

CHAPTER - III

PLAN AND PROCEDURE

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Plan And Procedure

3.0.0 RESEARCH :

In the field of educational research, there are three type of researches are include. i.e. Fundamental or Basic Research, Applied Research and Action Research etc. To this point research is in its more formal aspects. Research has drawn its pattern and spirit from the physical sciences and has represented a rigorous, structural type of analysis. The goal of research is the development of theories by the discovery of broad generalizations or principles. Who have employed careful sampling procedures in order to extend the findings beyond the group of situations, studied. So education researches are more concerned to the application of the findings to actual problem in areas considered to be concern of people other than the investigator.

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment, reference is usually made to an experimental group and to a control group. These groups are equated as nearly as possible. The experimental group is exposed to the influence of the factor under consideration; the control group is not observations are then made to determine what difference appears or what change or modification occurs in the experimental contrasted with the control group. Sometimes it is also necessary to control for the effect of actually participating in an experiment.

3.1.0 RESEARCH PLAN AND PROCEDURE :

The 'Plan and Procedure' describe the actual steps carried out in conducting the study. This includes the measurements devices; if not the experimental treatments, the assignment of subject to conditions, the order of assessments, the time period and design feature to control

potentially confounding variables. After identifying and defining the problem as also accomplishing the relating task, researcher must arrange his ideas in order and write them in the form of an experimental plan or what can be described as 'Research Plan'. This is essential specially for new researcher because of the following.

- a) It helps him to recognize his idea in a form where by it will be possible for him to look for flow and in adequacies, if any.
- b) I provides an inventory of what must be done and which materials have to be collected as a primary step.
- c) It is a documents that can be given to other for comment.

The research procedure used should be descried in sufficient detail to permit another researcher to repeat the research for further advancement keeping the continuity of what has already been attained. The procedural design of the research is carefully planned to yield.

This study is an experimental research undertaken to study the data pertaining to the type and difficulties in English Newspaper Reading committed by the one year B.Ed. students for the purpose of development of a programme to improve their and English Newspaper Reading Ability. The methodology involves the procedure of scientific enquiry by which reliable knowledge is acquired as a by product of inductive and deductive processes. The method of investigation is further founded on experience, rezoning and experimentation. The chapter deals with Research; Research plan; Basic Assumption; Questioning of the study; Method adopted, Research design, study, sample design; Data gathering tools; the experimental and details of data analysis.

3.1.1 BASIC ASSUMPTIONS :

Many studies have been carried out to find out the reasons of secondary school students failure in acquiring for fold skills in English specially most of them on reading ability of secondary school students.

Mostly they have dealt with the reasons like-students attitude towards English Reading, Socio-economic status of parents, rural and urban area, methods, techniques and tools used to teach reading English.

As far as the researchers knowledge is concerned, there is no direct research experiment on development of Enlgish NewsPaper Reading Ability in India at M.Phil or Ph.D. level.

It was assumed that no proper development of Enlgish Newspaper Reading Ability of learners without development the English Newspaper Reading Ability. B.Ed. students cannot communicate effectively. The main aim of learning language will remain aside.

For this study basic assumption that :

- 1) B.Ed. students have poor English Newspaper reading ability.
- 2) Poor English Newspaper reading ability can be enriched by proper programme.

The present study was completely focused on improving English Newspaper Reading Ability of B.Ed. students. The programme developed by the researcher is very useful for the all level. The study had been designed reading abilities (score on Reading Ability Test) as dependent variable and the programme prepared by the researcher as independent variables. The main aim of the study was to know whether the English Newspaper Reading Ability can be developed by providing programming.

There are several studies on development Reading Ability of second language learning in foreign countries and In India but there

are no signal study researcher had found in the field of English Newspaper Reading Ability. There are many English Reading courses, advertising the learner have to pay so much money and time to these books and courses. No book or course could say, their learner can improve Reading Ability definitely because they have no scientific base or scientific study. There is thus a need of a study scientifically for the students to improve their English English Newspaper Reading Ability.

Having these assumptions in mind, this experimental study had been conducted considering poor financial condition of the country which may not provide the learner costly facilities the research experiment is conducted in regular classroom which is real situation.

3.1.2 DESIGNING OF THE STUDY :

Design is the blue print of the procedure that enables the researcher to test hypothesis by reaching valid conclusion about relationships between independent and dependent variables selection of a particular design is based upon the purpose of the experiment, the type of variables to be manipulated and the conditions or limiting factors under which is conducted. The research problem have been formulated in clear cut terms, the researcher will be required to prepare a research design i.e. he will have to state the conceptual structure within which the research would be conducted. The preparation of such a design facilitates research to be as efficient as possible yielding maximum information. In other words, the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effect, time and money. But how all these can be achieved depends mainly on the research purpose.

Research purpose may be grouped into four categories viz (I) Exploration (II) Description (III) diagnosis and (IV) Experimentation.

A flexible research design which provides opportunity for considering appropriate if the purpose of the research study is that of exploration. But when the purpose happened to be an accurate description variables the suitable design will be one that minimizes bias and maximizes the reliability of the data collected and analysed. Experimental design can be either formal design or informal design, but of which the researcher must select one for his own project.

The preparation of the research design appropriate for a particular research problem involves usually the consideration of the following :

- i) The mean of obtaining the information.
- ii) The availability and skills of the researcher and his staff (if any).
- iii) Explanation of the way in which selected means of obtaining information will be organised and the reasoning leading to the selection.
- iv) The time available for research.
- v) The cost factor relating to research i.e. the finance available for the purpose.

Experimental design was used for this research. The design is as follows :

The Pre-test-Post-test equivalent group design.

| | | | | | | |
|---|----------------|---|----------------|----------------|----------------|--------------|
| R | O ₁ | X | O ₂ | O ₁ | O ₃ | = Pre-tests |
| R | O ₃ | C | O ₄ | O ₂ | O ₄ | = Post-tests |

The pre-test was administered to from two equivalent groups and post-test was administered at the end of the treatment period. Scores were compared and subjected to statistical analysis for the significance of the difference between means.

3.1.3 METHOD ADOPTED

Research methodology is a way to systematically solve the research problem. It studies how research is done scientifically. Methodology means the study of various steps that are adopted by the researcher in studying his research problem along with the logic behind them. Methodology is a procedure used in an investigation to collect data. Adopted methodology enables the investigator to look at the amorphous data in a meaningful way. The method of the present study was determined on the basis of the problem selected, objectives of the study and data required for their realization. The factual and authentic information of skills, sub skills in reading ability exercises for developing these abilities and testing. The most important fact to be found was whether the writing ENPRA of B.Ed. student could be developed, improved by providing programmes based on difficulties founded to investigator For this purpose the researcher hat to test the ENPRA of the B.Ed. student and make Parallel group on the basis of pre-test scores treatment was to be given to the experimental group and not to the control group. Post-test was administered at the end of the treatment. After thinking ove the procedure pre-test and post-test equivalent group design and experimental method were found suitable and the same were adopted.

3.1.4 VALIDITY AND RELIABILITY :

For achieving the content validity of the objective type questions following means were followed :

- i) A high degree content validity was achieved by a careful analysis of the objectives and specific areas in English grammar vocabulary etc.
- ii) The test items in their draft from were also referred to experts with specilisation in teaching English as a third language to

confirm the appropriateness and the coverage of content. A few items were modified and few others were deleted in the light of their comments. The opinions of some outstanding (hews reporters) teacher were also taken into account in the development of the test.

- iii) The third means of securing validity was that of modeling the test on the illustration of items given in standard works on Reading English laying test (Name of books Reading research).

The concurrent validity was also achieved by comparing (I) The marks obtained by the B.Ed. students in the terminal and preliminary examinations.

For determining the reliability of the tests, a parallel test was administered.

3.1.5 CONTROLLING VARIABLES :

- i) Controlling Intervening variables; In a classroom language test some variables like anxiety, fatigue, interest and motivation may introvert though they cannot be observed. In behavioural research the relationship between the dependent variables and independent variables is not simply as to say stimulus and response. The above mentioned variables intervene the cause and effect. The effect of interning variables cannot be ignored but every effort should be made to control or minimize their effect. In the present experiment the researcher made all possible efforts to control their effect on dependent variables.

To control the fatigue factor the test and the administration of programmers were conducted on Sunday and holidays. The students were fresh and free on holidays and in the morning. The pupils were also interested in the experiment.

The element of anxiety was controlled by keeping a friendly atmosphere with the pupils. They were assured that the scores of the tests were not related to their regular examination and the programme was being performed for their improvement. The experience of learning to read the English Newspaper motivated them and also interesting.

Thus all the intervening variables were controlled.

ii) Controlling extraneous variables : In this experimental research the experimental group and the control groups were in same atmosphere and away from the main road so the external elements like sound and noise did not affected.

The experimental groups and the control groups were selected same class so that the effect of different variables should not affect the responses.

3.1.6 VALIDITY OF THE EXPERIMENT :

The validity of the experimental must be checked to make valuable contribution to the progress of knowledge and education. Only a valid experiment can product and provide authentic and useful data. Campbell and Stanley (1966) had described two types of experimental validity i.e. internal and external validity.

3.1.7 INTERNAL VALIDITY OF THE EXPERIMENT :

Best and John (1986) said, "An experiment has external validity to the extent that the factors that have been manipulated (independent variables) actually have a genuine effect on the observed consequences in the experimental setting". Threats to internal validity are the effects of extraneous variables. In educational experiments factors like teachers competence and socio-economic status or academic ability of pupils may affect. The control of extraneous variables is an important task.

In the experiment the experimental group was taught by the researcher and the control group didn't teach. The pre-test which was proved reliable and valid was administered strictly to make two group equal groups. Some extraneous factors given by Campbell and Stanley (1966) are maturation, some events, unstable instruments and selection bias. Maturation took place in all the subjects for the one academic years. No important event took place during the period of experiment. The instrument was reliable and valid. There was no question of selection bias because almost 64% of the pupils of B.Ed. were selected as representative samples. It was not the effect of extraneous variables. That proves the internal validity of the experiment.

External validity of the experiment "External validity is the extent to which the variable relationship can be generalized to other settings. Other treatment variables, other measurement variables and other population." Best and Kohn (1986 :119)

The experiment is based on the English Newspaper can be generalized students, whose mother tongue is not English.

There are so many threats to internal and external validities of experimental on behavioural research the researcher can efforts to remove or minimize these. If one were to wait for a behavioural research setting free from all threats to an experiment, no research is possible in education. These limitations were known and the efforts were made to do full justice to the problem under the circumstances and conditions prevailed in the classrooms.

Post-test was administered at the end of the experiment.

3.1.8 STATISTICAL TECHNIQUES USED :

Mean, standard deviation, t-test, standard error of mean difference were computed and the data was interpreted. The researcher

took the help of his guide and a professor of statistics for the computation and statistical techniques. The consolidated data was used for analysis and interpretation.

The data as a whole indicate the language to be the most influential source of mistakes. The structure of English Newspaper and features couldn't understand by the B.Ed. students.

However from the point of view of the process associated with the sources it has been shown that :

- a) Understand meaning of vocabulary and tense.
- b) Difficulties in understanding phrases.
- c) difficulties in understand main idea / list of a news.
- d) Difficulties in sentence structure.
- e) difficulties in understanding abbreviations.

Cearner's mistakes which are mostly systematic reflect their process of reading and understanding news.

The diagnosis of mistakes frequency of mistake provides feed back information and helps to devise appropriate corrective measures an instructional strategies to attain optimal learning.

3.2.0 DESIGN AND PROCEDURE FOR THE EXPERIMENT:

The sample consisted 64 students teachers from the total population of 100 student teachers, which is 64% of the total population. The sample is selected by randomization. The student teacher have been studying of Dr. D.Y. Patil prathisthan's college of education, Gargoti Dist. Kolhapur.

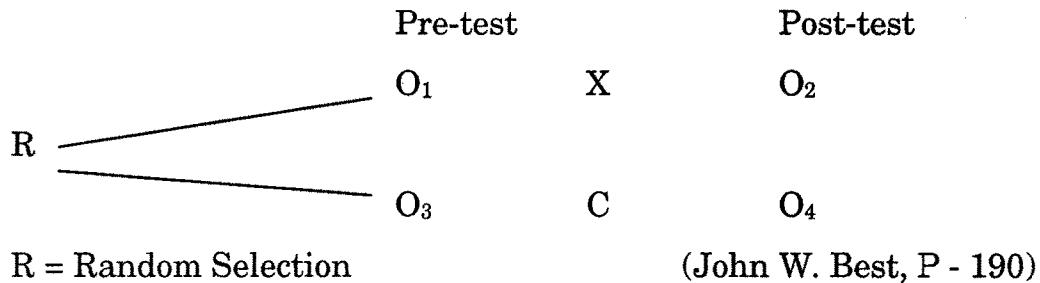
The selected 64 student teacher have been further divided in two groups of 32 student teachers in each by lottery method and equated with their score in previous examination. The groups are called experimental group and (A) control group (B). The researcher has used

randomization method for this purpose. Both the groups have been treated differently.

3.2.1 DESIGN :

Researcher design is an arrangement of conditions for collection and analysis of data in manner that combine relevance to the research purpose with economy in procedure. In fact the research design is the conceptual structure within which the research is conducted. It consists a sorts of blue print for the collection measurement and analysis of data. As such design includes an outline of what the investigator will do from writing the hypothesis and its operational implications to find to but analysis of data. The design used in this study has been represented

Randomized groups for pretest, post-test design :



O₁ O₃ = Pre-tests

O₂ O₄ = Post=tests

X - Experimental treatment

C - No treatment

DE = mean of the difference between experimental subjects.

Pre-test and post-test scores (Gain scores) DE = mean of the difference between the control subjects.

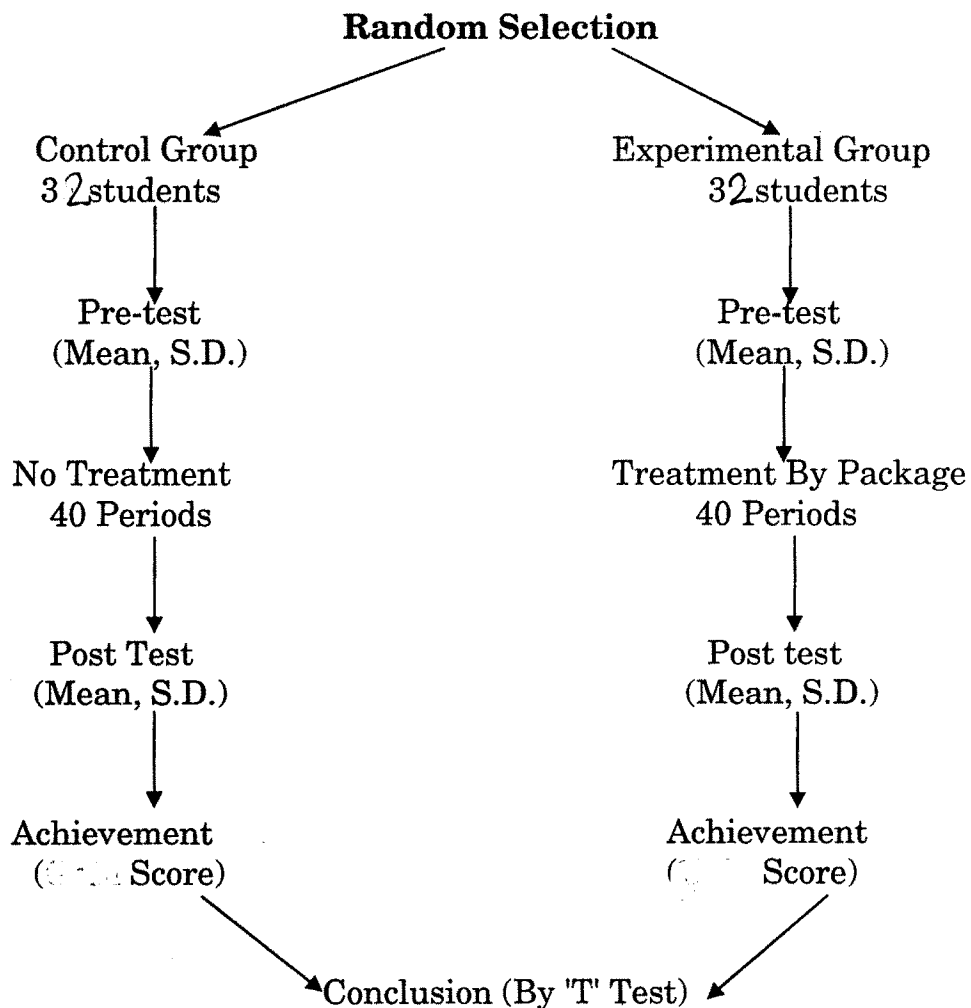
Pre-test and post-test scores (Gain scores) compare DE and DC to ascertain effect of teaching through programme.

References:

Chandra and Sharma 1997 - Research in education, New Delhi, Atlantic publisher's, P. 374. In this experiment independent variables are programme made by researcher. Dependent variables are marks obtained by the student teachers.

FLOW CHART :

The pre-test-post-test equivalent group design.



3.2.2 Control :

There is no special training given to the student teacher. All the student teacher's are from same surrounding i.e. from rural area (Gargoti).

3.2.3 Selection of experimental design :

The selection of research design is naturally based upon the purpose of the research, the types of variables etc. the experimental design which is selected in this study has been selected as it is purely an experimental study. The group 'E' and group 'C' have been treated differently as per experiment in the natural classroom setting. The subjects have been selected randomly. The steps of the experiment are as follows.

Randomly assigned :

| | Experimental group | Control group |
|----------|---|--------------------|
| Step I | Pre-test | Pre-test |
| Step II | Teaching through programme | Read independently |
| Step III | Comparison of gains in both the groups. | -- |

Thus the same procedure could be stated as follows:

- i) Securing equivalent groups - randomly.
- ii) Pre-test
- ii) Applying the experimental factor for the experimental groups.
- iv) No treatment control group.
- v) Comparing the result (Gain scores).
- vi) Dependent variable : test score.
- vii) Independent variable - A programme.

3.2.4 Tools of the study :

In order to draw the conclusion from an experimental research the researcher has used following two tools.

- 1) The achievement test, which is proficiency test used to ascertain what and how much has been learnt and how well a task can be performed by an individual before and after a period of training or learning in the subject - "English Newspaper Reading Ability."
- 2) T-test for finding significance of the study at 0.01 level and 0.05 level.

3.2.5 Measure of achievement :

The achievement of the student teachers in pre-test and post test has been measured with the help of an achievement test developed by researcher. Both pre-test and post test were consisted of 50 marks and one and half hour duration of time to solve. The test were consisted of five questions marks vocabulary, 5 marks phrases, 5 marks abbreviations, 10 marks true and false and 10 marks sentence meaning carrying marks. The questions and internal alternatives for some sub-questions.

Following steps were followed while developing the test :

Step - I

The first step was to give weight age to content.

| Sr.No. | Content | Marks | Weightage |
|--------|------------------|-------|-----------|
| 1. | Vocabulary | 20 | 40 |
| 2. | Phrases | 05 | 10 |
| 3. | Abbreviations | 05 | 10 |
| 4. | True and False | 10 | 20 |
| 5. | Sentence meaning | 10 | 20 |
| | Total | 50 | 100 |

Step - II

The second step was to give weight age according to objectives.

| Sr.No. | Objectives | Marks | Weigh age in percentage |
|--------|------------------------|-------|-------------------------|
| 1. | Knowledge | 20 | 40% |
| 2. | Comprehension | 25 | 50% |
| 3. | Application evaluation | 05 | 10% |
| | Total | 50 | 100% |

Step III :

Weight age types of questions.

- 1) Objectives types
- 2) Short answer type

Step IV :

The searcher has framed a blue print which is showing the weight age given to objective, content, sub unit content and forms of questions.

3.2.6 The blue print :

| Knowledge content | Comprehension | Application | Evaluation |
|-------------------|---------------|-------------|------------|
| VOC 20(20) | - | - | - |
| Phrases | - | 5(5) | - |
| Abbreviation | 10(10) | - | - |
| True & false | 10(10) | - | - |
| Sent. Meaning | - | - | - |

Figure in the bracket indicate nos. of questions.

Figures out of brackets indicate marks.

3.2.7 THE BLUE PRINT OF THE EXPERIMENTAL STUDY :

- 1) Researcher understand English Newspaper reading ability of B.Ed. Students by the interview of teachers and students oral test.
- 2) Preparing a test with the help of the experienced teacher and the experts.
- 3) Administering the pre-test to the B.Ed. student and scoring.
- 4) Preparation of programmes with the help of experienced teacher and expert.
- 5) Forming an experimental group and control group.

| | |
|--------------------|---------------|
| Experimental Group | Control Group |
| 32 students | 32 students |
- 6) The administration of programme.
- 7) Administering post-test to the two group.

3.2.8 THE PROGRAMMES :

After collecting the categorising the mistakes the proper remedies for each category was discussed with various experts and experienced teacher. The researcher with his ~~expensive~~^{experience} of teaching English in higher secondary and college of education prepared different programmes to develop English Newspaper Reading Ability of B.Ed. students (trainee teachers).

The programme are summarized in the table followed by the lesson plans, the explanation of material and descriptions of materials as per the lesson plan format given by SCERT, Pune.

After having blue print, schedule of the experiment was prepared.

| Sr. No. | Period | T - 4 |
|---------|----------------------|---|
| 1. | July 2007 | Understanding English Newspaper reading ability an interview of teachers and students oral test of news comprehension preparing a pre-test with |
| 2. | August 2007 | Preparing test with help of teachers and the experts. |
| 3. | October 2007 | Formation of the groups 'A' and 'B'. |
| 4. | November 2007 | Administrating the pre-test and scoring the post-test was administration and the data was collected. |
| 5. | December 2007 | The programme were administrated to the experimental group. And the control group was asked to read a Newspaper independently |
| 6. | January 2008 | Analysis of data. |
| 7. | February /March 2008 | Analysis of data |
| 8. | April 2008 | Interpretation of the data |

Table No. 2

| Lesson | Unit | Material | Periods - thirty minutes |
|----------|-----------------------------------|---|-----------------------------|
| One | Structure of English Newspaper | English Newspaper | 2 |
| Two | Types of News | Classification of News | 2 |
| Three | Tense and tense sequence | Tense, tense uses, Rules about sequence | 3 3 |
| Four | Active and Passive voice | Types of sentence | 4 |
| Fifth | Vocabulary building | 1) Prefixes 2) Suffixes | 4 |
| Sixth | Vocabulary building | 1) Adjective Endings 2) Combining forms | 4 |
| Seventh | Phrases | Adjective Phrases / Adverb Phrases / Noun Phrases | 4 |
| Eighth | Abbreviation | Political Party Companies, Authorities etc. | 2 |
| Ninth | Types of sentences | Types / pattern of sentence | 2 |
| Tenth | News Skimming | Hints of skimming news. | 2 |
| Eleventh | News Scanning | Hints of scanning news. | 2 |
| Twelfth | Sentence Contraction | Contraction pattern | 4 |

Lesson Plan No. 1
Teaching Plan
Outline of Newspaper

| | | |
|----------------------|---|---|
| Material | : | English Newspaper |
| Activity | : | Understand outline of Newspaper |
| Objectives | : | 1) To enable students to understand various items in the Newspaper. |
| Teacher role | : | Teacher gives the items in Newspaper Student's Response. |
| Expected Response | : | Student tries to understand outline of Newspaper. |
| Better than Expected | : | Students tells feature of items in the Newspaper. |
| Worse than Expected | : | Students unable to differentiate items. |
| Follow-up action | : | Teacher gives examples of different types of items. |
| Parallel Activities | : | Teacher explains feather of various item. |
| Extension Activity | : | Teacher asks to write names of items in Newspaper. |

Explanation of Material :

| News | Write-ups | Pictures | Advertisement |
|-------------|------------|-------------------|----------------|
| Political | Editorials | Cartoons | Of Product |
| Social | Articles | Letters of Editor | Notices |
| Sports | Leaders | etc. | Entertainments |
| Agriculture | Middles | -- | etc. |

| | | | |
|-------------------------|----------|----|----|
| Accident | Features | -- | -- |
| Educational | etc. | -- | -- |
| Environmental | -- | -- | -- |
| Commerce and Industry | -- | -- | -- |
| Science and Technology | -- | -- | -- |
| Crime and Investigation | -- | -- | -- |
| Arts and Music, etc. | -- | -- | -- |

Exercise : Classify the items in Newspaper.

Lesson Plan No. 2

Teaching Plan

Classification of News (five)

| | | |
|-----------------------|---|--|
| Material | : | Classification of news |
| Activity | : | Understandingly the types of news. |
| Objectives | : | To enable the students to understand types of news. |
| Teacher role | : | Teacher gives the classification of news. Teacher explains features of news items. |
| Students Role | : | 1) expected Response Student tries to understand 2) Better than expected : Students understand more suggestion. 3) Worse than expected : Students unable to differentiate news. |
| Follow-up action : | | Teacher gives examples of different types of news. |
| Parallel activities : | | Teacher explain structure of the news. |
| Extension activities | : | Teacher reads some news in the class silently and ask to students to read silently and give gist of news. |

Explanation of Material

Classification of News

News may be classified as -

- | | |
|-------------------|----------------------------|
| 1) Political | 2) Educational |
| 3) Social | 4) Environmental |
| 5) Sports | 6) Accident |
| 7) Agriculture | 8) Crime and Investigation |
| 9) Arts and Music | |

10) Science and Technology 11) Commerce and Industry

Exercise :

Classify the news under the following headings.

Lesson Plan No. 3

Tenses and tense sequence

| | |
|------------------------|--|
| Material : | List of tenses, uses of tenses, rules about sequence of tense. |
| Activity : | Copying different tenses, constructing sentences in different tenses. |
| Objectives : | <ol style="list-style-type: none"> 1. To enable the students to make sentence in different tenses. 2. To enable the students to understand different tenses. 3. To enable students to write sentences having tenses sequences. |
| Teacher's : role | Explains four main tenses in English and their types. Explains uses of different tenses. Gives and explains rules of tense sequences. |
| Students response : | <ol style="list-style-type: none"> 1. Expected response copies the types of sentences, showing different tense to understand tense sequence. 2. Better than expected : Students makes his own sentences having different tenses and showing tense sequences. 3. Worse than expected : Unable to understand different tenses and sequence. |
| Follow-up action : | <ol style="list-style-type: none"> 1. Teacher gives a chart showing showing types of main tenses. 2. Teacher gives substitution tables. 3. Teacher gives points to develop them in a story. |

Parallel

- Activities : 1. Teacher gives sentence in Marathi to explain different tenses.
2. Teacher gives a Marathi News for translation.

Extension

- activities : 1. Teacher gives practice of different tenses.
2. Teacher gives a verb and ask the students to write it in all tenses as home work.

Explanation of Materials Tense

A verb may refer :

- 1) To present time 2) To past timer 3) To future time

1. A verb that refers to present time is said to be in the present tense as :

2. I write

(Past time) I wrote.

3. I shall write (Future time)

Thus there are three main tenses.

The present, the past, the future

The present, the past, the future. The tenses of a verb shows the time of an action or event.

The uses of the tenses

1. The simple present tense

* To express a habitual action; as

I get up everyday of five 'O' clock.

* To express general truth; as

Fortune favour the brave

* To express a future event that is part of a fixed timetable or fixed programme

The Match starts at 9 'O' clock.

- * In broadcast commentaries on sporting events of India selects bat first.

2) Present continuous tense.

- * For the action going on at the time of speaking.
The match is playing between India and England
- * For an action that has already been arranged to take place in the near future.
The priminister is arriving tomorrow.
- * For a temporary action which may not be actually happening at that time.

- * I am reading tense.

3) Present perfect tense

- * To indicate completed activities in the immediate past.

3) Present perfect tense :

- * To indicate completed activities in the immediate past (with just); as.
He has just gone out.
- * To express past action whose time is not definite as.
I have never known him to be angry.
- * To describe past events effect in the present.
I have finished my work (now I am free)
- * To denote an action beginning at some time in the past (using, for , science) as.
I have known him for a long time.
He has been ill since last week.

4) Present perfect continuous tense

- * An action which began at some time in the past and is still continuing ; as.
They have been playing since four 'O' clock.

5) Simple past tense

- * The simple past is used to indicate an action completed in the past.

She left party last month.

- * Sometimes this tense is used without an adverb of time.

I didn't sleep well (i.e., last night)

- * The simple always carried school bags.

6) Past continuous tense

- * To denote an action going on at some time in the past.

It was getting dark.

7) Past perfect tense

- * It describes an action completed before a certain movement in the past; as.

I met him in New Delhi in 1996. I had seen him last five years before.

- * To describe two events in the past, which action happened earlier than the other.

I had done my exercise when Hari came to see me.

8) Past perfect continuous tense

It is used for an action that began before a certain point in the past and continued up to that time; as.

Future Tense

- * We use this tense to talk about what we think will happen in the future.

I think India will win the match.

I suppose it will be raining.

He will have left before you go to see him.

By next match we shall have been living here for four years.

The sequences of tense

The sequences of tense is the principals in accordance with which the tense of the verb in subordinate clause follows the tense the verb in the principal clauses. (sequence is connected with the Latin verb *sequor*-to follow).

The sequence of tense applies chiefly to adverb clauses of purpose and noun clauses.

1. A past tense in the principal clause is followed by a past tense in the subordinate clause.

He found that the boy was guilty.

There are however two exceptions to this rule.

- i) A past tense in the principal clause may be followed a present tense in the subordinate clauses when the subordinate clauses express a universal truth; as.

Newton discovered that the force of gravitation makes apple fall.

- ii) When the subordinate clause is introduced by *than*, even if there is a past tense in the principal clauses, it may be followed by any tense required by i.e. sense in the subordinate clause.

- 2) A present tense or future tense in the principal clause may be followed by any tense required by the sense; as.

He thinks that she is there.

He thinks that she was there.

He thinks that she will be there.

But in sentences, where the subordinate clause do not purpose, the verb in the principal clause is present or future the verb in the subordinate clause must be present; as.

I eat that I may live

I shall nurse him so that he can live.

- 3) In news generally past tense is used and the same tense must be continued throughout the story.

Only when there are dialogues in the story, written in direct speech, the present tense is used.

Exercise

Insert the current tenses of verb in the following :

1. I waited for my friend until he -----(to come).

Lesson plan No. 4
Teaching plan
Active and Passive Voice

Material : Active sentences and Passive sentences News Headlines and Active-Passive Voice.

Activity : Constructing Active / Passive sentences.

Objectives : 1. To enable students to construct Active Passive sentences.

To enable students : To understand meanings of sentences.

Teacher Role : Explains Active-Passive voice sentence in news headings.

Expected Response : Understand the passive construction of the sentence.

Better than expected : Students change Active Passive Voice sentence

Worse than expected : Unable to recognize active-passive sentences.

Parallel activities : Teacher gives news headlines and explain voice in it.

Extension activities : Teacher gives practice of writing News headlines.

Explanation of Materials

- 1) The Active Voice is used when the agent (i.e. doer of the action) is to be made prominent.
- 2) The passive Voice, when the person or thing acted upon is to be made prominent.

| Simple Present | Active Voice | Passive Voice |
|-------------------------------|---------------------------------------|---|
| Simple Present | A Nation calls you | You are called by a Nation |
| Present cont.T. | They are building the wall | The wall is being built by them. |
| Present perfect T. | The priminister has taken a decision | A decision has been taken by the priminister. |
| Simple Past T. | He took a chance | A chance was taken by him. |
| Past con. T. | Soldiers were helping the wounded man | The wounded man was being helped by soldiers. |
| Past perfect T. | He had taken a pen | A pen had been taken by him. |
| Simple future | She will finish the work. | The work will be finished by her. |
| Can / may / must etc. + base. | It must take a pen | A pen must be taken by here. |

Exercise : Write given sentences in passive voice.

Lesson Plan No. 5

Teaching Plan

Vocabulary : 1

| | | |
|--------------|---|---|
| Material | : | Prefixes suffixes |
| Activity | : | World building adding prefixes and suffixes. |
| Objectives | : | 1) To enable students to build word with the help of prefix and suffix. 2) To enable students to understand words meaning. |
| Teacher role | : | Explain prefix and suffix meaning. |
| Expected | | |
| Response | : | Understand the word meaning. |
| Better than | | |
| expected | : | Build new words by adding prefix and suffix. |
| Worse than | | |
| expected | : | Unable to understand word. |
| Parallel | | |
| activities | : | Teacher gives new words and asks to add suitable prefix and suffix. |
| Extension | | |
| Activities | : | Teacher gives practice of to get meaning of words in the news. |

Explanation of materials

Prefixes, Common prefixes, these are useful :

| | | |
|--------|---|-----------------------------|
| apo | - | from, detached, formed from |
| circum | - | around, about |
| Equi | - | equal, equally |
| inter | - | between |
| extra | - | beyond, on the outside |

| | | |
|---------|---|--|
| intra | - | within, during, between layers of |
| intro | - | in, inward, within |
| mal | - | bad, abnormal, inadequate |
| mis | - | bad, wrong, opposite, of, not |
| non | - | not, absence of |
| over | - | so as to exceed or surpass, excessive |
| Pre | - | before (in time or space) |
| re | - | again / a new; retell; backward : recall |
| syn-sym | - | with, at the same time |

Two additional prefixes are so common, but with variant meanings, that they may be taught with caution :

| | |
|----------------------|-------------------------------------|
| in - (il-, im-, ir-) | not, in, into, or as an intensifier |
| un - | not, the opposite of |

Suffixes. Most suffixes indicate the part of speech, rather than meaning.

Noun endings indicating agent : -eer, -ess, -grapher, -ier, -ster,
-ist, -stress, -trix.

Noun endings used as diminutives : -ule, -cle, -cule, -ock, -kin, -let.

| | | |
|------------|---|--|
| -ana | : | collected items concerning : Americana. |
| -archy | : | rule, government : monarchy |
| -ard, -art | : | one associated with a characteristic : dullard, braggart. |
| -aster | : | inferior or not genuine : criticaster |
| -chrome | : | Coloured thing or matter : heterochrome |
| -cide | : | Killer, Killing; pesticide |
| -ee | : | recipient, performer : grantee, escapee |

| | | |
|-----------|---|--|
| -fer | : | one that bears : conifer |
| -fication | : | making, production : electrification |
| -gram | : | drawing, writing, record : telegram |
| -graph | : | something written or instrument for : telegraph |
| -graphy | : | writing in a manner or on a subject : oceanography |
| -ics | : | study, knowledge, skill, practice : electronics |
| -itis | : | malady from or proneness : televisionitis |
| -latry | : | worship : idolatry |
| -meter | : | instrument or means for measurement : barometer |
| -logy | : | doctrine, theory, science : sociology |
| -phore | : | carrier : gametophore |
| -phobia | : | exaggerated / illogical fear : claustrophobia |
| -scope | : | means for viewing or observing; microscope |
| -scopy | : | viewing observation : radioscopy |

Lesson Plan No. 6

Teaching Plan

Vocabulary 2

| | | |
|----------------------|---|---|
| Material | : | Adjective Endings and Combining Forms |
| Activity | : | Word building adding adjective in end of word and combining forms. |
| Objectives | : | 1) To enable students to understand meaning of a word. 2) To enable students to make new word by using adjective ending and combining forms. |
| Teacher role | : | Explain adjective in the end of the word and combining forms. |
| Expected Response | : | Students understand meaning of the adjective ending and combining forms. |
| Better than Expected | : | Make new words using adjective ending and ending and combining forms |
| Worse than Expected | : | Student unable to understand meaning of adjective ending and combining forms. |
| Parallel Activities | : | Teacher gives new words and asks to use adjective ending. |

Extension activities :

Teacher gives combining forms and ask to write a words.

Explanation of material

Adjective Endings :

| | | |
|--------------------|---|---|
| -est | : | superlative form : biggest |
| -ferous | : | bearing, producing : coniferous |
| -fic | : | making, causing, horrific |
| -fold | : | multiplied by, times, having so many parts : threefold |
| -form | : | in the form / shape of : cuniform |
| -genous | : | producing, yielding, originating from : homogenous |
| -wards | : | in the direction of : backwards |
| -wise | : | in the manner / direction of : slate wise |
| -less | : | without, unable to act or be acted upon : dauntless |
| -able, -ible, -ble | : | Capable of, liable to : perishable, collectible |
| -most | : | most toward : headmost |
| -like | : | resembling or characteristic of : ladylike |
| -ous | : | full of or having the qualities of : poisonous |

Combining Forms : Most commonly used in technical terms.

| | | |
|----------|---|---|
| anthropo | : | human being : anthropology |
| auto | : | self, self acting; automatic |
| biblio | : | book; bibliography |
| bio | : | study of life : biology |
| centro-, | | |
| centri- | : | relating to the center : centrifugal |
| cosmo- | : | relating to the universe : cosmopolitan |
| heter | : | other, different : heterogenous |
| homo-- | : | same, similar : homogenous |
| hydro - | : | water, liquid : hydroelectric |
| iso | - | equal or inform : isodose |

| | | |
|--------|---|---|
| lith | - | stone : lithology |
| micro | - | small : microbiology |
| mono | - | one : monorail |
| neuro | - | nerve : neurology |
| omni | - | all, universally : omnibus |
| pan | - | all, every : Pan-American |
| penta | - | five : pentagon |
| phil | - | loving or having an affinity for : philhelene |
| phono | - | sound, voice : phonograph |
| photo | - | light : photograph |
| pneumo | - | air, gas; pneumatic |
| poly | - | many, several, much : polychrome |
| proto | - | first : prototype |
| pseudo | - | false, spurious : pseudo-psychology |
| tele | - | distant : telephone |
| uni | - | one, single : unicycle |

Exercise : Write a meaning of words from a given news.

Lesson Plan No. 7

Teaching Plan

Phrases

| | | |
|----------------------|---|---|
| Material | : | Adjective phrases, Adverb Phrases and Noun phrases. |
| Activities | : | Make the phrases adding adjective, Adverb and Noun. |
| Objectives | : | 1) To make students to understand types of phrases. 2) To understand meaning of the phrases. |
| Teacher Role | : | Teacher writes phrases on the black board from news. |
| Students Response : | | |
| Expected Response | : | Students makes the phrases with the help of adjective, adverb and Noun other word. |
| Better than expected | : | Student tells meaning of the phrases. |
| Worse than expected | : | Student unable to understand phrases meaning. |
| Parallel Activity | : | Teacher explains structure of phrases. |
| Extension activity | : | Teacher asks to make adjective phrases, adverb phrases and noun phrases. |

Explanation of Material

1) Adjective Phrase :

Def.: an adjective phrases is a group of words that does the work of an adjective.

| Adjectives | Adjective phrases |
|---------------------|------------------------------------|
| A golden crown. | A crown made of gold. |
| A purple clock . | A clock of purple colour |
| A white elephant. | An elephant with a white skin. |
| A jungle track. | A track through the jungle. |
| A blue-eyed boy. | A boy with blue eyes. |
| A deserted village. | A village without any inhabitants. |
| A blank page | A page with no writing on it. |
| The longest day | The day of greatest length. |
| The Spanish flag | The flag of Spain. |
| A heavy load. | A load of great weight |

Lesson Plan No. 8**Teaching Plan****Abbreviations**

| | | |
|----------------------|---|--|
| Material | : | Abbreviations |
| Activities | : | Write full form of abbreviations. |
| Objectives | : | To enable pupil to understand long form of abbreviation. |
| Teachers role | : | Teacher writes abbreviations on the block-board. |
| Students | : | Understand long form of a abbreviation. |
| Response | | |
| Better than expected | : | Students unable to understand abbreviations. |
| Worse than Expected | : | Students unable to understand abbreviations. |
| Parallel activity | : | Teacher gives full form of abbreviations form. |
| Extension activity | : | Teacher asks to write meaning of abbreviations occurring in English Newspaper. |

Explanation of material

In the Newspaper most of abbreviations long form is given in the News.

1) Various Types of Abbreviation.

1. Political parties eg. BJP.

2. Name of strategies M.P.

3. Names of companies - BSNL.

Abbreviation

PM : Priminister

CM : Chief Minister

MP : Member of parliament

MLA : Member of legislative assembly

FM : Finance Minister

IOC : Indian Oil Corporation

IOA : Indian Olympic Association

BECTU : Bombay University and College Teacher Union

MMRDA : Mumbai Metropolitan Region Development Authority

NGO : A Non Government organization

MSEDCL : Maharashtra State Electricity Distribution company Ltd.

ZP : Zilla Parishad

BJP : Bhartia Janata Party

RLD : Rashtriya Loktantric Dal

NLP : National Loktantric Party

SP : Samajwadi Party

BSP : Bahujan Samaj Party

DMK : Dravid Munnetra Kalgham

ADMK : Anna Dravid Munnetra Kalgham

HC : High Court

SC : Supreme Court

CJI : Chief Justice of India

B'lore : Bangalore

K'taka : Karnataka

MP : Madhya Pradesh

HP : Himachal Pradesh

UP : Uttar Pradesh

TN : TamilNadu etc.

Lessons Plan No. 9

Teaching Plan

Types of sentences

| | | |
|--------------|---|--|
| Material | : | Assertive imperative, exclamatory, interrogative, Negative sentences. |
| Activities | : | construct a sentence in specific types of sentence. |
| Objectives | : | 1) To make the students to understand types of sentences. 2) To enable students to understand construction of sentences. |
| Teacher role | : | Teacher writes different types of sentences on black-board. Teacher gives sentences and asks them to change it in another types of sentences. |

Students Response :

| | |
|------------------------|---|
| Expected Response : | write a meaning of given sentences. |
| Better than expected : | students change one types of sentence in another types of sentence. |
| Worse than expected : | student can not understand the meaning of sentence |
| Parallel Action : | Teacher explain structure of sentences of different types. |
| Extension Activity : | Teacher asks to change types of sentences |

Explanation of material :

Assertive sentences : A sentence that makes a statement or assertion is called assertive sentences.

- 1) Mr. Tony is a generous man.
- 2) Rose is very beautiful.

Exercise :

Write a meaning of words from given news.

Negative Sentences

Positive sentences are for three types :

- 1) Sentence having 'to be' 2) Sentence having auxiliary verbs
- 3) Sentence not having auxiliary verbs not is used in negative sentences at.

a) In sentences having the forms of 'to be' not used after 'to be' as, I ma angry / I am not angry.

b) Not is used after the auxiliary verbs as they will come soon / They will not come soon.

c) In sentences which don't have 'to be' auxiliary verbs not used after writing verbs of 'do' as.

I like decollate / I do not like chocolates.

d) In sentences having auxiliary verbs we do not use the farms of 'do'. But at some incidents the auxiliaries have and need is used.

1) When the auxiliary 'have' comes with separate meaning of 'to possess', 'to own' as.

I did not (to possess) the book.

2) When 'have' expresses that there is no obligation for doing as. You do not have to vote if you don't want to.

3) When 'have' is used causatively (something get done from others) as. He did not have his dress mended need.

i) When need means 'require or want'.

I do not need a pencil.

ii) When need mean there is no obligation (In past tense).

I did not need to go.

Short forms of negations are used as.

Interrogative Sentences

There are three types of interrogative sentences constructed.

1) Using auxiliary verbs, as Is he here?

2) Using do, does or did; as Did he go home?

3) Using - which words; as who has gone home?

In sentences having auxiliary verbs the sequence S + V + C changes to V + S + C in the interrogative sentence.

He is here Is he here?

S + V + C V + S + C

In some sentences do, does or did is used as auxiliaries.

You like tomatoes = Do you like tomatoes?

S V O V S V O

In some sentences wh - words are used to frame a question.

A picture fell down = Which picture fell down?

S V C wh + S + V + C

Imperative sentences

1) In imperative sentences no subject is mentioned. The subject is implied. The frame of such sentences is V + O as close the door.

There are some Imp. sentences having one word also 'Go', 'stop!' etc.

2) In some sentences 'Let' is used. After let us comes verb. Let us play.

In negative imperatives sentences. Don't say award.

Exclamatory sentences

Exclamatory sentences express strong and spontaneous 'what'.

- 1) In an Excl. sentences after what article 'a' used after that a singular noun is used. What a pity!
- 2) What then subject after verb is written; as what a fool you are!
- 3) What after abstract noun. What treachery!
- 4) What + noun + sub + verb; as what wonderful ideas you have!

Using How:

- 1) After how adj. is used = How clever of you!
- 2) How + adj. + sub. + verb = How arrogant the fellow is!
- 3) How before subject = How he shouted!
- 4) How + adj. + sub. + verb = How badly she sings!

Lesson Plan No. 10 Skimming

| | | |
|--------------|---|---|
| Material | : | Hints for skimming. |
| Activities | : | Following hints for skimming to understand. |
| Objectives | : | To enable the pupils to understand hints for skimming. |
| Teacher Role | : | 1. Teacher gives the hints of skimming. 2. Teacher gives hints of skimming and gives examples. |

Students Response :

Expected

| | | |
|----------------------|---|---|
| Response | : | Students follow the hints. |
| Better than expected | : | Students unable to understand main ideas of News. |
| Follow-up activity | : | Teacher explains hints elaborately. |
| Parallel activity | : | Teacher tells students to write a main points. |
| Extension activity | : | Teacher gives to students to skimming News. |

Explanation of material

Skimming for getting the essence of material without reading all of it-it involves judicious and selective skipping of nonessential or of less essential matter.

Principles for skim :

- 1) Read only as much of each paragraph as you have to in order to discover whether it contains details or main ideas.
- 2) If the opening line or lines indicate that a paragraph will express a main idea, read it completely.
- 3) If a paragraph is made up only of details that illustrate clarify, support or elaborate on what you already know skim it.
- 4) Try to sense the authors patters of thinking.
- 5) When you skim to try extent you often do not read completely sentences.
- 6) Read thoroughly all paragraph containing expressions of the main idea.
- 7) Follow comprehension clues to discover whether material is continuing in same vein or whether a change of pattern is occurring.

Lesson Plan No. 11

Teaching Plan

News Scanning

| | | |
|----------------------|---|---|
| Material | : | Hints of scanning . |
| Activities | : | Following hints for scanning. |
| Objectives | : | To enable pupils to understand hints for scanning. |
| Teacher role | : | Teacher gives hints of scanning. |
| Student response: | | |
| Expected Response | : | Students follow the hints of scanning. |
| Better than expected | : | Students understand fact, date, name, place etc. from news. |
| Follow activity | : | Teacher explains hints of scanning elaborately. |
| Parallel activity | : | Teacher asks to student find out specific thing from News. |
| Extension activity | : | Teacher gives news for scanning. |

Explanation of material

In scanning the eyes dart very rapidly along and you do not grasp meaning until you come close to the specific thing that you are seeking.

Hints for scanning :

- 1) Read rapidly to find out specific thing you want.
- 2) Most important information is in the lead of news.

- 3) You are seeking specific things the word, number, name, address, fact, date striking phrase, clause or expression.
- 4) Scanning means to pick information as quick as you get answers of your questions.

Lesson Plan No. 12**Construction**

| | | |
|----------------|---|--|
| Material | : | Different types of sentences chart showing different sentence pattern. |
| Activity | : | Copying the word order, correcting the word order. |
| Objective | : | To make the students understand the common frame of English sentences pattern and different steps in sentences contraction. |
| Teacher role | : | Teacher write different sentences on B.B. Gives incorrect sentences and asks to correct them. |
| Students role | : | 1) E.R. : copies the sentences and learn different constructions tries to understand types of sentences. 2) B.T.E. Try to make his own sentences according to the pattern. 3) W + E. unable to understand the patterns. |
| Teacher action | : | 1) Teacher gives more examples of different patterns. 2) Make student to give example of different patterns. |

Types of construction : 1) The child was laughing.

S+ V

2) Mary is a nurse.

S+ V+ C+

3) Mary is in the house.

S+ V+ A

4) Mary likes dogs.

S+ V+ O +

5) I put the plate on the table

S + V + O + A

6) Mary gives me present

S + V + Od + Or

Parallel activity : Teacher makes a chart showing different sentences patterns.

Extension : Teacher asks student to recognize the sentence pattern of various sentence orally.

Explanation of Materials construction

Order of words

The following is the usual order of words in English.

1) The subject usually comes before the verbs; as

The boy ate a banana.

2) V + ob. The object becomes before verbs.

3) There is direct and indirect objectives precedes the directions

Rama give me a boom.

4) Adjective + noun adj. comes after verb. Few cats like cold water.

The adj. is used attributively. It comes before the noun which it qualities as.

5 Noun + adj. and predicatively.

The child is asleep.

6) Adj. phr. comes after noun.

The top of the mountain were covered with snow.

7) Adv. modifies closed word.

Ram is a xather 1927 boy.

8) All qualifying clauses are as close place word which they qualifying.

9) The dog that bites does not bark money you shall have.