 24317482

12th March 2012

School * Z. P. Urdu School Mangdewadi, Pune.

Z. P. Urdu School No. 2, Mangde Wadi
Tal Haveli Dist-Pune 411 046 Maharashtra

Whomsoever it may concern,

This is to certify that Mrs. Tanbali Banazeer S. has conducted a survey for her Ph.D. research work in our School.

We wish her good luck for her future research work of Ph.D.

for

मुख्याध्यापक
जि.प.उर्दू शाळा मांगडेवाडी क्र २
ता हवेली जि. पुणे-४६

विशाल महाराष्ट्र एज्यु. सोसायटीची शासन मान्यता प्राप्त

उर्दू प्राथमिक शाळा

सर्वे न. ११०, रामटेकडी, पुणे - ४११ ०१३, फोन ३२९१२६५६

शासन मान्यता क्र प्रा / प्राशी / मान्यता / पीआर / दिनांक १५ ०५.१९९४

Date:- 13.03.2012

To,

Whomsoever it may concern,

This is to certify that Mrs. Tamboli Benazeer S. has conducted a sarvey for her Ph.D. research in our school.

We wish her good luck for her further research work of Ph.D.

Head Mistress

HEAD MISTRESS
V. M. Edu. Society's
Urdu Primary School, Pune-

ZAKIR HUSSAIN URDU SCHOOL, 79-B

BOPODI, PUNE.

Date:15/3/2012

To,

Whomsoever it may concern,

This is to certify that Mrs. Benazeer S. Tamboli has conducted a suevey for her Ph.D. research in our school.

We wish her a success in her further research work.

PRINCIPAL

for Adhaikh

I-5

To,

Whomsoever it may concern,

This is to certify that Mrs. Benazeer S. Tamboli has conducted a suevey for her Ph.D. research in our school.

We wish her a success in her further research work.

PRINCIPAL

17/3/12

मुख्याध्यापक
लेडी हलिमा बेगम उर्दू मा. स्कूल
कोंढवा, पुणे-४११०४८.

To,

Whomsoever it may concern,

This is to certify that Mrs. Benazeer S. Tamboli has conducted a suevey for her Ph.D. research in our school.

We wish her a success in her further research work.

22/3/12

प्र PRINCIPAL

यशवंतराव चव्हाण उर्दू
स्कूल, येरगाव, पुणे 18.



To,

Whomsoever it may concern,

This is to certify that Mrs. Tambdoli Benazeer S. has conducted a survey for Ph. D. research work in our school.

We wish her good luck for her further research work of Ph. D.

Principal.

मुख्याध्यापिका
प्राथमिक उर्दूशाळा, खराळबाडी.
पिंपरी-चिंचवड महानगरपालिका, पिंपरी-१८

M.C.E. Society. Pune's

HAJI ABDUL KADER MEMON URDU MEDIUM SCHOOL

Survey No. 67, Hissa No. 2, Santosh Nagar, Katraj, Pune - 411 046.

Tel. / Fax 020 - 24317482, E-mail - mcesp.hakmems@yahoo.com

Date : 14/2/2013

From :-
Mr. Shaikh Farida Salim,
Principal,
Haji Abdul Kader Memon
Urdu High School.
Santosh Nagar, Katraj,
Pune - 46.

To,

Whomso it may concern,

This is to certify that Mrs. Benazeer S. Tamboli has successfully implemented the programme in spoken English related to her Ph. D. research work in our school in the academic year 2012-13. She was regular & punctual in her work, & it is a pleasure to mention that we have observed a significant change and progress in our students' spoken English

We wish her good luck for her further research work

PRINCIPAL
M.C.E. Society Pune's
Haji Abdul Kader Memon Urdu
Medium High School,
Katraj, Pune 411046. Ph. No 24317482