



**Teaching Spoken and Written English Communication Skills  
to Polytechnic Students Using Multiple Intelligence Approach:  
An Experimental Study**

**A Thesis Submitted in Partial Fulfilment for the Award of the Degree of  
Doctor of Philosophy in English**

by

**Nagaraju Mandly**

Under the Supervision of

**Prof. Gulfishaan Habib**

Professor of English

Department of English

School of Languages, Linguistics and Indology

**Maulana Azad National Urdu University**

Hyderabad

August 2018

## **Declaration**

I do hereby declare that this thesis entitled **Teaching Spoken and Written English Communication Skills to Polytechnic Students Using Multiple Intelligence Approach: An Experimental Study** is an original doctoral research work carried out by me under the supervision of Professor Gulfishaan Habeeb. No part of this thesis was published or submitted to any University or Institute for the award of any degree or diploma.

Nagaraju Mandly

Place: Hyderabad

Date:

## Certificate

This is to certify that the thesis entitled **Teaching Spoken and Written English Communication Skills to Polytechnic Students Using Multiple Intelligence Approach: An Experimental Study** submitted for the award of the degree of Doctor of Philosophy in English, Department of English of Maulana Azad National Urdu University, Hyderabad, is the result of the research work carried out by Mr. Nagaraju Mandly under my supervision and to the best of my knowledge and belief the work embodied in this thesis does not form part of any thesis, already submitted to any university or institute for the award of any degree or diploma.

Prof. Gulfishaan Habeeb

Research Supervisor

Prof. Syed Haseebuddin Quadri

Head, Dept. of English, MANUU

Prof. Naseemuddin Farees

Dean, School of Languages, Linguistics and Indology, MANUU

Place: Hyderabad

Date:

## **Acknowledgements**

I would like to offer special thank to honorable Vice Chancellor, Pro-Vice Chancellor, Registrar, Controller of Examinations, Dean of School of Languages, Linguistics and Indology, Head of Department of English and Departmental Research Committee for their permission and encouragement during the course.

I would like to express my sincere gratitude to my supervisor Prof. Gulfishaan Habeeb for the continuous support of my PhD study and related research, for her patience, motivation, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my PhD study.

I would like express my gratitude and thanks to Prof. Syed Mohammed Haseebuddin Qadri, the HoD of English Department, for his insightful comments, strong motivation, encouragement and timely help.

My sincere thanks to Prof. Shugufta Shaheen for her encouragement and support. I thank all my colleagues Dr. Omprakash, Mr. Govindaiah Godavarthi, Dr. K. Nagendra, Dr. Sami Siddiqui and Dr. Shilpaa Anand in the Department for the stimulating discussions and keen help. My thanks to Ms. Nusrath and Devender the office staff in the Department for their continuous help.

I thank Prof. Julusen, EFLU, Prof. Sunita Mishra, Prof. Murali Manohar and Prof. Sudakar Babu, HCU for their timely advice, guidance and encouragement.

I am grateful to my Polytechnic College Principals: Dr. Abdul Muqsit Khan and Mr. Riyazur Rahaman for timely permission, and all my colleagues (Dr. Moazzam Moinuddin, Dr. Zair Hussain, Zai sab, Dr. Shahjade, Dr. Ritesh Kumar, Zahir Abbas Khan, Fasiuddin, Manorama Kumari, Md. Naseer, Md. Nasarullah, Md. Rizwan, Mustafa and Abdul Basit etc.) for their moral support and encouragement. My special thanks to my colleagues Dr. N. S. Madani, Mahboob-Ul-Haque, A. Amar Singh and Sai Krishna for their encouragement and formatting chapters.

I also thank other administrative officials, Assistant Registrars and Section Officers of Exam, Academic, Admission & ER-I Sections.

I thank the Librarians and staff of the libraries of MANUU, HCU and EFLU for their academic resourcefulness. I thank specially Dr. Akhtar Parvez, the Librarian, MANUU and my colleague, Dr. K. Nagendra, Assistant Professor of English, for helping me in checking plagiarism and getting its report for my thesis.

I thank Dr. Vishwa Prasad, my master, architect and engineer of this work. He has been an inspiration and motivation for me.

My special gratitude to Md. Ghouseji, SO; D.D. N Shauriji, Muqtarji, Ravi Kanchi and Basavaraj for their help in boosting confidence in me during course work, and also facilitating in fees payment etc. I thank all my students Azaad, Umar, Jaffar and all others who have co-operated me in data collection. I also thank all the persons who have helped me directly or indirectly during the programme.

I thank my colleague, Dr. Alimuddin, his team, and Shawnvaz sab for their strong help during payment of fees, and taking of no dues certificate.

I thank my friends: Dr. T.R. Shashiji, Dr. Sangeetha Rao, Dr. Nagabushan, Dr. Suresh Kurapati, Dr. Hanuman, Dr. Kishan, Paul, Rambabu, P. Kumar, Pooja, etc for their support and encouragement.

I am indebted to my family members: Ramulamma Gangaiah, Narayanamma, Mugaiah, K. Nagaraju, Papulamma, Y. Nagaraju, Adilaxmi, Y. Ravi Kumar, Y. Sunita, U. Kanakaiah, U. Baiswamy, Chinna Nagaraju, Hema, Padmaja, Ramana, Vani, Y. Shiva, K. Shiva, Dhanush; my wife, Sai Priya and daughter Medha Nagasree for their love, patience, inspiration, and spiritual support throughout my studies.

## **ABSTRACT**

The first chapter of the thesis discusses the need of English communication skills for engineering students or graduates at global and national levels based on various reports and researches. Subsequently, it explains researcher's experiences about MANUU polytechnic students' difficulties in spoken and written English communication skills in academics, and introduces Howard Gardner's Multiple Intelligence approach to improve the students' skills. After this, the chapter mentions the need, significance of the study, statement of the problem, object of the study, hypothesis to be tested at the end of the study. It also mentions population, sample, tools, operational definitions, and delimitations of the study.

The second chapter of the study presents the review of the literature of the study to understand how English language skills are improved by Multiple Intelligence approach, and other tools and techniques used in various studies. It presents in three dimensions: research on the need of English communication skills for engineers, review related to Multiple Intelligences, and review of Tasks for improving English communication skills.

The third chapter deals with the methods and procedures used to conduct study. This chapter includes two major steps: design of study and design of research tools. It explains how the design of the study is planned, which consists of sample, rationale for sampling procedures and samples of participants. It also explains how the design of tools is planned, which describes needs analysis, Pre & Post-tests, T-Test, MI Test and

Opinionnaire. Finally, it provides theoretical background for Tasks, and designing tasks for teaching English Communication Skills.

The fourth chapter discusses quantitative data analysis techniques used to analyze the collected data. It analyses scores of multiple intelligence test of students, errors of pre & post-tests of spoken and written English communication skills. As an experimental study, it provides t-tests' results of both the skills to show the significant difference of improvement. Finally, it analyses the students' feedback on the conducted tasks/activities.

The fifth chapter presents research findings, conclusion and suggestions for further research. It mentions the findings on the difficulties of students' spoken and written English communication skills, the significance of improvement of proficiency of the skills. It also provides how video material, tasks or activities and multiple intelligence approach were effective in developing students' English communication skills. Finally, the chapter concludes with suggestions for future studies and conclusion of the study.



# CONTENTS

## Page Nos:

Acknowledgements.....	iv-vi
Abstract.....	vii-viii
<b>Chapter 1: Introduction to the Study .....</b>	<b>1-16</b>
1.0 Introduction.....	1-2
1.0.1. Why Does an Engineer Need Communication Skills?.....	2-5
1.0.2. Initiatives to Improve Technical Education in India.....	5-6
1.0.3. Present Status of Polytechnic Education in India.....	6-6
1.0.4. Teaching English to Engineers.....	7-7
1.0.5. Multiple Intelligence as an Approach to Teaching English.....	7-11
1.1. Need for the Study.....	11-12
1.2. Significance of the Study.....	12-13
1.3. Statement of the Problem.....	13-13

1.4. Objective of the Study.....	14-14
1.5. Hypothesis.....	14-14
1.6. Population.....	14-14
1.7. Sample.....	14-14
1.8. Tools.....	14-15
1. 9. Operational Definitions.....	15-15
1.10. Delimitations of the Study.....	16-16
1.11. Overview.....	16-16
<b>Chapter 2: Review of Literature.....</b>	<b>17-41</b>
2.0. Introduction.....	17-17
2.1. Research on the Need of Communication Skills for Engineers.....	17-25
2.2. Review Related to Multiple Intelligences.....	25-37
2.2.1. Multiple Intelligence Test - Use in the Beginning of a Course.....	25-27
2.2.2. The Use of MI Approach to Develop Language Skills.....	27-31
2.2.3. The Use of MI Approach to Develop Vocabulary.....	32-34

2.2.4. The Use of Multiple Intelligence Approach in the Classroom.....	34-37
2.3. Review of Tasks for Improving Communication Skills of Engineering Students..	38-40
2.4. Conclusion.....	41-41
2.5. Overview.....	41-41
<b>Chapter 3: Methods and Procedures of the Study.....</b>	<b>42-200</b>
3.0. Introduction.....	42-42
3.1. Design of the Study.....	42-44
3.1.1. Sample.....	43-43
3.1.2. Rationale for Sampling Procedures.....	44-44
3.1.3. Samples of Participants.....	44-44
3.2.0. Tools.....	44-80
3.2.1. Design of the Tools.....	45-45
3.2.2. Check-list for Needs Analyses (Hutchinson and Waters).....	45-49
3.2.2.0. Structures and Functions of Language.....	50-57
3.2.2.1. Basic Vocabulary of Engineering Students.....	57-67

3.2.2.2. Research on Needs of English Communication Skills for Engineering Students.....	67-70
3.2.2.3. Needs Analysis of Textbook.....	70-73
3.2.2.4. Pre-Test and Achievement Test.....	74-75
3.2.2.5. T-Test.....	75-77
3.2.2.6. Multiple Intelligence Test for Deciding the Learning Styles of the Learner (Gardner, 1993).....	77-80
3.2.2.7. Opinionnaire for Polytechnic Students.....	80-80
3.3.0. Theoretical Background for Tasks.....	81-91
3.3.1. Introduction.....	81-81
3.3.2. Definition of a Task and an Exercise.....	81-82
3.3.3. Task's Critical Features.....	82-82
3.3.4. Types of Tasks and Activities.....	82-84
3.3.5. Tasks Frame Work and Procedure for Teaching Tasks in the Classroom.....	84-85
3.3.6. Need of Multiple Intelligence Approach in the Classroom.....	85-86

3.3.7. Method of Selection of Videos for the Study.....	86-86
3.3.8. List of Videos Used for the Study.....	87-88
3.3.9. Spoken English Communication Skills Taught to Students.....	88-89
3.3.10. List of Grammatical Items and Written English Communication Skills.....	90-91
3.4.0. Designing Tasks for Teaching English Communication Skills.....	91-200
3.4.1. Topic: The Story of Taj Mahal.....	91-93
3.4.2. Topic: Chenab Bridge.....	93-100
3.4.3. Topic: National Geographic the Ancient Mega Structure-The Colosseum.....	100-104
3.4.4. Topic: Burj Dubai Documentary – Part 1.....	104-109
3.4.5. Topic: Palm Islands, UAE – Mega Structures Part-4: A National Geographic Documentary.....	109-116
3.4.6. Topic: Burj Dubai Documentary Part 5.....	117-123
3.4.7. Topic: Burj Dubai Documentary Part 5.....	123-130
3.4.8. Topic: Burj Dubai Documentary Part 5.....	130-139

3.4.9. Topic: Ancient Mega Structures – Machu Picchu.....	139-146
3.4.10. Topic: Mumbai’s Chatrapati Shivaji International Airport.....	147-151
3.4.11. Topic: Mumbai’s Chatrapati Shivaji International Airport.....	151-157
3.4.12. Topic: Sydney Opera House.....	157-161
3.4.13. Topic: The Construction of the Sydney Harbour Bridge .....	161-168
3.4.14. Topic: The Construction of the Sydney Harbour Bridge.....	168-175
3.4.15. Topic: The Largest Dam in the World.....	176-181
3.4.16. Topic: Build it Bigger – Azerbaijan’s Amazing Transformation (Discovery Channel).....	181-185
3.4.17. Topic: Build it Bigger – Azerbaijan’s Amazing Transformation (Discovery Channel).....	186-191
3.4.18. Topic: The Story of Taj Mahal.....	191-195
3.4.19. Topic: The Story of Taj Mahal.....	195-199
3.5.0. Overview.....	200-200
<b>Chapter 4: Data Collection and Analysis.....</b>	<b>201-284</b>
4.0. Introduction.....	201-201

4.1.0. Analysis of Students’ Spoken English Communication Skills Tests.....	202-250
4.1.1. Criteria for Testing Spoken English Communication Skills.....	202-202
4.1.2. Method of Collection of Data from the Students in Pre and Post-Tests.....	202-205
4.1.3. Transcription of Students’ Pre and Post-Tests – Oral Presentation..	205-228
4.1.4. Error Analysis of Students’ Spoken English Communication Skills Tests.....	228-243
4.1.5. Comparison of Marks Awarded in Pre & Post-Tests– Spoken English Communication Skills.....	243-245
4.1.6. Difference of Improvement in Pre and Post-Tests– Spoken English Communication Skills.....	245-246
4.1.7. Students’ Difficulties in Grammatical Elements in Pre-Test.....	246-248
4.1.8. Students’ Difficulties in Grammatical Elements in Post-Test.....	248-249
4.1.9. Results of T-Test for Spoken English Communication Skills Tests..	249-250
4.2.0. Analysis of Students’ Essay Writing Test.....	250-276
4.2.1. Criteria for Testing Essay Writing in English.....	250-251

4.2.2. Error Analysis of Students' Essay Writing Test in English.....	251-269
4.2.3. Comparison of Marks Awarded in Pre & Post-Tests – Essay Writing.....	269-270
4.2.4. Difference of Improvement in Pre and Post-Tests – Essay Writing..	270-271
4.2.5. Students' Difficulties in Grammatical Elements in Pre-Test.....	271-273
4.2.6. Analysis of Language Errors in Essay Writing Test - Post-Test.....	273-275
4.2.7. Results of T-Test for Essay Writing Test.....	275-276
4.3.0. Opinionnaire for Students on the Conducted Tasks.....	276-283
4.3.1. Objectives of Questions.....	276-277
4.3.2. Responses of Students for the Opinionnaire.....	277-283
4.4.0. Overview.....	284-284

## **Chapter 5: Research Findings, Conclusion and Suggestions for**

<b>Further Research.....</b>	<b>285-294</b>
5. 0.Introduction .....	285-285
5.1.0. Research Findings.....	285-291



5.1.1. Tasks Prepared and Used for the Study.....	285-286
5.1.2. Selection and Playing of Videos.....	286-287
5.1.3. Spoken English Communication Skills.....	288-290
5.1.4. Essay Writing in English.....	290-291
5. 2.0. Conclusion.....	291-291
5. 3.0. Suggestions for Further Research.....	292-294
5.3.1. Tasks.....	292-292
5.3.2. Spoken English Communication Skills.....	293-293
5.3.3. Essay Writing in English.....	294-294
5.4.0. Overview.....	294-294
Bibliography.....	295-310
Appendices.....	311-336
Appendix-I: Multiple Intelligences Questionnaire (Gardner, 1993).....	311-318
Appendix-II: Questionnaire for Testing Students' Essay Writing – Pre & Post-Tests.....	319-319

Appendix-III: Rubrics for Testing Spoken English Communication Skills.....	320-321
Appendix-IV: Rubrics for Testing Essay Writing in English.....	321-323
Appendix-V: Analysis of Spoken Communication Skills – Pre & Post-Tests Matrix (4 Pages).....	324-327
Appendix-VI: Analysis of Essay Writing– Pre & Post-Tests Matrix (2 Pages).....	328-330
Appendix-VII: List of Language Errors Found in Essay Writing Tests.....	331-332
Appendix-VIII: Opinionnaire for Polytechnic Students – Oral Interview.....	333-334
Appendix-IX: A Sample Essay Writing Scripts of Students –Post-test.....	335-336

## **List of Tables**

Table 3.1. Basic Engineering English Word List-299 (Ward, 2009).....	57-60
Table 3.2. Student Engineering Word List (Mudraya, 2006).....	61-67
Table 3.3. Scores of Multiple Intelligence Test.....	78-80
Table 3.4 List of Videos Used for the Study.....	87-88
Table3.5. List of Spoken English Communication Skills.....	88-90

Table 3.6. List of Grammatical Items and Written English Communication Skills...	90-91
Table 4.1. List of Videos Played to Students in Pre and Post-Tests – Spoken English Communication Skills.....	201-205
Table 4.2. Comparison of Marks Awarded in Pre & Post-Tests– Spoken English Communication Skills.....	243-243
Table 4.3. Difference of Improvement in Pre and Post-Tests– Spoken English Communication Skills.....	243-243
Table 4.4. Students’ Difficulties in Grammatical Elements in Pre-Test.....	246-247
Table 4.5. Students’ Difficulties in Grammatical Elements in Post-Test.....	248--249
Table 4.6. Review of Data – Pre & Post-Tests – Spoken English Test.....	250-250
Table 4.7. Comparison of Marks Awarded in Pre & Post-Tests – Essay Writing...	269-270
Table 4.8. Difference of Improvement in Pre and Post-Tests – Essay Writing.....	270-271
Table 4.9. Analysis of Language Errors in Essay Writing - Pre-Test.....	271-272
Table 4.10. Analysis of Language Errors in Essay Writing - Post-Test.....	273-274
Table 4.11. Review of Data – Pre & Post-Tests – Essay Writing.....	275-276
Table 4.12. Reasons for Students’ Interest to Watching Videos.....	278-278

Table 4.13. List of Language Items Learned.....279-280

Table 4.14. Comfortable Time/Duration for Watching video.....281-281

Table 4.15. Suggestions to Improve Teaching Better.....282-283

# CHAPTER ONE

## Introduction to the Study

### 1.0 Introduction

In recent times, the world has become a global village due to the international policies of liberalization, privatization and globalization. Accessibility amongst countries has become easier, intercontinental relations have increased, and international economies have come up more rapidly. With this gradual metamorphosis of the world into a global village, one striking aspect comes out very vividly – the importance of English. It has become the language of commerce, politics, trade, economics, and development. Indeed, it is the single language that has gained in importance as the fallout of apparent shrinkage in the size of the world. Needless to say, this is due to the fact that one common binding factor was required to ensure that communication channels were transparent and unambiguous amongst all the people concerned and English fitted the bill perfectly (Anuradha, S. 2012).

English is the lingua franca of many people in the world. Its presence is overwhelming in education, business, research, science and technology, entertainment, the internet etc. According to estimates, two million people speak English irrespective of the levels of fluency around the world in addition to 380 million native speakers (people in the US, the UK, Canada, Ireland and Australia), and those who learn it as a second or foreign language. Even though, in numbers, this is just about a third of the world's population,

the geographical and domain spread of English is greater than that of any other language. English is being globalized as well as acting as a globalizer (Sheela, 2013).

The field of Science and technology too demands English. Engineers need comprehension skills to confront the scientific texts – oral and written, and their speech should be intelligible to others when they speak. Companies have regular collaborations, technological consultancy, etc. with their foreign counterparts and they require extensive communication in English to ensure the success of the partnerships and profitability of the company. These key areas include public relations, purchase and training. All these aspects of work involve extensive use of English in fairly proficient levels. Public Sector Undertakings and the private sector look for English language skills in the candidates seeking employment and the same is assessed through interviews and group discussion among the candidates.

Keeping the above mentioned points in mind, it can thus be said that English is an absolute necessity to ensure employability. Better language skills in English will increase employment opportunities.

### **1.0.1. Why Does an Engineer Need Communication Skills?**

Jeevisubramanium et. al. (2013) feel communication skills are essential for an engineer who aspires to carry out his/her professional practice in the global arena. Engineering communication skills basically constitute several core elements such as fluency in the English language and the fundamental aspects of visual communication. These skills

have become a part of every discipline, more so in the area of engineering. There is ample evidence that graduate engineers lack the required standard of communication skills, particularly in terms of the needs of the industry.

English is being treated as a world language because of its vast presence all over the world. It is the language of power, and it is becoming user friendly day by day as it is proliferating in non-English speaking countries. English language is enriched by the local cultural contents. On the one hand, the phenomena will enhance the proficiency in English language and on the other; it will be the wealth of the nation providing opportunities to the people in employment and knowledge generation etc. The age of globalization and privatization has ushered in a new demand for English in various walks of life (Bhagel and Tiwari, 2013:39). Therefore, Anuradha (2012) stresses the need for English in the employment of people in the third world countries with the opening of economy opportunities. Especially in engineering, English language is widely accepted as means of communication between two groups of people who come from different cultures and native tongues. It is also considered as a major language of international business, diplomacy, science and the professions. For this, future engineers must be ready to learn and able to communicate effectively in English to get employment in other nations. Good communication helps effective social interaction, which includes formal and informal use of languages.

National Knowledge Commission (2006) pointed out that the problem with the engineering graduates is the mismatch between their curriculum and industry

requirements. It focused on the teaching/learning process, which should be integrated with skills like process solving and logical reasoning, process orientation, learning ability, English communication and programming fundamentals. It felt that an understanding of and a command over the English language, is perhaps the most important determinant of access to higher education, employment possibilities and social opportunities.

Around 100 million speak English and play a major role in global IT industry and knowledge economy. India shares a remarkable percentage in the global Business Process Oriented and Knowledge Process Outsourcing markets. At present, majority of the Indians are trying to master fluency in English as there is a high demand for employees who speak English fluently besides possessing employability skills (Jeevisubramanium et. al. 2013). The curriculum must identify communication needs, which are to be relevant, properly implemented and benchmarked in terms of quality and standards. The teaching material should also generate feedback and provide accurate assessment, as well as make a positive and permanent impact on student learning.

Written communication skills involve a more active learning and enhance critical thinking and problem-solving skills. For the graduate engineer, the workload of written communication (composing, reading and typing) has increased over a period of time. Learning effective written communication will certainly avoid misinterpretation, inefficiency and time wastage at workplace. Otherwise, an engineer will have to face difficulties in solving problems. Examples of written communication include:



engineering reports, technical writing, essays, reflective journals, peer review, and mock and student conference papers (Jeevisubramanium et. al. 2013).

Mastering the art of writing definitely ensures a promising career. It is, in fact, the greatest asset to a professional who has to juggle everyday with a variety of business correspondences, ranging from reports, letters, memos, e-mails, to technical proposals, instruction manuals and resumes (Dutta, A. 2011).

### **1.0.2. Initiatives to Improve Technical Education in India**

A radical change in thinking is needed if technical education is to address itself to the changing pace of science and technology. Scientific and technological advances are not so rapid and unpredictable that they preclude any one from obtaining a knowledge of all that needs to be learnt in a fixed period. The pure lecture-home work quiz format existing today can no longer train the engineers and technologists of tomorrow, who have to take on the challenges of the future. The aim of technical education must therefore be to prepare the students for a professionally productive life.

Any valid approach to technical education must therefore be to prepare the students for a professionally productive life and to encourage development of motivation and skills for continuous independent learning. Technical Education tomorrow must train professionals for interdisciplinary approach to problem solving. The technical education system has to be redesigned to produce a substantial percentage of self propelled individuals who would be able to grow into any new area and make their contribution. Since, technical

education is essentially an investment and forms a crucial input for national development, it should no longer be treated as just a part of general education but it should be organized, managed and administered independently (Goel, V.P. 2009).

Over the years, the diploma courses have lost the skill components and are perceived as diluted version of degree education. The Eleventh Plan will have to address several issues including static curricula, poor industry interface, lack of flexibility to respond to needs, obsolescence of equipment, lack of trainers, and inadequate funding (Goel, V.P. 2009).

### **1.0.3. Present Status of Polytechnic Education in India**

As India moves progressively towards becoming a 'Knowledge economy', it becomes increasingly important that the Five Year Eleventh Plan, (2007-2012) has focused on advancements of skills and these skills have to be relevant to the emerging economic environment. In old economy, skill development largely meant development of shop floor or manual skills. Even in this area, there are major deficiencies in our work force which need to be rectified. In new or knowledge economy, the skill sets can range from professional, conceptual, managerial, operational behavioral to interpersonal skills and inter-domain skills. In the 21<sup>st</sup> century, as science progresses towards globalization, knowledge domains and skill domains also multiply and become more and more complex. To cope with this level of complexity, the Eleventh Five Year Plan has given a very high priority to technical and polytechnic education. (Goel, V.P. 2009).

#### **1.0.4. Teaching English to Engineers**

Teaching English to engineers is a delicate and demanding matter in terms of content, method and technique, and deciding which one is appropriate for a particular branch of engineering. That is, the aim of such an interdisciplinary course is to develop and master relevant communication and professional skills using English as a means and a kind of mediator in shaping future engineers. To achieve this goal, ESP teachers have to plan the course and teach it providing materials. The role of ESP teachers thus involves choosing suitable materials from a variety of sources, adapting materials when published ones are not suitable, and even writing new materials if nothing suitable exists (Jeevisubramanium et.al, 2013: 93). Textbooks are beneficial but it should be noted that the experiential methods have yielded better results than purely didactic means. As teachers of English, we need to try out new method(s)/approach(es) that will help our students. (Dutta, A. 2011)

#### **1.0.5. Multiple Intelligence as an Approach to Teaching English**

The theory of Multiple Intelligence suggests a pragmatic approach to an understanding of the concept of ‘intelligence’ and recommends that the students’ strengths are utilized to help them learn better. This paper presents a practical application of the theory of Multiple Intelligence as a technique to teach English as a second language. To substantiate her argument the author has applied this theory in designing activities for a prose text prescribed for the tertiary level learners. This paper also proposes the theory of

multiple intelligence as an ideal tool to suit the methodologies used to fulfill the communicative needs of an average Indian learner of English (Jayalakshmi, 2012: 6).

The theory of multiple intelligence was propounded by Howard Gardner. He suggests that there are at least nine ways that people perceive and understand the world. He treats each of these styles as a distinct 'intelligence'. Gardner (1999) defined the first and second definitions in the book, *Frames of Mind* in 1983. Later, he provided the second definition in his book, *Intelligence Reframed*. The definitions are as follows:

1. "Intelligence as the ability to solve problems or to create products that are valued within one or more cultural settings". (p. 33)

2. "Intelligence" as a group of abilities that:

- a. is to some extent independent from other human capabilities;
- b. has a primary set of information-processing operations;
- c. has a separate history in the phases of development humans go through;
- d. has possible roots in the development of history (Gardner, 1983, pp: 64-71)

2. "Intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". (p. 33)

## **Curriculum**

Traditional schooling heavily favours the verbal-linguistic and logical-mathematical intelligences. Gardner suggests a more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education.

### **Instruction**

Gardner advocates instructional methods that appeal to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, storytelling, etc.

### **Assessment**

This theory calls for assessment methods that take into account the diversity of intelligences, as well as self-assessment tools that help students understand their intelligences. While Gardner suggests his list of intelligences may not be exhaustive, he identified the first seven intelligences in his book, *Frames of Mind* in 1993, and the last two intelligences were added to the list in his book, *The Intelligence is Reframed* in 1999.

The list of nine intelligences:

- i. Verbal-linguistic Intelligence:** It is the ability to speak and write language.
- ii. Logical-mathematical Intelligence:** It is the ability to analyse difficulties reasonably, do mathematical calculations, and examine problems scientifically.
- iii. Musical Intelligence:** It is the ability to perform, compose and appreciate of musical patterns.

**iv. Bodily-kinesthetic Intelligence:** It is the capacity to use individual's body to solve difficulties or create new products.

**v. Visual-spatial intelligence:** It is the ability to identify and operate various forms of wide space.

**vi. Interpersonal Intelligence:** It is the ability to comprehend wants and motives of other individuals and communicate effectively in work.

**vii. Intrapersonal Intelligence:** It is the ability to comprehend individual's self and know one's positive and negative features to set a life in the right direction.

**viii. Naturalistic intelligence:** It is the ability to recognise, classify environment in nature.

**ix. Existential intelligence:** It is the ability to understand oneself in the context of human life existence from birth, death and rebirth.

Teachers are well aware of the fact that every classroom is full of students who are different from each other in many different ways. Each student comes from a different social, economic and cultural background, each one has different areas of interest, different ways of expressing oneself, different strengths and weaknesses, and now the teacher is being asked to be aware of the fact that each student also has his own individual intelligence profile. Obviously all of these factors can affect the student's learning process but how should the teacher face such diversity in the classroom?

The 'traditional' classroom tends to treat students as a homogeneous group, with the teacher presenting the same exercises to all students at the same time, and expecting the same answers to be produced within similar time limits. Students are expected to absorb the knowledge presented by the teacher with a strong emphasis on the use of language and logical-mathematical analysis. Most academic knowledge is presented for learning by means of an extremely limited (or limiting) methodology and the acquisition of that knowledge is evaluated by means of rote tests, whereby the best grades are assigned to students who demonstrate the greatest ability for memorization (Curie, K.L. 2003).

Teachers are aware of the diversity in their classrooms. They know it is important to learn something about their students in order to invest more efficiently in the teaching-learning process, but it is not always clear what kind of knowledge would be most relevant and in what way this knowledge can be acquired. Gardner's MI Theory could be used as an initial step in order to investigate the diversity which exists in every classroom, to find out more about students' strengths and weaknesses as related to the learning process.

### **1.1. Need for the Study**

The Text used and the language of instruction at polytechnic colleges is English. It is due to this fact, a student is bound to learn English and there is no other choice. But, how/what do we teach? According to psychology of education; every person is different; naturally, individual differences in language learning crop up. According to Gardner (1983) language should be taught based on individual's multiple intelligences. What we witness at polytechnic colleges is that English language teachers bombard the learners

with their beliefs using worn-out and battered approaches. Individual learner styles and strategies are ignored and ultimately we produce students of poor standards in English language proficiency.

Therefore, at this juncture, I feel MI is the best alternative as it gives importance to every learner. I strongly believe MI can be very effective while teaching spoken and written skills to the students of polytechnic colleges in Maulana Azad National Urdu University, Hyderabad.

## **1.2. Significance of the Study**

Liberalization, Globalization and Privatization have created employment opportunities in Engineering. The basic qualification in this domain is to have English communication skills. Hence, the students of MANUU Polytechnic must acquire the above skills to get employment.

As a part of the Polytechnic curriculum, English language is a compulsory subject for whole duration of the diploma except in the 6<sup>th</sup> semester. The medium of instruction for the course subjects is Urdu. The students must write their internal and external examinations including laboratory examinations in Urdu only.

The students' mother tongue is Urdu and a majority of them have studied their secondary school education in Hindi medium and a few in Urdu medium. General communication on campus and out of the college is in Hindi and Urdu languages.



At present, majority of the students are from Bihar and have passed their secondary education from Bihar Board of Secondary Education (BBSE). In this board, English language has not been given importance on par with other subjects. In the BBSE students who get even 12 marks are given pass certificates. And the marks for English are not considered for adding to the total percentage of that examination. Hence, the importance to learn English has been completely ignored. This has been a negative effect on the present Polytechnic students to cope with the on-going English course in the college.

I have been teaching English since 2009 and it has been observed through various English tests at the entry level that students of MANUU Polytechnic, Bangalore do not even possess basic English language. Therefore, the teacher has to take necessary steps to cater to the needs of the students.

### **1.3. Statement of the Problem**

The students of Maulana Azad National Urdu University Polytechnic, Bangalore do not have enough proficiency in spoken and written English communication skills. Therefore, the students' inability to communicate well is posing problems in the target situation, Hence, I am interested in doing the research on the topic, "Teaching Spoken and Written English Communication Skills to Polytechnic Students Using Multiple Intelligence Approach: An Experimental Study".

#### **1.4. Objective of the Study**

The objective of the present study is to find out whether Multiple Intelligence approach will improve the spoken and written English communication skills of the polytechnic students.

#### **1.5. Hypothesis**

There is no significant difference in the improvement of spoken and written English communication skills of the polytechnic students when Multiple Intelligence approach is used.

#### **1.6. Population**

The total number of intakes in all the three Polytechnics each year is 480 and the total number of students of three Polytechnics for three years is 1440. In the MANUU Polytechnic, Bangalore, there are 120 students available for the first year.

#### **1.7. Sample**

Maulana Azad National Urdu University's Polytechnic students in Bangalore are selected as a sample for the present study by using probability sampling - stratified random sampling.

#### **1.8. Tools**

1. Check-list for needs analyses ( Hutchinson and Waters, 1987)

2. Multiple Intelligence test for deciding the learning styles of the learner (Gardener, 1993) (Appendix-I)
3. A pre-test and a post-test test will be conducted to collect the data. (Appendix-II)
4. The study uses t-test to analyze the data (Graph Pad software , 2017)

### **1. 9. Operational Definitions**

**Teaching:** The researcher's teaching approach, which is used on the students of MANUU Polytechnic, Bangalore for the purpose of the present research.

**Spoken and Written English Communication Skills:** Spoken and written communication skills which are necessary for polytechnic students to communicate in academic and professional settings.

**Polytechnic Students:** The students, who have had minimum qualification of secondary school education and at present studying first year of Diploma in Civil Engineering at the Maulana Azad National Urdu University Polytechnic, Bangalore.

**Multiple Intelligence Approach:** It is the approach of Howard Gardner which says every individual has different learning styles, and a language should be taught effectively based on these styles. In the present study, prepared video material based on Multiple Intelligence approach is used to teach English communication skills to the first year students of Polytechnic.

### **1.10. Delimitations of the Study**

This study has the following limitations and they are as follows:

- 1.This study is limited to Maulana Azad National Urdu University, Hyderabad, especially Polytechnic Bangalore and its first year students of Civil (30).
- 2.This study covers research on only spoken and written English communication skills of Polytechnic students.
3. It studies the use of videos based on Multiple Intelligence approach by Howard Gardner.
4. It also delimits to the students whose mother tongue is Urdu language.

### **1.11. Overview**

In this chapter, there is a mention about introduction, need and significance of the study, statement of the problem, objectives of the study, hypothesis, population, sample, tools, operational definitions and delimitations of the study. After this, next chapter will deal with review of literature.

# CHAPTER TWO

## Review of Literature

### 2.0. Introduction

This chapter is one of the most important chapters as it helps the researcher to know about the work that has been already done in the area and to avoid duplication. This chapter has been divided into three main parts: Research on the Need of Communication Skills for Engineers, Review Related to Multiple Intelligences, and Review of Tasks for Improving Communication Skills of Engineering Students.

### 2.1. Research on the Need of Communication Skills for Engineers

**The India Skills Report (2018)** is an amalgam of two distinct sections – WEST – ‘Wheebox Employability Skill Test’ which focuses on skill availability and ‘India Hiring Intent’ Survey which focuses on skill demand. The study has been carried out on more than 5, 10,000 students from 29 states, 7 Union Territories (UTs), and 5,200 Institutions. The report throws light on the need of skills and knowledge for employability. Skills include soft skills, technical skills, leadership skills, marketing skills and many more. It says that it is not how many engineers, MBA and MCA students are being enrolled every year but it is the quality (skills and knowledge) of the students being enrolled and produced that has to be taken into consideration and it advocates the importance of assessment tests to identify the present skills and the required skills and bridge the gap in

order to improve the employability rate of the students. The report also says that the students and institutions are paying much attention on English language competence as English language is considered as one of the core skills required for employability. The report on the whole addresses the need to build a system filled with skilled persons and knowledge in order to meet the growing demand of industries and companies.

**Skill Map India (2017)** asserts the need for the students, stake holders, trainers and the institutions to focus on the needs of the industries and companies and streamline their interventions based on them. The report says that the major reason for unemployment is due to the lack of knowledge of the skills required in various companies. The report highlights that different industries and companies and different job roles have different needs and need different skills which are to be identified by the academicians, stakeholders and trainers to ensure 100% employability of the students. The report focuses on three broad areas of skills: generic, personality and domain where both generic skills and personality skills include English language skills. It says that “English Comprehension is the highest ranked generic skill in all 29 states and 7 union territories.” (p: 06) The report also says that there is 100% demand for English language comprehension skill for any job role and it tops the skill chart which is proof enough to assert the importance and need of English language competence in employability. The report also says that English language competence is the “most sought out skill” (p: 03) and the industries are looking out for employees with better communication skills apart from the other technical and domain skills. On the whole, the report says that English comprehension is the primary requisite for employability for all the job roles and the

only difference lies in proficiency levels where some jobs require high proficiency where as some a moderate level of proficiency based on their needs.

**Fifth Edition of National Employability Report (2016)** has attracted the attention of many aspirants along with the mass media across the country. The report sheds light on the alarming situation of engineering students as the industry sees no massive progress for the past five years across the country. It says that more than 80% of the engineering students across the country are not industry ready and most of the students who are employable are mostly from tier 1 cities. The reason behind such massive unemployment is due to the skill gap. It says that the increase in number of engineering colleges lead to the decline in quality of the engineers produced due to the lack of trained faculty members. The lack of freedom to develop curriculum based on the needs by the institutions is yet another reasons being mentioned by The Times of India in its article. On the whole, the report echoes the need for the change in the quality of teaching and training across the engineering institutions in India to bridge the skill gap to make the students employable.

**Aspiring Minds (2014)**, one of the major employability solutions company in India has conducted a research on more than 1, 20,000 engineering students taken from more than 520 engineering colleges across the country. ‘National employability report’ on engineers by this company throws light on the importance of standardized employability assessment tests in order to ensure the selection of quality engineers. The company conducts AMCAT (Aspiring Minds Computer Adaptive Tests) which tests the students in various domains which includes English communications skills. This shows the

significance of English language communication in employability of engineers. The report says that only 3.2% of the engineers are employable in IT product companies as the students lacked competence in both technical skills and soft skills. On the other hand, only 18.43% of software engineers IT services are employable due to the lack of command over English and knowledge in other domains. The report also emphasizes the need for good writing skills in technical content developers and good speaking skills for sales engineers in order to convince and please the customers and clients. The report also says that one of the major reasons for less no of candidates as business analysts is that 73.63% of them lack competence in English language. Apart from that the report also highlights the direct proportionality of English language communication with the salary hike. The report says that one of the major reasons for unemployability of engineers from tier 2 and tier 3 cities and certain regions and states compared to the metropolitan cities like Delhi, Mumbai is lack of exposure that resulted in low communicative skills and cognitive skills and other soft skills and domain knowledge. On the whole, the report says that communication competence is essential for all the engineers to get through the standardized employability tests and also salary hike. Apart from that it is more essential in their working areas to produce quality results.

**‘National Employability Report’ (2013)** by Aspiring Mminds gives us the statistics of employability of graduates in different sectors across India and also gives us the reasons for the low employability in different sectors of the same. The report says that all most every sector needs good communication skills and cognitive skills apart from domain knowledge while specific sectors like content developers need exceptionally good writing



skills. The report also says that one of the basic reasons for unemployability of students from tier 2 and tier 3 cities is lack of command over English language and the report also says that 47% of graduates are unemployed due to their poor communication skills (grammar and vocabulary). The report also says that the employability of the colleges falls down with the decrease in the rank of the colleges and also colleges in non-metros compared to the metros which shows that the quality (domain knowledge, application skills and soft skills) of teaching and training marks a significant change in the employability of the nation. The report also says that the students scored less in English section of AMCAT test. Based on the reports given above the significance of English in the global market and its impact on employability are very much evident.

**Vinod (2013)** also feels that soft skills (personality facts), language skills (LSRW), effective negotiating skills, effective presentation skills, team work skills, interview skills, non-verbal communication skills, etc., are necessary for an engineer.

**Jeevisubramanium et. al. (2013)** express their view that communication and presentation skills are considered to be the best career enhancers and the biggest factor in determining a student's success or failure. In support of this, Riemer, M.J. (2007) further adds that the 21<sup>st</sup> century needs engineers whose standard of communication skills matches with the regular job need of industries, and these skills are considered to be valuable career enhancers. The communication skills have many dimensions and include various elements like oral, written, listening, visual, intercultural, interdisciplinary, etc.

**Rediff.com (2012)** probes into various reasons for unemployment of engineers across the country. Based on the reports by NASSCOM and IRIX and interviews conducted by various experts in the field of engineering, most of the engineering students (more than 75%) lack the required skills for employability and one among them is communication skills. On the other hand, it is the lack of trained faculty in the institutes that is hindering the quality of the students across the states. The reports also asserts the need for writing skills, soft skills and the required technical vocabulary as the students are being tested in the above areas apart from others to get a good job. It also says that the students from tier2 and tier 3 cities and rural areas are mostly unemployed and one of the major reasons being lack of command over English. On the whole, lack of proper training, trained professionals and lack of subject knowledge and lack of application skills by students, more than half of the engineering students across the states lack language and grammar which are the basic essential requirements by most of the industries today.

**Aspiring Mind's Annual Report (2011-2012)** on English learning levels of engineering students is based on the tests conducted on more than 55,000 engineering students from more than 250 engineering colleges across the Indian states. The report says that more than one fourth of the students lack English comprehension skills which makes it difficult for the students to comprehend the content in curriculum. The report also says that only fewer amounts of students can understand low frequency words and medium frequency words and thus only a few students can understand the technical vocabulary and use it in their presentations and research papers. Less than 50% of the students have the vocabulary needed for employability and only 50% of the engineers have grammar

competency to frame correct sentences. Since the employability of engineers and also salary is directly proportional to English language competence, only less number of engineers is able to meet the growing demands and get good jobs with handsome salaries. On the whole, the more than half of the engineering students lack communication competence thus resulting in unemployment.

**The Report on Employability of Engineers State Wise (2011)** by aspiring minds says that the states are focusing more on proliferation of the engineering colleges than the quality of the students passing out every day. It says that the states like Delhi, Kolkata, Kerala and Chattisgarh showed high percentage of employability than others and this might be because of the quality of education maintained by the universities of these states. It also says that IT professionals are more from north followed by east and then west and finally south and this is because of lack of skills and communication or due to the difference in skill competence and language proficiency across the states as the employment in IT sector mainly relies upon language skills and cognitive skills apart from the domain knowledge. The study says that state population, size of state, gender spread, etc., are some of the other reasons apart from the number of colleges for the variation in the rate of employability across the states. It also says that many colleges focus more on rote learning than developing application skills in the students. On the whole the study says that it is the quality of the students in the form of skills and competence that is bringing about a steep difference between the employability of the states.

**Dutta (2011)** aptly says there is a need to train engineering students in language skills and communication to make them function confidently and effectively in their professional, social and academic sphere. “Today only 25 percent of India’s technical graduates and 10 to 15 percent of other graduates are employable at once. This means 75 percent of all those who graduate even from premier technology institutes cannot be employed. This lacuna is attributed to lack of soft skills, and most importantly the inability to communicate in English” (p.19).

An Irish study found that 78% of sampled practicing engineering graduates and found that they require group projects and oral presentations to encourage and enhance the interpersonal skills of the students and they should be emphasized early in the education curricula. This should be considered seriously as teamwork is recognized as a core skill in industry, and communication with team members needs to be effective (Jeevisubramanium et.al. 2013).

**Subbalakshmi (2008)** found out that communication skills are important and Engineering graduates require it to speak and write in English more fluently and correctly, face competitive exams and get a good job, read books, improve inter personal relationships at workplace through effective communication. In the study, out of 500 students 400 gave highest priority to speak and write in English more fluently and correctly.

Thus, future research must pay closer attention to three factors: (a) the developmental appropriateness of the materials; (b) the social class background, which may well exert an

influence on a child's ability and willingness to engage with diverse materials; and (c) the exact deployment of the Spectrum materials and assessment instruments in the classroom.

## **2.2. Review Related to Multiple Intelligences**

### **2.2.1. Multiple Intelligence Test - Use in the Beginning of a Course**

**Malo Zebar.S., Ali Ahmed., H & Mohammedzadeh. B. (2018)** did a study on the identification of university students' dominant multiple intelligences to teach EFL classes. In the study, they conducted MI test, identified their dominant intelligences and taught them. They found that MI test for students at the beginning of a course would help to teach EFL classes effectively and also felt that this would act a remedial solution for the problems encounter during a teaching programme. They also believed that making students' aware of their multiple intelligences will motivate and encourage them in the classroom for learning. Hence, they criticised the traditional concept that “one size fits all” is still followed by many EFL practitioners.

**Yousef Kentab. M. (2016)** as the researcher and an ELT instructor noticed that the current classrooms focused more on ‘product’ than ‘process’ and the methodologies and the strategies used by the teachers did not engage ‘diverse’ intelligence.

The researcher has made an attempt to collate the views of teachers of Saudi intermediate school EFL on multiple intelligences as theory of inclusive pedagogy; investigate the impact of multiple intelligences on Saudi intermediate students' learning of EFL; explore the views of teachers on the obstacles of introducing multiple intelligence among the

learners and examine the impact on student's understanding with the introduction of multiple intelligence.

The methodology used for the study was both descriptive and analytical. The sample consisted of 124 teachers of Riyadh who teach English as a foreign language.

The major findings were- the multiple intelligence helps to provide learning opportunities to diverse needs of the students; helps teachers to make an accurate judgment of students' skills, abilities and learning preference; helps the teachers to predict the difficulties and plan the activities to develop the student's multiple intelligence; improves the academic achievements of the students ; changes teacher's perspectives on the student's learning abilities; accommodates student's needs and allows teachers to cater to student's academic needs, intelligence strengths, and their weaknesses; expands teacher's tools , materials and techniques to cater to student's needs and improves students social skills, thinking habit and control their behaviour.

**Yurt. E., & Polat. S. (2015)** examined the effectiveness of multiple intelligence applications on academic achievement in Turkey. They included elementary, secondary and university levels, and gathered data from 71 studies, 66 dissertations and 7 articles using meta-analysis. The Meta-analysis calculations indicated that the application of multiple intelligence have a great and positive effect on academic achievement. The study revealed that the effect of multiple intelligence application increases when the application period increases.

**McClellan. J.A., & Conti. G. J. (2008)** did a study to identify adult learners' multiple intelligences using Howard Gardner's MI theory which challenged the traditional view of intelligences. In this study, they developed items by testing two groups of students: 874 and 168 of two colleges, and created a 27-item indicator to identify MI preferences of adult learners.

### **2.2.2. The Use of MI Approach to Develop Language Skills**

**Madkour. M., & Abdel. R. A. (2016)** conducted a research on Identifying College Students' Multiple Intelligences to Enhance Motivation and Language Proficiency. The focus of this quasi-experimental research was on the effect of application of multiple intelligence domains as integrated abilities instead of considering them as separate components for the teaching and learning of English at higher education. The purpose of the study was to examine the impact of students' multiple intelligences profiles on motivation and language proficiency. The sample for the study was the students of the College of Languages and Translation at Al-Imam Mohammad Ibn Saud Islamic University in Saudi Arabia. The quantitative data was collected through questionnaire prepared on a Likert scale to identify student's multiple intelligences. The sample consisted of 108 students (58 males and 50 females) who studied English at the College of Languages and Translation, Al-Imam Mohammad Ibn Saud Islamic University in Saudi Arabia. The research was conducted by dividing the sample into two groups. The first group studied English in a traditional classroom where they relied on memorizing

grammatical rules while the second group studied English after identifying their multiple intelligences profiles.

The findings showed that the students were able to enhance their motivation when they became aware of their multiple intelligence profiles which helped them to improve their language skills. The successful implementation of the multiple intelligences in the classroom helped students become aware of different levels of language learning, including the phonological, lexical, syntactical, and semantic levels through using such activities as journal writing, writing poetry, short stories, and creating films. The use of multiple intelligences tasks, specifically interpersonal and intrapersonal intelligences activities such as cooperative projects, led to increase in the students' social and cultural competencies, which are integral in language learning.

**Abdul Razak., N & Zaini. N (2014)**, Faculty of Social Sciences and Humanities, University Kebangsaan Malaysia conducted a research on 60 diploma students joining in UiTM Alor Gajah Melaka to discover the relationship between Science Stream students' reading competency on linear and non-linear texts in Malaysian University English Test (MUET) with Multiple Intelligence Theory as well as to reveal the prominent type of Multiple Intelligence that significantly predicts the Science Stream students' performance on the different texts of reading component. In collecting the data, the researcher used two instruments namely the Reading Comprehension of Malaysian University English Test (MUET) and Multiple Intelligence Questionnaire. The data was collected from the participants in two sessions in which the Multiple Intelligent was the first administered



by the researcher. For collecting the data, the students were acknowledged on their important role to respond to the instruments and to follow the instructions. The MI questionnaire was answered by them in 15 minutes. The reading comprehension tests were distributed to students in the next class to be accomplished by them in 90 minutes. The research concluded that the science stream students' competency in reading skill correlates with their dominant intelligence as the results portrayed positive relationship among Music-Rhythmic, Bodily-kinaesthetic, Visual-spatial and Interpersonal Intelligence with their performance on reading component as a whole as well as in linear and non-linear reading text respectively. On the other hand the research showed that none of the Multiple Intelligence could predict the science stream students' competency in reading skill and predicted that it might be due to individual differences in learning styles instead of their intelligence preferences.

**Salem. A. (2013)**, a PhD scholar in TEFL, Institute of Educational Studies & Researches, Cairo University, Egypt, carried out a study to probe into the effectiveness of using a program that the theory of multiple intelligences in developing speaking skills. The participants for the study were taken from the fourth-year prospective teachers of English at Hurgada Faculty of Education, South Valley University. Sixty students were selected according to their willingness to participate in the study. The study used quasi experimental research design where the experimental groups were administered a pre and post-tests to assess the usefulness of multiple intelligence approach. The experimental group was given a training program to develop the speaking skills especially in giving oral presentations, making advices, making suggestions and making requests. The study

showed that there is a steep difference between mean scores of the subjects of the study in the pre-test and post-test on the oral presentation skills , making requests, making suggestions and giving advices (components of speaking pre and post-tests) favouring the post-test which indicates that the subjects benefited from the new program concerning all the above said components of speaking. Finally the study concluded that multiple intelligences based instruction is an effective way to develop speaking skills as it takes the individual differences among students into consideration. It also concluded that coping with the new trends in teaching and learning enhances students' achievement.

**Geddada, R. (2011)** found out that inputs based on Multiple Intelligence generate motivation among the students to write better and enable independent learning leading to learner autonomy. His study was conducted on the XI class learners of Navodaya Vidyalaya for eight weeks. It was aimed at providing various MI inputs through which they can improve report writing. Multiple Intelligence inputs like providing a reading text, supplementing visual aids along with a group discussion on the topic before writing, stimulating the linguistic, visual-spatial and interpersonal intelligences of the learners engage them in the task which would eventually result in learner autonomy.

Finally, the inputs were inadequate to the students in the classroom, which is one of the various reasons for the poor performance of students in their writing. Analyses of the questionnaires, the reading texts, the pictures, the group discussions, the written tasks and the structured interviews suggest that our methodology of teaching writing should be

altered and more MI inputs should be provided to improve the level of the students' writing.

**Glasgow, J.N. (1999)** conducted research on cross-age buddy journals which allowed students to express themselves in ways that may be more in keeping with their thinking and learning styles. They represent knowledge in areas of their strengths. Given choices of reader-response activities, students can select the mode of expression that enables them to be successful. Those having strong verbal/linguistic intelligence could be encouraged to nurture and expand other intelligences. Through these experiences, students learn to think differently about the books they read and learn to represent their knowledge using other sign systems. In short, he tells us that "instead of a single literacy we need to think in terms of multiple literacies, where various ways of knowing and being are encouraged and enhanced" (53). Combining the MI projects with the buddy journal inspired the students to demonstrate more understanding of the books than we had expected. He noticed the effort students made to personalize the experience with notes, photos, stickers, quizzes and exceptional projects. Most pairs achieved a good balance between socializing and book discussion, music and art, self-reflection and critical thinking. This project validated our teaching strategies and gave students the opportunity to meet new friends and develop their multiple intelligences in the context of shared writing.

### **2.2.3. The Use of MI Approach to Develop Vocabulary**

**Abbassi. A., Hassaskhah. J., & Tahri. A. (2018)** conducted an experimental study on the effect of memory strategy on EFL learners' vocabulary retention with a consideration of learners' multiple intelligences. In this study, they took 80 female and male EFL learners of intermediate level through convenience sampling, divided them into control and experimental groups, and taught for 12 hours of instruction in a language institute. They identified multiple intelligences of the experimental group by MI questionnaires, taught the group the memory strategies in learning, and found that the experimental group's vocabulary retention was statistically improved.

**Sistani. M., & Hashemian. M. (2016)** was to examine whether there was any relationship between Iranian L2 learner's vocabulary learning strategies (VLSs) and multiple intelligence (MI) types and to explore to what extent MI would predict learner's VLSs. To conduct this research, 40 L2 learners from Isfahan University of Technology in Isfahan participated. The instruments utilized were: the Oxford Placement Test (OPT) to gauge participants' proficiency level, the Multiple Intelligences Questionnaire (Mckenzie, 1999) and a vocabulary learning questionnaire based on the framework adopted from Schmitt's (1990). The categories of strategies used included-determination, memory, social, metacognitive, and cognitive. The data was analyzed through Pearson correlation. Then, multiple regression analysis was run to indicate the significance of the specific VLSs in the participants' intelligences.

The major findings of the study were: there was a strong positive relationship between participant's intrapersonal intelligence and their cognitive and metacognitive strategies; the increase in interpersonal intelligence test showed inclination towards social strategies; a significant relationship was seen between visual/spatial intelligence and memory strategies and linguistic intelligence and determination strategies; intrapersonal, interpersonal, linguistic, and visual learners predicted more specific and significant VLSs in comparison with other types of intelligences; the high level of student's VLSs was significantly and positively associated with MI.

**Raissi Ahvan. Y & Zainali Pour. H (2016)** conducted a descriptive correlation study on 270 high school students of Bandar Abbas, Iran. The study was an attempt to investigate the relationship between the multiple intelligences and the academic performance achievement levels of high school students based on Gardner's multiple intelligences theory. The participants of this study were randomly selected from both the public and private high schools in Bandar Abbas. The study showed that a moderate inter-correlation exists between verbal-linguistic and visual-spatial intelligences and academic performance achievement. The analysis of the data proved that the multiple intelligences are interconnected and has a positive effect on the performance of the students. The verbal-linguistic and visual-spatial intelligences are moderately correlated to academic achievement where as the interpersonal, intrapersonal, naturalistic, and bodily-kinaesthetic intelligences are weakly correlated to academic achievement and musical intelligence is not correlated to academic achievement. The researcher found that the above mentioned differences in the correlations might be due to various factors like

opportunities and environment they are in. The study suggested that the Multiple intelligences has to be incorporated in teaching, learning process, formally in Iran, especially in schools of southern city like Bandar Abbas so that the students may have the opportunities to develop all intelligences and not just the verbal-linguistic intelligence. The study further suggested that the teachers should create an environment favourable to learning keeping in view the individual differences of the students.

#### **2.2.4. The Use of Multiple Intelligence Approach in the Classroom**

**Ali Abdi.A., Laei. S., & Ahmadyan. H. (2013)** investigated the effects of Teaching Strategy based on Multiple Intelligences on students' academic achievement in sciences course. In this study, they selected 40 students of the fifth grade of elementary school through multi-stage clustered sampling from two different classes (Experimental N=20 and Control N= 20). They instructed the experimental group through Teaching Strategy based on Multiple Intelligences for 8 weeks, but the other group was traditionally instructed. They administered an achievement test about sciences which consisted of 30 items. They also applied Analysis of Covariance (ANCOVA) for the statistical analysis, and the test's results indicated that the (F) value was (6.969) and it was significant value at the level (.012). In other words, it proved that experimental group achieved higher scores than the controlled group. Here the multiple intelligence teaching strategy worked effectively than the conventional approach.

**Jayalakshmi, S. (2012)** used Multiple Intelligence approach to teach English to her students. It was proved in her practical application of MI approach that the students had

understood the speech, its background and scheme, presented by various means. In addition to that, the commendable by-product was that their confidence to communicate in English had risen up to a great measure, making the teaching–learning situation more rewarding. (p.11)

**Siva Kumar, S. (2008)** observed that the learners showed their unending creativeness in the learning tasks and concluded saying MI activities in every discipline would provide a beginning to this by enabling such learning through group work, promoting student solidarity, increasing learner independence and tolerance of difference, enabling introspection and time management, developing individual abilities and encouraging quality relationships between student-teacher and parent-child.

**McMahon, S.D., Rose, D.S., & Parks, M. (2004)** proved that MI theory created much interest in more diverse teaching strategies, balanced programmes, and matching instruction to learning styles. It was also stated that some schools have applied MI theory to their curricula and have reported success in improving performance on achievement tests.

**Kassel, C. (1998)** critically examined memory devices and drills, linguistic activities and spelling lessons of Multiple Intelligence lesson resource book and found that there were multiple intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal and intrapersonal. Gardner theorized that “intelligence can serve both as the content of instruction and the means or medium for communicating that content” (p: 29).

Teachers need to become more wary of pulling skills out of context and equating memorization with understanding both of which facilitate an environment that simply relies on rote learning and transmission of information (p: 31).

Music can function as a discrete discipline to allow students to understand social framework.

**Jago, C., Greenbaum, V., & Hecker, L. (1996)** were fascinated by the various approaches to applying Howard Gardner's MI's theory described in English Journal and gratified to see an entire issue devoted to this important concept. They used Gardner's theories at Landmark College, which served students with various learning disabilities and did not see LD students as having an absolute handicap, but rather a profile of varying strengths and weaknesses, with perhaps a greater spread among intelligences than the rest of the population.

They described ways to use MI approaches to accommodate students of diverse intelligences and offered students alternative means of response. The students responded enthusiastically to those innovative strategies which helped them conceptualize language structures by first representing them in non-linguistic ways.

**Samgorisky, P. (1995)** suggested that multiple intelligence activities must be accompanied by large changes in the values in what students believe to be appropriate and acceptable ways of thinking and communication in an English class. He points out



that MI activity may present excellent learning opportunities when used thoughtfully in the midst of a comprehensive reconceptualization of teaching and learning.

**Mc Claskey, J. (1995)** stated “we must consider a fresher definition of intelligence as the ability to respond successfully to new situations and learn from experience, a definition which feels strongly familiar” (p: 57).

Students’ learning styles can be understood by offering learning opportunities to them. It can be proved that interpersonal learning activities of MI helped students to read, write and narrate a poem by accommodating the logical/mathematical intelligence.

He emphasised that teachers’ duty does not end in recognizing the type of intelligence of their students but starts with finding ways to share that knowledge with the students themselves so that they will be able to use their skills in situations outside of the classrooms.

**Gardner, H., & Hatch, T. (1989)** stated that our focus had fallen largely on the development of instruments that could assess strengths and weaknesses in an "intelligence-fair" way. The measures must involve materials that are appealing and familiar to children; there is little precedent for developing scoring systems that go beyond linguistic and logical criteria; and materials appropriate for one age group, gender, or social class may not be appropriate for others.

## **2. 3. Review of Tasks for Improving Communication Skills of Engineering Students**

**Subramaniam, J. et. al. (2013)** opined that video material can develop students' presentation skills.

**Vinod, V. (2013)** suggested the following points to improve English communication skills of engineering students:

1. Allowing students to research on particular topic: this can be done individually, in pairs or groups for presentation or a piece of writing. More focus may be given to develop the ability to write concise reports.
2. Effective business e-mails for developing effective negotiation skills: setting activity task and allowing students to write e-mails, those that teacher can reply.
3. Speaking and listening skills: students can create their own imaginative story and share with the individual students. The teacher can encourage them.
4. Speaking and reading skills: current issue topics can be prepared through chits of paper and each student can pick the chit, think about it and speak for a minute or two.
5. Group Discussion: it can be conducted for the students by allowing them to choose a topic of their choice to discuss among themselves (15-20 minutes) which will develop their personality traits necessary at the time

of job interview. Through the G.D, students can develop their decision making activities and co-operation. It can be achieved through mock GDs of detailed teachers' feedback.

6. Interview skills can be developed through mock interviews. With this, students can develop self-confidence to face themselves.

Further, she suggested the role of the teachers of English in engineering colleges as facilitator in shaping communication skills and personality traits of the students. They can use interactive, task based and communicative methods along with the inclusion of structures, motions, and vocabulary in relevant situations, with the integration of variety of skills in the syllabus.

**Dutta, A. (2011)** observed that there were many learners with good communication skills but poor writing skills. These learners are completely unaware of their deficiency. It is a major concern for all teachers of English language that despite having a good command over communication skills, these learners lack cohesiveness, clarity, coherence and grammatical accuracy in written communication. Hence, she suggested the use of authentic materials like: models, pictures, tapes, articles in newspapers and magazines, group discussion, debates, film reviews, which can help students to increase their speaking power. Video recording a GD can lead to discourse analysis, students examine the nature of interaction among their classmates. Students' creativity can extend to creation of skits, plays, musicals and newscast forcing learners to learn in more than one medium and practice a variety of language skills – listening, speaking, reading, writing,

scanning, browsing and negotiating. Role play is another unique tool in developing English language. Learners assume different roles in simulation and this gives them ample opportunities to practice in the target language – situations like meeting a bank officer to open a bank account, taking a visitor to a restaurant for lunch etc.

Interviewing is a natural interactive activity. Mock interview sessions develop in students the confidence to successfully face job interviews. All these give the students a feeling of the diverse use of another language other than their own (a wide variety of accents, and different kinds of formal and informal language).

**Simeone, W.F. (1995)** suggested activities for the kinaesthetic learner through his own experience in the teaching to his students by using video and chalkboard pictorial.

The positive effects were activeness in classroom. Students were taught African proverbs through chalkboard dictionary activities, which helped them to visualize the pictures. This kind of process was very difficult for concrete thinkers but this process of translating these metaphors and symbols to pictures enabled these students to make the language connection and it was hoped to strengthen their inferential skills. According to him the least talented students with paper, pen and word are outstanding in their performance with picture conceptualization by using selected kinesthetic activities to stimulate all learning styles.

## **2.4. Conclusion**

Going through the literature we find that a few studies have done research on different aspects of Multiple Intelligence. In the field of engineering it has been proved that MI can be an effective approach in teaching the communication skills, both oral and written, to the students. But none has done any work on the use of authentic videos to teach it. Besides, research has not been conducted in the area of polytechnic students vis-a-vis improving their English communication skills using authentic videos. Hence, I take up this research to plug in the gap.

## **2.5. Overview**

In this chapter, there is a mention about introduction, research on the need of communication skills for Engineers, review related to Multiple Intelligences, and review of tasks for improving communication skills of Engineering students, and conclusion. After this, next chapter will deal with methods and procedures of the study.

# **CHAPTER THREE**

## **Methods and Procedures of the Study**

### **3.0. Introduction**

The purpose of the study was to find out whether video material based on Multiple Intelligence approach is better than the other methods/approaches, which are followed by the English language teachers of polytechnic colleges to improve the students' spoken and written communication skills in English. This chapter discusses methods and procedures of this study. The steps described include: Design of the Study: Sample, Rationale for Sampling Procedures, Samples of Participants; Tools: Design of the Tools: Needs Analysis, Pre & Post-tests, T-Test, MI Test & Opinionnaire; Theoretical Background for Tasks, Designing Tasks for Teaching English Communication Skills and Overview.

### **3.1. Design of the Study**

The study employed experimental design to discuss the effectiveness of video material based on Howard Gardner's Multiple Intelligence approach in comparison with other practicing methods/approaches, needs analysis in terms of required English communication skills and language structures and functions, identification of the polytechnic students' learning styles, analysis of the students' learning styles, selection and gradation of video material to develop the communication skills, administration of

pre-test on the required communication skills of the students, analyzing the test results, using the prepared video material and teaching the skills to the students, administration of post-test after the teaching, analyzing the test, comparing the results of both the tests and mentioning of the opinion of polytechnic students and finally reporting the overall results.

### **3.1.1. Sample**

To find out the answer to the specified hypothesis, it was necessary to collect data from the students of Maulana Azad National Urdu University's Polytechnic, Bangalore. The selected sample consisted of 36 students of Civil Engineering of first year. Majority of the students are from Bihar. These students are part of Maulana Azad National Urdu University, Hyderabad, a Central University, established by the Act of Parliament of India in 1998. In 2008, this university started Polytechnic courses at three places: Hyderabad (Telangana), Bangalore (Karnataka) and Darbhanga (Bihar) to meet the needs and aspirations of Urdu students through the technical courses.

At the three polytechnics of MANUU, teaching English language as one of the subjects is compulsory, and in these colleges, teachers use their own approach. The course textbook that is being used in the college is common and designed by Department of Technical Education and Training, Hyderabad (Telangana).

### **3.1.2. Rationale for Sampling Procedures**

The sample method that the researcher used was the stratified simple random sampling of probability sampling.

First of all, the total number of polytechnics in MANUU is three at Hyderabad, Bangalore and Darbhanga (Bihar) as already mentioned. And all these three Polytechnics have uniformity in selection of the students for admission, curriculum, and syllabi and educational and social background. Hence, the sample for the present study has been drawn from MANUU Polytechnic, Bangalore.

### **3.1.3. Samples of Participants**

The total number of intake in all the three Polytechnics each year is 480, and the total number of all the three year students of three Polytechnics each year is 1440. Especially in the MANUU Polytechnic, Bangalore, there are 120 students available for the first year admission into Civil Engineering, Electronics and Communication Engineering and Computer Science Engineering. Thirty six students, who were studying first year of Diploma in Polytechnic, Bangalore were selected on the basis of simple random sampling.

### **3.2.0. Tools**

The researcher developed tools keeping in view the existing global communicative needs of engineers (mentioned in the first chapter of this study), standard structures, functions



and vocabulary of English language prescribed by John Swales (1971), Trimble, L. (1985) and Price, R.F. (1966).

The researcher used the following five different tools to collect data.

1. Check-list for needs analyses (Hutchinson. T., & Waters. A., 1987)
2. A pre-test and a post-test will be used to collect the data.
3. The study uses t-test to analyze the data.
4. Multiple Intelligence test for deciding the learning styles of the learner (Gardener, 1993)
5. Opinionnaire for Polytechnic students

### **3.2.1. Design of the Tools**

Tools are important to carry out research. It is through these tools, researcher can collect data related to the topic of research. Therefore, it is inevitable for any researcher of English Language Teaching to design tools useful for his/her research. In the following section, the researcher will discuss the tools, which were designed and the tools adapted for the study.

### **3.2.2. Check-List for Needs Analyses (Hutchinson and Waters)**

The purpose of using this tool was to identify specific English language needs of the students. In other words, it helped the researcher to select and prepare suitable material and activities.

It satisfies individual and social needs (linguistic expectations of the course), principle method for determining what to include in ESP/EAP curricula,

It involves elements of target situation analysis, present situation analysis, educational backgrounds, study or job requirements, pedagogic need analysis (approach to course design, why do the learners need to learn English?), deficiency analysis (gap between present and target extra linguistic knowledge, mastery of general English, language skills and learning strategies), register analysis (grammatical and lexical forms of technical and scientific English), discourse analysis (textual analysis: formation and function of sentences, cohesive links between sentences and paragraph).

Hutchinson and Waters (1987) criticised John Munby's Communicative syllabus design as its needs analysis doesn't focus on scientific needs analysis to language-learning approach. Munby's needs analysis is 'an ability to comprehend and or produce linguistic features of target situation'. But, they say 'there is much more to needs than this'. (p: 54). They suggested a framework in their book, *English for Specific Purposes* to analysis of learner need to design a course. According to them, the needs analysis gives the awareness of a target situation and definable need to communicate in English. The suggested frameworks are mentioned below:

### **A target situational analysis framework**

Why is the language needed?

- For study and work

How will the language be based?

- Medium: listening, speaking, reading and writing
- Channel: face to face and telephone
- Types of text or discourse: academic text book

What will the content areas be?

- Subjects: engineering
- Level: diploma

Who will the learner use the language with? Native and non-native speakers

- Level of knowledge receiver: expert, student
- Relationship: teachers, administrators, students, senior employees, colleagues

Where will the language be used?

- Physical setting: college, interview board, company
- Human context: presentation, discussion, debate, meetings
- Linguistic context: in own country and abroad

When will the language be used?

- During the diploma course, at the interview and in the company
- Frequently and in large chunks

## **A framework for analysing learning needs**

Why are the learners taking the course? - it is a compulsory course

- What is their attitude towards the ESP course? - positive
- Do they want to improve their English or do they resent the time they have to spend on it? – yes, they have interest to improve English.

How do the learners learn?

- What is their learning background?
- Studied English as one of the course subjects
- What is their concept of teaching and learning?
- Have a positive learning cycle (P: 47)
- What methodology will appeal to them?
- Communicative and task-based methodologies
- What sort of techniques are likely to bore/alienate them?
  - Continuous Lecturing

What resources are available?

- Number and professional competence of teachers: one
- Attitude of teachers to ESP: Positive
- Teachers' knowledge of and attitude to the subject content: Positive
- Materials; Academic Textbook

- Aids: Green board & projector
- Opportunities for out-of-class activities; They can learn on their own using textbook and mobiles phones

Who are the learners?

- Age/sex/nationality: 16-26; male; indian
- What do they know already about English?
- Studied beginner level English at secondary school
- What subject knowledge do they have?
- What are their interests?
- There are many such as playing cricket, watching movies, listening to music, dancing etc.
- What is their socio-cultural background? – related to particular ethnicity
- What teaching styles are they used to ? – listening to lecture and writing notes
- What is their attitude to English? - Positive

Where will the ESP course take place? – in the college

- Are the surroundings pleasant?: yes
- When will the ESP course take place?
- Time of day: morning to evening
- Every day/once/twice a week: twice
- Full-time /part-time: full-time

### 3.2.2.0. Structures and Functions of Language

Swales. J (1971) in his book, 'Writing Scientific English' wrote the required English language functions and structures for engineering field. The following functions and structures will help the engineering students to study effectively. The functions and structures are mentioned below.

1. To describe scientific facts – Use of 'present simple'

Example: *Water boils at 100 centigrade.*

*A thermometer measures temperature.*

2. To describe dimensions (length, height, volume etc.) – Subject + be + adjective

Example: *The mountain is 3 centimeters long.*

*The river is 50 meters wide.*

3. To refer to properties – use of 'have'

Example: *The storage tank has a boiling point of 2, 500 ohms per cm.*

*Aluminium has a speed of 15 years.*

4. For stating qualified statements of dimensions (when not given exactly) –

Example: *X is a approximately 3cm long or length.*

*X has a length of slightly under or over 3 cm.*

5. For making statements of comparison - use of adjectives

Example: *X is longer than Y.*

*River-water usually contains more impurities than well water.*

*The most expensive car is D.*

*Car D is the most expensive.*

6. To make statements of possibility and probability – use of ‘modals’

Example: *The glass bottle breaks when dropped.* (can, may, might, could)

7. To state about action of something - use of ‘modals’

Example: *Sea-water corrodes iron.*

8. To state the prediction – use of ‘will’

Example: *Sea-water will corrode the iron.*

9. To write warnings and instructions – use of ‘should’

Example: *Students should be careful when using acids.*

*Concrete should contain at least 12% cement.*

10. To state impersonal scientific statements – use of present simple + passive or with modals

Note: statement gives importance to subject and necessary information in the best possible way with a little shorter sentence.

Example: *The gas is carefully heated.*

*The results will be analyzed.*

*The litmus paper is placed in the solution.*

11. To state impersonal scientific statements – use of ‘prepositional phrases’

Example: *The temperature is then reduced to – 420 C. (to)*

*Paper is made from wood. (from)*

*A small mirror can be used as a reflector. (as + can)*

12. To give clear instructions – use of ‘organizing words’

Example: *first, secondly, thirdly, then, next, finally.*

13. To mention statements of fact with certainty and uncertainty – use of ‘passives’ and ‘infinitives’

Example: *The world population is thought to be 3, 500 million. (uncertainty)*



*China is known to have a population of over 750 million. (certainty)*

14. To describe the result or demonstrate the principle – use of ‘main clause’

To describe conditions and circumstances - use of ‘relative clause’

Example: *An object which is left in the sun becomes hot.*

*An object is left in the sun. (condition)*

*An object becomes hot. (result)*

15. To define certain operations, substances and objects or machines –

Example: *An engine is a device which converts one form of energy into another.*

*Aluminium is a metal which is produced from bauxite.*

*A triangle is a plane figure which has three sides.*

*A triangle is a plane figure which has three sides.*

Expanded definitions: definition + example

Example: *An acid is a compound which neutralizes a solution of sodium hydroxide such as sulphuric acid or nitric acid.*

16. To describe scientific actions of past – use of ‘past simple’

Example: *The first satellite, Sputnik 1, circled the earth 200 times.*

*Generators produced only direct current.*

17. To describe past experiments – use of ‘past simple’

Example: *First, a long glass tube was broken.*

18. To make statements about history of science and technology – use of ‘past simple’

Example: *The first telescope was invented in the seventeenth century.*

19. To make statements about inventors and discoverers – use of ‘passive + past simple’

Example: *Dynamite was invented by Nobel.*

*Pencillion was discovered by Fleming and Florey.*

20. To describe scientific facts and scientific events – use of ‘present simple’ and ‘present perfect’

Example: *Heat the water until it boils.*

*Heat the water until it has boiled away.*

*Turn off the burner when the substance catches alight. (at a moment)*

*Turn off the burner when the substance has been reduced to ash. (over a period of time)*

21. To state impersonal statements – use of ‘it + that’

Example: *It has therefore been shown angles ABC and DEF are equal.*

*It will be noted that the result is similar to that obtained by Fisher and Jones.*

22. To describe experiments – use of ‘imperative + present simple + passive’

Example: *Turn a gas-jar upside down and burn a wooden splint under it for about a quarter of a minute.*

23. To describe how things work or function of a device – use of ‘present simple’ + ‘passive’

Example: *A water tap is a device for turning on and off a flow of water... the washer is made of a flexible material such as a rubber or plastic.*

24. To describe how things are produced (explanation of industrial process, substance’s purification, extraction of materials, production of metals and manufacturing of materials) – use of ‘present simple’ + ‘passive’

Example: *Pig iron is extracted from iron ores such as iron carbonate.*

*CO is formed by combining the burning coke with oxygen.*

25. To describe concept: definition formula & descriptive form – use of ‘if + present tense + present tense’

Example: *Efficacy is the ratio between the energy put into a machine and the energy got out of it. For instance, if falling water delivers 100 horse-power to a turbine and the turbine produces 86 horse-power.*

26. To describe figures, shapes, and plans – use of ‘relative clause’

Example: *A triangle is a plane figure which has three sides.*

27. To give precise information about scientific statements– use of ‘compound nouns’

Example: *A new water-tower is being built in the village.*

*Shoe factory site announcement*

28. To refer to people’s work – naming and possessive genetic – use of ‘noun’+ ‘s + noun structure

Example: *my father’s house, John’s pencil, Charles’s law, Boyle’s law*

*The Stefan-Boltzmann-law, The Joule-Thompson effect*

29. To describe tables and graphs – use of ‘present simple’ + ‘passive’

Example: *Air is composed of nitrogen, oxygen, argon and five other gasses.*

*There was a rise of 9 between 1900 and 1910.*

*There was a fall of 2 between 1910 and 1920.*

30. To refer to a particular thing or things – use of ‘articles’

Example: *They poured the liquid into a beaker. The beaker was then placed in a retort stand. The retort stand was then moved...*

### 3.2.2.1. Basic Vocabulary of Engineering Students

Ward, J. (2009) conducted a study on the required written English skills for engineering students and prospective employees in universities in developing countries. He analysed and presented a word-list and little lexical or grammatical knowledge for founding engineers. He strongly felt that the list would help the students in developing English communication skills. He also stated that this list will apply to all engineering disciplines. The list is mentioned below.

**Table 3.1. Basic Engineering English Word List-299 (Ward,2009)**

System	State	Show	Work	Procedure	characteristics
Shown	Total	Found	Yield	Desired	represents
Equation	Obtain	average	Correspond	Take	significant

			ing		
Example	Line	different	Positive	Additional	Parts
Value	Method	standard	Limit	Measured	Draw
Design	Distributio n	Type	becomes	Several	Larger
Used	Area	Block	Low	Connected	Requires
Section	obtained	Follows	Calculate	Expressed	Specified
Flow	See	Normal	negative	Law	Next
Given	Mass	Shows	Plot	Yields	Period
Determine	Terms	Order	Important	Further	Expected
Time	Surface	Fixed	Available	Give	Select
Figure	Effect	Means	Initial	Particular	Lines
Using	Small	Part	Methods	Calculated	Written
Model	Assume	Points	Times	Actual	Higher
Rate	Find	Called	Based	Addition	Solve
Force	Ratio	considered	Discussed	Complex	Designed
Table	Form	Independen t	Parameters	Need	Increases
Control	Made	Component	Taken	Theory	produced
Number	Large	Level	Minimum	Changes	assumption
Use	variable	Sections	Difference	appropriate	Basic
Values	Column	High	Assuming	Behavior	application

Process	End	Size	Resulting	Reduced	presented
Constant	direction	Computer	Similar	Place	Produce
Equations	Effects	Curve	Distance	Cases	Right
Function	Result	Gives	Greater	Developed	Final
Factor	Applied	Linear	Relative	Information	approximate
Temperature	Change	Simple	Single	Occur	Develop
Data	Factors	Usually	Density	Loss	Limits
Case	systems	Defined	Respectively	Approach	relationship
Conditions	chapter	Necessary	Component	Common	Variation
Required	assumed	General	Series	Make	Directly
Analysis	Set	Increase	Thickness	Approximately	done
Solution	material	Sum	Well	Long	Fact
Maximum	Note	Estimate	Compute	Properties	illustrated
Following	Length	Position	Present	Uniform	Placed
Consider	Unit	Problems	Real	Lower	Previous
Results	Determined	Range	Equivalent	Curves	Compare
Steel	diagram	Described	Main	Chosen	Elements
Equal	possible	Known	Occurs	Location	Entire

Smaller	Reduce	True	Include	Provides	identical
Combined	Seen	combination	Last	Added	taking
Discussion	Few	consequently	Plotted	Separate	follow
Simply	Manner	Degree	Referred	Comparison	Basis
Compared	complete	Depends	Related	Special	remain
Require	increasing	illustrate	Examples	Varies	Exist
Practice	Left	calculations	Relatively	Clearly	major
Represent	numerical	Drawn	Apply	Steps	
Study	practical	Space	Indicates	Initially	
Needed	Solving	Close	Repeat	Slope	

**The one hundred most frequent word families in the ‘student engineering word list’  
(O Mudraya, 2006)**

Mudraya, O. (2006) did a research on the ‘Student Engineering English Corpus (SEEC)’, especially a frequency-based corpus of student engineering lexis using computer-aided research. In the study, he reduced nearly 2,000,000 running words to 1200 word families or 9000 word-types occurred in engineering textbooks which are compulsory for all engineering students, regardless of their fields of specialization. The researcher’s implication is that more attention should be given to sub-technical vocabulary as well as



Academic English in the ESP classroom. He also mentioned that the research will help students acquire the so-called language prefabs, or formulaic multi-word units/collocations, for technical and non-technical uses. The list is mentioned below:

**Table 3.2. Student Engineering Word List (Mudraya, 2006)**

Line 1	Line 2	Line 3	Line 4	Line 5
Headword	Headword	Headword	Headword	Headword
Use	Give	temperature	Fluid	also
Force	Axis	Body	Know	calculate
Form	Stress	Process	Draw	water
Flow	Material	Chapter	Operation	cut
Pressure	Center	moment	Component	element
show(v)	length/long	machine	Expression	rotate
Determine	Part	dimension	Beam	maximum
figure/ configure	Surface	Put	End	different
Section	solution (of a problem)	placement	Pipe	change
Line	Type	Require	Make	equilibrium

				m
Equation	Produce	Area	Steel	structure
Point	Metal	Plane	Assume	position
Angle	Example	direction	Shear	base/basic
act/react/transact/ counteract	Load	Result	case(=state)	write
Velocity	other/another	move/remove	Fine	consider
System	Time	All	Diameter	design
Value	High	Follow	Obtain	free
Apply	Energy	constant	Mass	friction
Problem	Vary	Unit	air/aero-	low
Work	Number	View	Define	method

The fifty most frequent <b>word forms</b> in the Student Engineering English Corpus				
The		that	We	shown
Of		At	Which	will
A		As	It	used

And	By	If	may
Is	With	Figure	velocity
In	On	Flow	pressure
To	From	Can	its
For	An	determine	when
Are	This	Force	have
Be	Or	Two	has

The fifty most frequent <b>word forms</b> in the COBUILD Bank of English Corpus			
The	i	but	an
Of	was	have	we
To	on	are	or
And	he	his	said
A	with	from	one
In	as	they	there
That	you	this	will
Is	be	not	their
It	at	had	which
For	by	has	she

The fifty most frequent <b>word forms</b> in the British National Corpus			
the	for	Are	they
Of	on	His	or
And	with	Had	an
To	he	Not	her
A	be	This	were
In	i	Have	there
Is	by	From	we
That	as	But	their
Was	at	Which	been
It	you	She	has

The fifty most frequent <b>open-class word forms</b> in the Student Engineering English Corpus			
is	Will	System	temperature
Are	Used	Forces	problem
Be	May	Surface	must
Figure	Velocity	Energy	given
Flow	Pressure	Stress	time

Can	Have	Section	body
Determine	Has	Example	area
Force	Equation	Line	constant
Two	One	Chapter	value
Shown	Point	Use	number

The fifty most frequent <b>open-class word forms</b> in the COBUILD Bank of English Corpus			
Is	were	now	back
Was	been	year	get
Be	would	first	may
Have	can	could	think
Are	new	last	even
Had	do	well	way
Has	two	years	right
Said	time	know	three
One	people	very	don't

Will	like	pound	world
------	------	-------	-------

The fifty most frequent <b>open-class word forms</b> in the British National Corpus			
Is	will	new	back
That	one	like	way
Was	would	first	years
Be	can	did	being
Are	said	now	work
Had	do	people	make
Have	could	should	even
Were	time	very	still
Been	two	see	must
Has	may	made	own

The fifty most frequent <b>content word forms</b> in the Student Engineering English Corpus, the COBUILD Bank of English Corpus and British National Corpus			
Figure	System	temperature	fluid
Flow	Forces	Problem	shear
Determine	Surface	Given	length
Force	Energy	Time	moment
Shown	Stress	Body	mass
Used	Section	Area	axis
Velocity	Example	Constant	maximum
Pressure	Line	Value	thus
Equation	Chapter	Number	work
Point	Use	Solution	plane

### **3.2.2.2. Research on Needs of English Communication Skills for Engineering Students**

Mandly, N. (2008) conducted a study as part of his M.Phil dissertation on needs analysis of communication skills for engineering students and prospective employees of engineering. In this study, the data was collected from Human Resource Managers of

various reputed companies in India and abroad; 180 engineering students, and teachers of three engineering colleges from Andhrapradesh. He also designed task-based activities to improve their ability in oral or spoken communication skills in English in academic and professional contexts. He identified list of necessary English communication skills in various situations. They are as follows:

#### A . Professional Communication Skills

- Self-introduction & Partner-introduction
- Face to face interaction(Interviews)
- Telephone interaction (formal)
- Group Discussions, and Debates
- Presentations/Seminars (after getting job)
- Extempore
- Writing Papers (after getting job)
- Writing: e-mail writing, letter writing and documentation
- Formal Apologizing and forgiving
- Asking for permission/interrupting politely
- Requesting/giving opinions
- Agreeing and disagreeing
- Offering to do something
- Making a suggestion/ giving advice
- Greeting and leave taking/thanking



## B. Classroom Communication Skills

- Group Discussions, and Debates
- Presentations/Seminars
- Asking Doubts in the Classroom / Classroom Interaction
- Self-introduction & Partner-introduction
- Extempore
- Writing Papers/a project
- Asking for permission/interrupting politely
- Requesting/giving opinions
- Agreeing and disagreeing
- Offering to do something
- Making a suggestion/ giving advice
- Apologizing and forgiving
- Greeting and leave taking/thanking

## C. General Communication Skills

- Face to face conversation
- Telephonic conversation with family and friends
- Asking for information and giving directions
- Informal telephonic communication
- Informal apology and excuse

- Greeting and leave taking/thanking

Along with the above skill-set, they also need to have fluency, accuracy and good pronunciation in oral communication skills in English.

### **3.2.2.3. Needs Analysis of Textbook**

As per the first year text book, *Enhancing English and Employability Skills* of Polytechnic students, the following language items are required for these students. They are: Listening skills, Speaking skills, Reading Skills, Vocabulary and Grammar.

#### **Listening Skills**

1. Understanding the importance of listening
2. Following the details of a conversation, a presentation and a radio talk
3. Following details of conversation & a lecture
4. Following details of a conversation, some advice and clarifications of students' doubts follow the details of two conversations and a class room lecture
5. Following the details of two presentations and a survey
6. Listening to news, talk and a presentation-listen to instructions, a lecture and a radio talk.

#### **Speaking Skills**

1. Exchanging greetings and taking

2. Asking for information, symbols and giving directions
3. Giving and understanding instructions
4. Talk about the weather: learn and use some words and phrases about the weather while talking about the weather
5. Talking about places and things: talk about places and things using 'there is' and 'there are', 'there was' and 'there were'.

### **Reading Skills**

1. Knowing certain steps involved in reading
2. Understanding how to read better understand the larger segments in a text
3. Looking for the information on global questions
4. Observing different types of questions needed for comprehension.

### **Writing Skills**

1. Generate ideas for writing
2. Write association of words for key words
3. Write sentence expanding the words and phrases
4. Write a paragraph describing a lab, supermarket; organize your ideas for writing
5. Write a paragraph in an organized way-topic sentence – examples/ sentence-follow-on sentence/s- conclusions; expand ideas into writing- write a short essay using a format (introduction, body and conclusion)

## **Vocabulary**

1. Using a dictionary: locate words, find meanings, spellings and pronunciation in a dictionary; learn word extensions and usage word associations (homophones)
2. Improving vocabulary: understand the importance of vocabulary and identify synonyms antonyms of a few words; learn what affixes are form words using prefixes and suffixes; learn root words use roots to improve vocabulary.

## **Grammar**

1. Present tense: differentiate the tense and time - describe habits and facts; describe actions happening now- talk about past actions relevant to the present.
2. Past tense: know what irregular verbs are - describe actions which place in the past - describe an action that was continuing in the past - describe a past action before another past action.
3. The Future tense: to describe future actions - understand various aspects of future tense
4. Passive voice: identify and use the passive voice structures - know why passive voice is used- be familiar with the two objects in a sentence - omit the object in a passive sentence.
5. Basic sentence structures: identify basic sentence structures - frame sentences using them: Subject Verb Complement (SVC); Subject Verb Subject Complement (SVSC)

6. Subject Verb (SV); Subject Verb Object (SVO); Subject Verb Indirect Object Direct Object (SVIODO)
7. Prepositions: understand what prepositions are - use prepositions related to place - use prepositions related to time and moment.
8. Reported speech: Learn what reported speech is - report something spoken by others.
9. Framing questions: know the word order in questions - ask 'yes' or 'no' questions.
10. Structures: am, is, are, was, were - do-does-did- how to frame *wh*-questions - seek information.
11. Subject-verb agreement: a long with-both...and-as well as either- are neither nor- one of- plural singular- together with- with
12. Linking words: learn what linking words are-use linking words in writing in speaking- know how *wh* words are used as linkers- use words to link clauses.
13. Error analysis: identify common errors in sentences- correct the errors in the usage of nouns pronouns and verbs- identify the errors- correct the errors in the usage of adjective, adverbs, prepositions and linkers- identify the wrong usage of vocabulary- correct the errors in the usages questions, subject- verb agreement, homophones and redundancy.

#### **3.2.2.4. Pre-Test and Post-Test**

The purpose of pre-test and a post-test was to check students' proficiency in the test items, which include English language skills (speaking and writing). The speaking test was on describing a person, a place, a thing and an event. Freely accessible videos from *youtube* are chosen for designing tasks for this study. The videos are selected specifically from the area of world famous Civil Engineering constructions. These are included with the world heritage sites, the longest arch bridges, the canals, the airports, the greatest walls, the historical monuments, the tallest building towers and the biggest auditoriums and open theatres. Here, only civil engineering videos are selected with the assumption that these students get motivated by watching videos of their field of study. The other criteria used for selection of videos are: the British English as it is easily comprehended by most of the people in India, and 2-3 minute length of video with good clarity, which is a comfortable duration for students.

#### **Criteria for Testing Spoken English Communication Skills**

Based on the Common European Framework for writing and speaking (2011), Sample Assessment Rubrics (2016), Verner, S (2007) and Study.com (2016), the following criteria are used in deciding upon the five rubrics: fluency, accuracy, vocabulary, comprehensible and appropriate content. And four levels are provided with marks in descending order: 4, 3, 2 and 1. Securing 4 marks is the highest and 1 is the lowest, and 2 and 3 come in between. The rubrics (see appendix-III) for this test are designed, used to analyse data, and the same is enclosed in appendix.

## Criteria for Testing Essay Writing in English

Based on the Common European Framework for writing and speaking (2011), Sample Assessment Rubrics (2016), Readwritethink(2016), ThoughtCo (2016), and Lotecassess (2016) on the rubrics for essay writing, the following criteria are designed with the five rubrics: introduction, main idea, body, conclusion, vocabulary, sentence structure, and grammar, mechanics & Spelling. And four levels are provided with marks in descending order: 4, 3, 2 and 1. Securing 4 marks is the highest and 1 is the lowest, and 2 and 3 come in between. The rubrics are designed for the essay writing and used to analyse data, and the same is enclosed in appendix-IV.

### 3.2.2.5. T-Test

The purpose of using t-test was to analyse data to find out the significant results after teaching and comparing both the pre-test and post-tests. It is the standardized test to determine actual results of the tests.

#### Formula

$$t = \left| \frac{M_X - M_Y}{\sqrt{\frac{S^2_X}{n_X} + \frac{S^2_Y}{n_Y}}} \right|$$

$x =$  individual scores

$M =$  mean

$n$  = number of scores in group

$x$  = individual scores of group x

$y$  = individual scores of group y

$X$  = values given

$S^2_x$  = standard deviation of second set of values

$S^2_y$  = standard deviation of second set of values of group y

$\Sigma$  = sum of

$M$  = mean

$n$  = number of scores in group

### Steps

Create four columns: " $x$ ", " $(x-M_x)^2$ ", " $y$ ", " $(y-M_y)^2$ "

1. Put the raw data for group X in column  $x$ , and for group Y in column  $y$

2. Calculate the mean for both groups

3. Calculate deviation scores for each group by subtracting each score

from its group mean and squaring it and put these in the columns

" $(x-M_x)^2$ " and " $(y-M_y)^2$ "



4. Sum the squared deviation scores for each group
5. Calculate  $S^2$  for each group
6. Set up formula
7. Calculate  $t$
8. Check to see if  $t$  is statistically significant on probability table with  $df = N-2$  and  $p < .05$  ( $N =$  total number of scores) (Hall,1998)

### **3.2.2.6. Multiple Intelligence Test (Gardner, 1993)**

The object of the tool was to identify the different intelligences of first year students of MANUU Polytechnic from Gardner's eight intelligences (See **Appendix II**): linguistic, logical and mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist. Based on this, identification of different intelligences was done. This analysis helped the researcher to prepare and use the suitable tasks suited to their own learning styles. So that it would help in language learning.

#### **The MI Test Modification Procedure:**

The original Multiple Intelligence test designed by Thomas Armstrong (2009) based on the MI theory of Howard Gardner. The researcher administered the original MI test to the Civil Engineering students, but they could not comprehend it completely to complete the test. Then, the researcher found that they had a difficulty in understanding many words.

Therefore, their difficult areas were identified by reading out each item of nine intelligences to them. Their difficult areas are: level of language: complex sentences; meaning of words; and culture specific examples. The changes were made based on the difficulties identified. After this, the test was administered to students of Electronics and Communication Engineering. Their difficulties were also marked, and changed. Next, my colleagues' opinion was sought on the test with reference to difficulty level, accuracy, length, ambiguity and redundancy of language. Their suggestions were considered and changes were done. Finally, the modified test was administered to the Civil Engineering students, who were the subjects of the research. During the test, each item was read aloud to them, explained meaning for their comprehension to express their intelligences. The whole procedure took three months to complete it. The scores of MI test of Civil Engineering students are as follows:

**Table 3.3. Scores of Multiple Intelligence Test**

Student Number	V.L	L-M	MU	V-S	B-K	INTER-P	INTRA-P	NAT	
1.	6	5	7	4	7	5	5	3	
2.	7	7	8	8	4	8	10	8	
3.	9	8	4	6	9	7	9	9	
4.	8	6	10	9	6	8	8	7	
5.	6	5	6	8	8	5	8	5	
6.	6	9	10	8	9	4	7	10	
7.	9	6	6	6	6	9	6	8	

8.	8	2	7	3	8	9	2	2	
9.	5	3	10	10	8	8	9	7	
10.	5	7	8	9	6	9	10	9	
11.	7	6	6	5	6	7	4	6	
12.	5	7	7	6	8	8	7	7	
13.	8	4	7	6	7	7	10	10	
14.	7	6	2	5	5	9	10	9	
15.	6	4	4	3	4	7	8	9	
16.	8	5	6	4	7	10	4	6	
17.	7	6	8	7	8	9	8	8	
18.	8	7	7	6	4	8	8	8	
19.	9	1	3	4	5	5	2	7	
20.	5	5	7	7	4	8	7	7	
21.	7	7	4	6	6	6	7	5	
22.	7	2	5	6	3	5	4	7	
23.	6	5	7	7	5	9	6	10	
24.	7	7	8	5	6	7	2	6	
25.	9	7	7	7	6	7	8	6	
26.	8	7	3	10	3	4	8	10	
27.	8	5	8	6	8	9	6	5	
28.	3	8	6	7	6	7	10	6	
29.	9	6	5	8	7	6	3	9	
30.	4	8	9	6	9	10	9	8	

<b>Total</b>	<b>207</b>	<b>171</b>	<b>195</b>	<b>192</b>	<b>188</b>	<b>220</b>	<b>205</b>	<b>217</b>	
--------------	------------	------------	------------	------------	------------	------------	------------	------------	--

The MI scores are arranged from highest to lowest: 220, 217, 207, 205, 195, 192, 188 & 171. Students scored highest points in inter-personal intelligence followed by naturalist intelligence, verbal linguistic intelligence, intra-personal intelligence, musical intelligence, visual spatial intelligence, body and kinaesthetic intelligence & logical mathematical intelligence.

### **3.2.2.7. Opinionnaire for Polytechnic Students**

The fifth tool is open ended Opinionnaire (Appendix-VIII) for the polytechnic students. This tool was designed to know opinion of the students on the effectiveness of video teaching based on Multiple Intelligence approach, and also know suggestions. It is quite evident that the curriculum should be designed according to the needs of Polytechnic students. This kind of curriculum is important as the students have to go through many gateway of testing in academic and professional setting.

Based on the available textbooks and research on need of spoken and written English communication skills for engineering students, the tasks are designed to improve students' abilities. The detailed list of tasks is mentioned in the followed section.

### **3.3.0. Theoretical Background to Tasks**

#### **3.3.1. Introduction**

This section deals with definition and differences between tasks and exercises, features and kinds of tasks and activities; tasks frame work and procedure for teaching tasks in the classroom; need of multiple intelligence approach in the classroom; method of selection of videos for the study; English communication skills taught to students; tasks for teaching English communication skills; and analysis of results of pre & post-tests and t-test of spoken and written English communication skills.

#### **3.3.2. Definition of a Task and an Exercise**

The words ‘task’ and ‘exercise’ appear similar in meaning, but these are different. The understanding of these two terms will help a language teacher to decide how to use them for effective teaching and learning in the classroom. If we look at some prominent researchers’ definitions, we can understand them in the context.

Ellis Rod compares both tasks and exercises. Both tasks and exercises are activities having the same aim of learning the language. Tasks mainly focus on meaning of the language use, and exercises on form of the language use. Tasks work in the real-life context, but exercises in isolation. The difference between these two is the means of achievement of its purpose: tasks with communicative process, but exercises without communicative process. (Ellis 2003:03). Another expert in the field of language,

Widdoson (1998) emphasises that both task and exercise are important for a learner. And, there is a need for learners to focus on both meaning and form in tasks and exercises. Only the difference between these two is that the task is related to pragmatic meaning which talks about the language use in the context, and the exercise is related to semantic meaning which talks about form-based meaning regardless of context. (Ellis 2003:03)

There is another research work done in the field of English language in 2008. According to this work, task-based learning is more effective than the exercise to meet the language needs of heterogeneous learners in the context of the second language learning in India. It involves sequence of tasks as per difficulty, and focuses on meaning, communication and interaction in the context of real-life. (Mandly. N., 2008)

### **3.3.3. Task's Critical Features**

Ellis Rod (2003) has mentioned critical features of a “task” below.

It is a plan of work for learner activity with main focus on meaning; it engages learners for the use of real-life language; it includes any of the four language skills; it involves the process of selecting, classifying and ordering in doing a task.

### **3.3.4. Types of Tasks and Activities**

Nunan and N.S Prabhu have done an extensive study on tasks and activities, and have suggested types of tasks and exercises. According to Nunan (1989), there are two types of tasks for a task-based syllabus: real world tasks and pedagogical tasks. Real world tasks

focus on meeting the language needs of real-life situation, and pedagogical tasks emphasis on not only real-life but also other activities. (In Richards and Rodgers, 1986).

N.S. Prabhu (1991) used a variety of activities and tasks in ‘Bangalore Project’ for primary age learners of English. They are as follows:

1. Information gap activity: in this, there is a need of exchange of information among the learners to complete the task. Example for this kind of task is filling the table with the help of text.

2. Reasoning-gap activity: In this, a learner will follow the process of inference, deduction and practical reasoning to complete the task by taking new information from a piece of text or a source of information. Example for this kind of task is writing a teacher’s time table based on the class time table.

3. Opinion-gap activity: In this, learners go away from the given task, imagine and complete the task. Completion of a story is an example of this kind of task.

Prabhu (1987) has suggested illustrative tasks in his book *Second language pedagogy*.

Some of them are:

1. Diagrams and formations: giving the names of parts of a diagram
2. Drawing: drawing the figures of geometry with the help of oral instructions.

3. Clock faces: pointing out the specific time on a clock using hands.
4. Monthly calendar: calculation of number of days in a week or month in various contexts like travel and other programs.
5. Maps: preparation and description of plans of a house
6. School timetables: preparation of timetables for each subject teacher.
7. Programs and journey plans: talking about of journey plans.
8. Train timetables: choosing the specific trains as per the given needs.
9. Age and year of birth: calculating the age from the date of birth.
10. Money: planning of purchase of number of items on the provided money.

( As cited in Richards and Rodgers 2006:231-32)

The interactive and communicative tasks will engage the learners actively in improving their English communication skills to perform better in academics, job interviews and employment.

### **3.3.5. Tasks frame work and Procedure for Teaching Tasks in the classroom**

All the tasks aim at improving the spoken and written English communication skills for Polytechnic students. The students belong to heterogeneous group, and individual, pair



and group activities are used for them. All the tasks have the same frame work: task, sub-task, rationale, function, structure, time-frame, mode of activity, teaching material, and situation. The allotted time for teaching for each class is one and half hour.

There are 19 main tasks prepared on 24 different videos, and each main task has eight sub tasks including eight intelligences: Logical/Mathematical, Verbal/Linguistic, Body/Kinaesthetic, Visual/Spatial, Rhythmic/Musical, Inter & Intra personal and Naturalist. So there are 152 tasks prepared for this study. After that all the tasks are arranged in sequence based on difficulty level from simple to complex. The tasks are given to students with eight multiple intelligences to select the tasks to do for that day. In this way, it has been continued till the last day of the research class for forty three days continuously. The tasks are focussed primarily on teaching spoken and written English communication skills.

### **3.3.6. Need of Multiple Intelligence Approach in the Classroom**

Every classroom has students with mixed language abilities and learning styles. Teaching English communication skills to this kind of students is a tough task for a teacher of English. To meet the needs of students with this kind of heterogeneous groups, Howard Gardner (1993), an American Psychologist and educationist has mentioned as part of his multiple intelligence theory that a teacher is required to go into the class with the tasks prepared based on multiple intelligences. As per Gardner, these intelligences fulfil the language needs of all the students in the classroom. This kind of approach has been

followed in teaching English Communication Skills to the Students of MANUU, Bangalore.

The original Multiple Intelligence Test of Howard Gardner is modified as per the level of understanding of the students taking part in the present research. For this, the test is used for the students of similar kind and required changes were incorporated four times with reference to difficulty level, examples, meaning etc. Even translation method is also used for the students to explain the content of the test to make them understand it.

### **3.3.7. Method of Selection of Videos for the Study**

Freely accessible videos from *youtube* are chosen for designing tasks for this study. The videos are selected specifically from the area of world famous Civil Engineering constructions. These are included with the world heritage sites, the longest arch bridges, the canals, the airports, the greatest walls, the historical monuments, the tallest building towers and the biggest auditoriums and open theatres. Here, only civil engineering videos are selected with the assumption that these students get motivated by watching videos of their field of study. The other criteria used for selection of videos are: the British English as it is easily comprehended by most of the people in India, and 2-3 minute length of video with good clarity, which is a comfortable duration for students.

### 3.3.8. Videos of the Great Constructions of the World

**Table 3.4 List of Videos Used for the Study**

<b>Sl. No.</b>	<b>Title of Videos</b>
1	Ancient Megastructures - Machu Picchu
2	Ancient MegaStructures Machu Picchu English
3	Ancient MegaStructures Machu Picchu English documentary Part 2
4	Ancient MegaStructures Machu Picchu English documentary Part 3
5	Azerbaijan's Amazing Transformation - Discovery
6	Big Bigger Biggest - Skyscraper–Burj Dubai Documentary
7	BurjKhalifa Documentary Part 2-Big_Bigger_Biggest
8	BurjKhalifa Documentary Part-Big_Bigger_Biggest
9	Chenab Bridge Film
10	Construction of World's Highest Railway Bridge!!
11	Extreme Engineering - S01E07: Building Hong Kong's Airport
12	Impressively skilled bricklayers, Vault construction
13	MegaStructures Impossible Bridges: China (National Geographic Documentary)

14	Mumbai Worli Sea Link
15	Mumbai's ChhatrapatiShivaji International Airport, India - 720p
16	Panama Canal - Working, Construction &
17	Sydney Opera House
18	Taj Mahal Secrets Blow Your Mind National Geographic
18	The Construction of Sydney Harbour Bridge
20	The History of the Great Wall of China
21	The Largest Dam in The World
22	The Oldest Colosseum of History-Geographic History
23	The Palm Island, Dubai UAE - Megastructure Development
24	The Story of the Taj Mahal for Kids: Famous World Landmarks for Children

### **3.3.9. Spoken English Communication Skills Taught to Students**

The below mentioned list of tasks is designed for developing spoken English communication skills to students of MANUU Polytechnic, Bangalore to perform their roles in academics, job interviews and employment.

**Table 3.5. List of Spoken English Communication Skills**

<b>Sl. No.</b>	<b>Name of Spoken English Communication Skills</b>
1	Self-introduction
2	Partner Introduction
3	Expressing Feelings
4	Expressing Opinions
5	Expressing Gratitude
6	Giving Comments
7	Offering Suggestions
8	Talking about Future plans
9	Talking about Present Situation/Condition
10	Group Discussion
11	Oral Presentation
12	Giving and Taking Instructions
13	Giving and Taking Directions
14	Talking about Success
15	Making Guidelines
16	Narrating a Story
17	Dialogues Delivery
18	Describing a Person
19	Describing a Place
20	Describing a thing/video/picture/tool
21	Describing an Event

22	Describing an Incident
----	------------------------

### 3.3.10. Grammatical Items and Written English Communication Skills

**Table 3.6. List of Grammatical Items and Written English Communication Skills**

Sl. No.	Name of Grammatical Items and Written English Communication Skills
1	Auxiliary Verbs
2	Main Verbs
3	Sentences
4	Simple Present Tense
5	Present Perfect Tense
6	Simple Past Tense
7	Simple Future Tense
8	Passive Voice (Present)
9	Comparative and Superlative Degree
10	Nouns
11	Adjectives
12	Prepositions of Place

13	Prepositions of Time
14	Articles (a, an & the)
15	Conjunctions (and, but etc.)
16	Wh-words
17	Writing Main Points, Sub-Points and Sub-sub Points
18	Writing Sentences
19	Writing a Title
20	Note-taking
21	Note-making
22	Writing a Paragraph
23	Writing an Essay

### **3.4.0. Designing Tasks for Teaching English Communication Skills**

#### **3.4.1. Topic: The Story of Taj Mahal**

##### **1. Verbal/Linguistic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34) and identify new words, practice spelling, and usage.

**Word List:** Famous, palace, built, memorial, died, heart-broken, build, on the banks of Yamuna river, construction, immense, materials, style, architecture, decorate, tiles,

surface, tomb, surround, pathways, pools of water, plan, cemetery, display, beneath, black marble, world heritage site, master piece, symbol of India.

**Examples:** 1. It was built by Emperor Shahjahan of India. Construction of Taj Mahal was begun in 1632. 2. More than 20000 workers were involved. 3. Materials were transported by more than a thousand elephants. 4. The style of the building was inspired by Persian, Islamic and Indian architecture.

**Rationale:** Useful in academics and professional settings to talk on constructions.

**Function:** Speaking and writing; **Structure:** Simple present/past tenses and passive voice

## **2. Naturalist Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34), identify various places and write sentences on each place.

**List of Places:** The beautiful Taj Mahal/construction/garden/green trees, picture of Shahjahan & Mumtaj Mahal, beautiful paintings/sculptures and the Yamuna River.

**Rationale:** It will help to talk about places/sites in the course, job interview and jobs.

**Function:** Describing places; **Structure:** Simple present tense

## **3. Musical/Rhythmic Intelligence**



**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34), identify the different kinds of music and its purposes.

**Rationale:** Useful in academics and professional settings to express feelings whenever required.

**Function:** Talking about feelings; **Structure:** Simple present tense

#### **4. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 members in each and watch the video mentioned below, identify persons in it and talk about their roles.

**Hints:** Emotions in the video: Sadness (01:39), happy marriage (01:04) and death (01:25-26)

**Rationale:** Useful in academics and professional settings to express feelings whenever required.

**Function:** Talking about feelings; **Structure:** Simple present tense

#### **5. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34), understand the story, discuss with your members, choose roles, and act it out.

**Rationale:** Useful in academics to receive instructions from the head of the institution, and also in the professional settings to receive instructions from higher authorities to do job.

**Function:** Giving and receiving instructions; **Structure:** Simple present tense

## **6. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34) on “Protecting Taj Mahal in the present days”, discuss the task with your group members and talk about suggestions.

**Rationale:** Useful in academics, job interviews and jobs to discuss various matters to exhibit leadership skills.

**Function:** Talking about various issues; **Structure:** Simple present tense

## **7. Intrapersonal Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34) and reflect on Shahjahan’s attitude, “cutting hands of sculptors of Taj Mahal”.

**Rationale:** Useful in academics and professional settings to express feelings whenever required.

**Function:** Talking about feelings; **Structure:** Simple present tense

## **8. Logical and Mathematical Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 04: 34), write a paragraph on the video (Story in sequence).

**Rationale:** Useful in academics to write exams and professional settings to write reports.

**Function:** Writing a paragraph; **Structure:** Simple past tense

### **3.4.2. Topic: Chenab Bridge**

#### **1. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 in each, watch the pictures of different equipment, location and material in the video (00: 00 – 09: 09) and give the name of that equipment.

**List of Pictures of equipment, location and material to be shown:**

Arch bridge, dumping yard, excavators, jack hammers, dumpers, rock dwelling equipment, dozers, excavated material, steep slope and hydrostatic measures.

**Rationale:** It will help in describing a place and thing in academic, interview and job settings.

**Function:** Describing a place and thing; **Structure:** Simple present tense

## **2. Interpersonal Intelligence**

**Task:** Watch the video (00: 00 – 09: 09) and practice the below given sentences with your partner. For this, make pairs with your classmates, prepare as many sentences as possible and describe places or things . Make use of the following structures while doing a task.

### **Examples of Superlative Degree:**

1. On completion, it will be the tallest railway bridge in the world. 2. It is the world's tallest arch bridge. 3. It is the first bridge designed in India.

### **Examples of Correction of Sentences: one of + plural:**

1. One of the most challenging parts of this project. 2. One of the important infrastructure projects.

### **Examples of Passive Voice (Past Tense):**

1. Elaborate tests were conducted. 2. Slope stabilisation measures were designed.  
3. The designs were pre-checked. 4. A very important mile was achieved.  
5. The roads have been formed on the slopes.

**Rationale:** It will help in describing a place and thing in academic, interview and job settings.

**Function:** Describing a place and thing; **Structure:** Simple present tense

### **3. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 09: 09) and identify different types of music played at different levels of video, Chenab Arch Bridge.

**Rationale:** It is useful in giving oral presentation in academics and employment.

**Function:** Oral presentation; **Structure:** Simple present tense

### **4. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch video (00: 00 – 09: 09), learn spellings and usage for the given list of words. In this, one group tests other group, it continues for all the groups.

#### **List of Words:**

Rail link, project, infrastructure, single arch bridge, design and construction, first bridge, withstand on the rector scale, earth quake, 90 km per hour, strong at its foundations, magnitude, slope stabilisation, strength, steep side, preliminary activities started at the site, developing dumping yards, steep slope, the total depth of excavation, heavy machinery: excavators, Jackhammers, dumpers, rock dwelling equipment, dozers, excavated material, pre-designated and dumping areas, rock bolts,

**Rationale:** It will help in talking about a person, place and thing in academic, job interviews and employment.

**Function:** Describing a person, place and thing; **Structure:** Simple present tense;  
**Vocabulary:** Learning spellings and usage of words

## **5. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00 – 09: 09) and act out for the following words:

**List of words:** Single arch bridge, steep slope, dumping yard, excavators, jack hammers, dumpers, rock dwelling equipment, dozers, rock bolts, explosives, blast, height, longest bridge and railway bridge.

**Rationale:** It will help in communicating about places and tools in the academics, job interviews and employment.

**Function:** Description of a places and tools; **Structure:** Simple present tense

## **6. Naturalist Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 09: 09) and write a descriptive essay based on nature experiences from the video on Chenab Arch Bridge.

**Rationale:** It will help in writing various reports as part of the course and employment.

**Function:** Writing an essay; **Structure:** Simple present/past tenses

## 7. Intrapersonal Intelligence

**Task:** Watch the video (00: 00 – 09: 09) and express your feelings on the construction of Chenab Bridge.

**Rationale:** It will help in expressing ones feelings on various constructions and other matters in the academics, job interviews and employment.

**Function:** Expressing feelings/describing a place; **Structure:** Simple present tense

## 8. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 00 – 09: 09) and create an outline with main points, sub points and sub-sub points. Or predict what will happen next in the process of Chenab bridge construction.

Students guess and create an outline, then watch the video and re-write the pre-written outline.

**Hints:** Read the following jumbled process of construction of the bridge and put them in order after watching the video.

- a. Pre-spilling ( )
- b. Drilling for rock bolts and weep holes ( )
- c. Grouting ( )

- d. Excavation and approaching ( )
- e. Disposal and dumping ( )
- f. Drilling and blasting ( )

**Rationale:** It will help in writing reports on various matters in academics and professional settings.

**Function:** Writing a paragraph/an essay/a report; **Structure:** Simple present tense

### **3.4.3. Topic: National Geographic the Ancient Mega structure-The Colosseum**

#### **1. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 03: 50), observe different kinds of music and present it to the class as a group.

**Rationale:** It will help in giving oral presentation in academics and employment.

**Function:** Presentation; **Structure:** Simple present /simple past tense

#### **2. Intrapersonal Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 03: 50), observe the condition of the broken amphitheatre, think about solutions to protect this as a world heritage site.



**Rationale:** It will help in writing reports on different matters in academics and employment.

**Function:** Writing sentences; **Structure:** Simple present/simple past tense

### 3. Naturalist Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video ( 00: 00 – 00: 06 & 00: 15 – 00: 16), observe the physical condition of the present amphitheatre in the modern environment, find out the problems, think about suggestions and present them to the class as a group.

**Rationale:** It will help in expressing opinions and suggestions in group discussions in academics and employment.

**Function:** Expressing opinion and suggestions; **Structure:** Simple present tense

### 4. Visual/Spatial Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 03: 50), carefully observe the ruined amphitheatre, discuss with your partner, write down a paragraph and present (describe) it to the class.

**Hints:** ruined amphitheatre looks like, age, size, stairs, purpose of each stair, colour, material used for construction, making of material, quality of material, man power, use of technology, duration for the construction, opened by etc.

**Rationale:** It will help to describe constructions/sites and write reports in academics and employment.

**Structure:** Simple present tense; **Function:** Describing a structure

## 5. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 03: 50) carefully, discuss it with your partners in a group, write a paragraph and present it to the class.

**Sub-task:** If you are given a contract of constructing an amphitheatre, then how do you feel, and what are the stages of work you undertake (sequence of work) to construct it.

**Rationale:** It will help to express feelings, talk about future plans and writing reports in academics, job interviews and employment.

**Function:** Presentation and writing a paragraph; **Structure:** Simple present and future tenses

## 6. Interpersonal Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 03: 50), for the condition of the broken-down amphitheatre, make the notes on the physical condition, and present them along with plans to complete the work to the class.

**Sub-task:** If you are given a chance to repair an old amphitheatre, how do you feel, what is your estimation and plan to complete this famous construction.

**Rationale:** It is useful to participate in group discussions in academics, job interviews and employment.

**Function:** Group Discussion; **Structure:** Simple present tense and Polite forms (Modals)

## 7. Verbal and Linguistic Intelligence

**Task:** Form 6 groups with 5 members in each, watch the videos (mentioned below) of ‘a broken amphitheatre and an unbroken amphitheatre’, observe them carefully, discuss it with your partners in a group, write the points and present it to the class.

### **Videos:**

1. ‘National Geographic the Ancient Magastructure-The Collosseum’ for an unbroken amphitheatre (00:00: 34:19).
2. ‘Rome, Italy, The Collosseum’ for a broken theatre (00:00 – 01: 41).

**Rationale:** It will help in comparing two persons/places/things in academics, job interview and employment.

**Function:** Comparing persons/places/things; **Structure:** Simple present/past tense and comparative degree

## **8. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 03: 50), understand the history of the Colosseum, take the roles, discuss with your partners in a group, write dialogues and present it to the class.

**Hints:** The King, Ministers, Adviser of the King, Contractors, Engineers, Man power leader and labourers.

**Rationale:** It is useful for spoken communication in academics, job interviews and employment.

**Function:** Commanding, obeying orders, expressing opinions, giving suggestions

**Structure:** Simple present tense, present perfect tense and present continuous tense, questions, question tags.

### **3.4.4. Topic: Burj Dubai Documentary – Part 1**

#### **1. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 01: 47) for the pictures and find out the names of those pictures and describe them.

**List of the Pictures:**

Desert, tallest man-made structure, sky scarpers, army of cranes and labourers, stairs, falling, elevator, cut the rope, demonstration of elevator, centre place

**Rationale:** It will help in describing equipment in academics, job interviews and employment.

**Function:** Identification of names of different places, things and persons; **Structure:** Present tense; **Vocabulary:** Learning spelling, meaning and usage.

**2. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 01: 42) carefully, observe the beginning sentences of the video with grand music and observe such kind of other variety of music and present it to the class as a group.

**Hints:** Showing the played music differently for “ the tallest building, sands of the Arabian desert; big, bigger, into the world’s biggest; Dubai is the fastest growing city in the world, falling of an elevator after cutting the rope, it was simple and very clever invention” in the video.

**Rationale:** It is useful in giving presentations on different topics in academics and employment.

**Function:** Oral Presentation: identifying and expressing; **Structure:** Simple present tense and passive voice

### **3. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 members in each, read the below given instructions carefully, understand them, watch the video (00: 00 – 05: 00) and do the tasks as a group and present them to the class.

**Sub-task 1: Prepare as many sentences as possible by looking at the examples given below:**

- a. This is the tallest man-made structure.    b. Dubai is the fastest growing city.
- c. This is the tallest sky-scraper in the world. d. It is the first office building with an elevator. e. It is the world’s biggest skyscraper.

**Sub-task 2: Find plurals for the following words:**

- 1. Invention    2. Landmark building    3. Structure    4. Engineer    5. Skyscraper
- 6. Stair    7. Elevator    8. Building.

**Sub-task 3: Make as many sentences as possible using the following words:**

- a. An ultimate challenge    b. a titanic challenge    c. army of cranes and labourers

**Rationale:** It is useful to talk about the famous constructions in academics and employment.

**Function:** Talking about world's biggest constructions; **Structure:** Simple present/past tense, Superlative degree, plurals and words' usage

#### **4. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 00: 05) carefully, observe the function of an elevator, make notes and present it to the class as a group.

**Rationale:** It will help in talking about the functions of various tools of civil engineering in academics, job interview and employment.

**Function:** Demonstration of a tool's function; **Structure:** Simple present tense and passive voice

#### **5. Logical and Mathematical Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (02: 11 – 05: 00) carefully, make notes from the video and write the differences between a building with an elevator and without an elevator.

**Hints:** overcrowded population, limited area, construction of towers, apartments, time saving,

**Rationale:** It will help in comparing things in academics and employment.

**Function:** Comparing the differences; **Structure:** Simple present tense and comparative degree

## **6. Intrapersonal Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 48: 00 – 00: 05: 00) carefully, observe the innovation of an elevator in the video and write the situation of buildings without an elevator.

**Rationale:** It will help in communicating in academics and employment.

**Function:** Imagining the situation and expressing the consequences; **Structure:** Simple present/past tense and passive voice.

## **7. Naturalist Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 00: 05) carefully, observe the highest buildings and write your views or comments on construction of these buildings and its effect on the nature i.e. weight on the land, pollution, scarcity of water facility etc. as a group.

**Rationale:** It will help in giving oral presentation and writing reports in academics and employment.

**Function:** Expressing views, comments and suggestions; **Structure:** Simple present and if clause



## **8. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00 – 00: 05) carefully, look for the theme, make notes, write a paragraph and present the same to the class as a group.

**Rationale:** It is useful in giving presentations and writing reports in academics and employment.

**Function:** Writing a paragraph and giving a presentation; **Structure:** Simple present tense

### **3.4.5. Topic: Palm Islands, UAE – Mega Structures Part-4: A**

#### **National Geographic Documentary**

##### **1. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 01: 51) on the use of conjunction and make a note of them. After this, discuss with your partners and make as many sentences as possible using the conjunction, ‘and’.

List of sentences having conjunction, and:

1. The installation of infrastructure, gas pipes, electricity cables, water supply and buildings (00: 01: 51)

2. Thousands of trucks and cranes, tonnes of supplies and 2000 labourers (00: 01: 40)
3. From the sand and rock to concrete, glass and steel (00: 02: 31 – 00: 02: 35)
4. As well as thousands of people, millions of tonnes of concrete and steel shifted from around the world (00: 03: 14 – 00: 03: 23)
5. 51 contractors build houses, roads, canals, shopping centres and sewage plants (00: 03: 26 – 00: 03: 33)
6. To handle the pressure, the design of the palm pond gets elaborated every year. Its 1.2 mile stretch carries at least 8000 working complexes, 220 shopping malls and restaurants. (00: 05: 39 – 00: 05: 53)
7. More space for shops and restaurants (00: 06: 02)

**Rationale:** Useful in academic and professional settings to communicate in English.

**Function:** Joining two or more than two words in a sentence; **Structure:** Simple present tense and use of and; **Vocabulary:** list of nouns

## **2. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video with mute for images, select your image, try to guess kinds of event with moods, discuss them with your partners, watch the video without mute again, listen and observe various moods with music. After this, list out events with music and present it to the class.

**List of Images to be Viewed:**

1. In seconds, reduced to level – disaster (00: 00 – 00: 12)
2. 7 billion dollars of damage ... literally buildings are sink (00: 23)
3. Sand compacts and sinks ... vibrations (00: 01 – 00: 12)
4. The palm now faces its biggest enemy the environment ... the nature will destroy anything built on its way (06: 32 – 07:00)

**Rationale:** These are required as part of the English course.

**Function:** Identification, imagination and description of moods; **Structure:** Simple present tense

**3. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video in mute condition for specific series of images one after the other, think about them, select one image for each group, discuss with your partners in group, and make notes. After this, once again watch the video without mute and compare your notes with the video and finally present (description) it to the class.

**List of Images to be Viewed:**

1. Shaking the ground loaded – as the sand compacts and sinks (01: 10)
2. More sand is poured into the area (01: 22)

3. Thousands of trucks and cranes and tonnes of supplies and 2000 labourers (01: 35 & 01: 55)
4. 51 contractors build houses, roads, canals, shopping centres and sewage plants. (03: 26 – 03: 33)
5. 36 storey pond tower (05: 57 – 05: 58)
6. Man-made Island (07: 02)
7. Palm Island (07: 14)

**Rationale:** As part of the course, it is required to give presentation on a project in the college, and also in the job interview.

**Function:** Description of a person, place, thing and condition; **Structure:** Simple present tense; **Vocabulary:** Related to construction

#### **4. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video in mute condition for specific series of images with events one after the other, think about them, select one event for each group, discuss with your partners in group, and make notes. After this, once again watch the video without mute and compare your notes with the video, decide roles and act out in front of the class.

#### **List of Images to be Viewed:**

1. Head of the Technical team speaks in a meeting (04: 16)

2. Crown Prince's promise to give allocation to public in 2006 (05: 31 – 05: 38)
3. When you are frustrated with daily busy paper work, you can come out, see the sea water and get relax
4. crane operators – engineers – managers of work force (06: 14 – 06: 30)
5. All beaches are constantly affected by waves (06: 14 – 06: 30)
6. Otherwise the whole Island will be washed away (07: 05 – 07: 13)

**Rationale:** These are required in their course, job interview and employment.

**Function:** Group discussion, public speech, informal conversation, giving directions and talking about the effect of waves on beaches; **Structure:** Present/Past/Future tenses

### **5. Logical and Mathematical Intelligence**

**Task:** Watch the video for the sequence of events, read the below given jumbled sentences of events silently, discuss with your partners in a group, watch the video again, arrange them in sequence and write reasons for selecting in sequence.

#### **List of Jumbled Events:**

1. Cyclone( )
2. 51contractors build houses, roads, canals, shopping centres and sewage plants( )
3. Ground foundation( )
4. In 2004, became building site and installation of infrastructure( )
5. Foundation: sand and rock to concrete, and glass and steel work( )

6. Supply and installation: pipelines, miles of gas, water pipelines( )
7. In 2006, deadline slipped for 2008( )
8. In January, 2005, reached critical stage( )

**Rationale:** It will help to participate in group discussions as part of the course, job interview and employment.

**Function:** Agreeing, disagreeing, justification, identification of time and event markers and putting them in order as per the time after confirmation; **Structure:** Polite forms (modals), wh-questions, question tags and simple present and past tenses

## 6. Verbal and Linguistic Intelligence

**Task:** Form 6 groups with 5 members in each, and the video given below, and do the given task.

**Sub-task:** Imagine that you are viewing the Palm Island from a tourist plane and after viewing it you need share your experience to your classmates so that they can also visit the place. Watch the video (Seaplane tour Dubai 2013. Flying Palm Islands: 00: 01: 39), look for the various tourist locations, facilities, and directions. Make a note of important points according to you, prepare a report and present it to the class.

**Rationale:** Useful in academic and professional settings to share their experiences in different occasions: talking about project experience and educational tour in 6<sup>th</sup> semester.

**Function:** Sharing experience of past event; **Structure:** Simple past tense

## 7. Intrapersonal Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video for specific problem, and understand it. After this, imagine yourself as an officer to frame guidelines for protecting ecology, and at the same time promoting modern development for the increasing population.

### List of Video Clips to be Viewed:

1. Thousands of trucks and cranes, tonnes of supplies and 2000 labourers (00: 01: 40)
2. This is the most complicated part of the project, the installation of infrastructure, gas pipes, electricity cables, water supply and buildings. In 2 years, they must build entire city at sea. (00: 01: 51)
3. From the sand and rock to concrete, glass and steel (00: 02: 31 – 00: 02: 35)
4. 850 buses carry 40,000 strong work forces on and off the Island in two-twelve hour shifts. As well as thousands of people, millions of tonnes of concrete and steel shifted from around the world (00: 03: 14 – 00: 03: 23)
5. 51 contractors build houses, roads, canals, shopping centres and sewage plants (00: 03: 26 – 00: 03: 33)
6. To handle the pressure, the design of the palm pond gets elaborated every year. Its 1.2 mile stretch carries at least 8000 working complexes, 220 shopping malls and restaurants. (00: 05: 39 – 00: 05: 53)
7. More space for shops and restaurants (00: 06: 02)

8. How has awesome mega structure impacted on the ecology? (00: 09: 50 – 00: 10: 05)

**Rationale:** Useful in professional settings to participate in group discussions as part of the employment.

**Function:** Framing guidelines; **Structure:** Simple present tense, use of must and should

### **8. Naturalist Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00: 00 - 00: 10: 05), look for the points of human encroachment into the lives of sea creatures, list out the consequences, and suggest solutions. Make this in group discussion.

Hints: Pouring of sand, stones, concrete at the sea area – sound pollution, vehicle traffic – disturbance to the sea lives: fish, algae etc. – death of sea creatures – loss of lives – human encroachment into the sea.

**Rationale:** Useful in academic and professional settings to participate in group discussions as part of the course, job interview and employment.

**Function:** Initiating talk, expressing the problem, stating reasons, providing solutions and concluding; **Structure:** Simple present tense and polite forms



### 3.4.6. Topic: Burj Dubai Documentary Part 5

#### 1. Body and Kinaesthetic Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (00: 33 - 01:28) carefully, read and understand the below given passage silently with a focus on the underlined words or phrases, again watch the video and look for the only underlined words with its images, discuss them with your classmates in a group and act out the situation for each given word. In the group work, one group reads out the words and another group enacts and it continues for all the groups.

#### **Passage:**

On 31<sup>st</sup> March, 2002, an earthquake hits. The quake shattered small buildings, but the type A 1A1 still standing. The engineers of the type A 1A1 claim that during the quake, their building is the safest place in town. The Burj Dubai can withstand with earthquakes after 6 on the rector scale because it has a massive reinforced concrete skeleton. But here the engineers face a different problem. Making a super tall building stand up in the dissert sand requires special measures. (00: 33 - 01:28)

**Rationale:** It will help in communicating about tragic situations during the course, at the time of interview and in the employment.

**Function:** Enacting a tragic situation; **Structure:** Vocabulary in the context related to an earthquake

## **2. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (01: 33 – 02: 54; 03: 50 - 05:39) in mute, try to imagine and understand the subject in it, read the following words silently, again watch the video for identifying images for the given words, discuss the same with your partners and finally, identify the images and make as many sentences as possible using the given words. After this, again watch the video without mute, listen and compare the imagined images with your words.

### **List of Words:**

Rock, relatively, poor rock, weak, fractured, fragile, saturated, ground water, hole, cave immediately, pushes, ground water, rock fragment, edge, open, displaces (01: 33 - 02: 54); chilling day, sky scraper, attacks, believed, super tall building, Fire Director, evacuating, challenge, safety, difficulties (03: 50 – 05: 39)

**Rationale:** It is required in spoken and written communication in the course, job interview and employment.

**Function:** Description and comparison of a person, thing and a place; **Structure:** Simple present tense and use of vocabulary related to condition of rock and safety

### 3. Musical/Rhythmic Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video carefully (03: 50 - 05: 39) on the tragic incident of terrorist attack on the World Trade Centre, observe the situation, find the music played in series of incidents and finally present it to the class as a group.

**Hints:** Bomb attack on World Trade Centre, Blasting of Tower, blow of smoke coming out of Tower, clouds of fire, shattered of tower onto the ground, tragic music, emergency alarm, people running out for survival, rescue teams in operation.

**Rationale:** It will help in communicating about tragic situations in the course, job interview and employment.

**Function:** Describing an incident and Oral presentation; **Structure:** Simple present/past tenses and passive voice

### 4. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (01: 33 - 02: 54) carefully, read the below given passage, understand it and identify linkers in the passage.

**Passage:**

At the Burj Dubai, there rock relatively shallow, but it's a very poor rock. It's very weak. It's very much fractured. The rock under the Burj Dubai is fragile and saturated ground water. Any big whole will cave in immediately. To stop this happening, the engineers fill

the Burj with the viscous polymers slurry which pushes the ground water rock fragment to the edge of the bore hole and keeps it open. The concrete displaces the slurry. (01: 33 - 02: 54)

**Rationale:** It is required to communicate in writing like writing reports as part of English course and employment.

**Function:** Comprehending of the text, identification of main ideas and identifying linkers; **Structure:** Nouns, pronouns and linkers

## **5. Intrapersonal Intelligence**

**Task:** Watch the video (07: 01 – 07-41) carefully, observe the work of the fire fighters, make notes, write instructions for safety for the occupants in a tall towers.

**Hints:** At this fire college, fire fighters learn how to rescue people from burning buildings. There is a technology that takes smoke out of the situation. (07: 01 – 07-41)

**Rationale:** It is required to communicate in speaking and writing during the course and employment to give and take instructions.

**Function:** Writing important instructions and oral presentation; **Structure:** Simple present tense

## **6. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video carefully (01: 33 - 02: 54) on the description of the condition of rock in the water, make the relevant notes, write a paragraph and present it to the class as a group.

**Hints:** Rock relatively shallow – but very poor rock – very weak – fractured – rock under water fragile and saturated ground water- any big whole will damage - to stop it – digging deep – using a material polymer – foundation for concrete – strong – stops - sinking into the ground.

**Rationale:** It is required to communicate in speaking and writing during the course and employment to give and take instructions

**Function:** Describing a condition of rock in water and Oral presentation; **Structure:** Simple present and passive voice

## **7. Interpersonal Intelligence**

**Task:** Watch the video carefully (00:35 - 01: 17) on the description of the incident of an earthquake, make relevant notes, write a paragraph and present it to the class as a group.

**Hints:** On 31<sup>st</sup> March, 2002 - an earthquake hits - the quake shattered small buildings - damaged vehicles - but only one building still standing - safest place in city - the Burj Dubai can withstand – has massive reinforced concrete skeleton.

**Rationale:** It will help in communicating about tragic situations during the course, interview and employment.

**Function:** Describing an incident and Oral presentation; **Structure:** Simple present and past tenses and have forms

## **8. Naturalist Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video(05: 39 – 06: 58) carefully on the fire protection system of the Burj Dubai, make notes, arrange them in sequence and write an essay in a group. After this, present it to the class as a group.

### **Hints:**

The Burj Dubai has built-in fire protection as its concrete backbone is naturally fire resistant. But it's expected to be nearly twice as tall as the twin towers. So how do people get out in an emergency? The answer is they don't. The Burj Dubai contains nine very special rooms, refuge rooms. Built from layers of reinforced concrete and fire sheeting. The walls of these rooms withstand the heat of the fire for two hours. Each room has a special supply of air pumps through power resistant pipes. Sealed fire proof doors stop smoke from leaking in. In the refuge rooms, residents can seek shelter from a fire until emergency services bring it under control. There is one of these rooms about every thirty floors, which should allow residents reach them without too much effort. Refuge rooms allow a radical idea. Even the safest place in the world is no good if the access route is blocked by smoke. (05: 39 – 06: 58)

**Rationale:** It is required to write an essay or a report during the course and employment.

**Function:** Writing sequence of work and making an oral presentation; **Structure:** Simple present tense

### 3.4.7. Topic: Burj Dubai Documentary Part 5

#### 1. Interpersonal Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (00: 33 - 01:28) carefully, read the below given text silently with a focus on the blanks, again watch the video and look for the only blanks, discuss them with your classmates in a group and present it to the class for correct answers.

**Prepositions:** on, in, with, on, in

\_ 31<sup>st</sup> March, 2002, an earthquake hits A 1A1. The quake shattered small a buildings, but the type A 1A1 still standing. The engineers of the type A 1A1 claim that during the quake, their building is the safest place \_ town. The Burj Dubai can withstand \_ earthquakes after 6 \_ the rector scale because it has a massive reinforced concrete skeleton. But here the engineers face a different problem. Making a super tall building stand up \_ the desert sand requires special measures. (00: 33 - 01: 28)

**Rationale:** It is required to communicate during the course and employment.

**Function:** Talking about time, place or location and giving directions; **Structure:** Correct use of ‘on’, ‘in’ and ‘with’

## 2. Body and Kinaesthetic Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (07: 41 - 08:52) carefully, read and understand the below given passage silently with a focus on the underlined words or phrases, again watch the video and look for the only underlined words with its images, discuss them with your classmates in a group and act out the situation for each given word. In the group work, one group reads out the words and another group enacts and it continues for all the groups.

### Passage:

The Burj Dubai has an early warning system that guarding round the clock. If fire activatessmoke detector, a heat sensor, a water sprinkler, a network of high-powered fans kick in. The fans force clean cool airthrough fire resistant docket into the building. The fresh air pushes the smoke out of the stair wall and keeps the evacuation routes clear. It's a fire safetyfit for twenty first century sky scraper. (07: 41 – 08:21)

When Burj Dubai is complete, it will be the tallest structure that a mankind is ever built on the face of the planet. Standing on the shoulders of historic engineering marvels, Burj Dubai really is ultimate skyscraper, until someone builds and evens a bigger one. (08: 21 – 08: 52)



**Rationale:** It will help in communicating in an emergency situation during course, job interview and employment.

**Function:** Enacting a situation on fire safety and evacuation; **Structure:** Vocabulary in the context related to fire safety and evacuation

### **3. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video carefully (00: 33 - 01: 28) on the tragic incident of an earthquake, read the below passage, again watch the video, discuss in a group, identify the music played in series of incidents and finally present various words of an earthquake to the class as a group.

**Passage:**

On 31<sup>st</sup> March, 2002, an earthquake hits A 1A1. The quake shattered small a buildings, but the type A 1A1is still standing. The engineers of the type A 1A1 claim that during the quake, their building is the safest place in town. The Burj Dubai can withstand with earthquakes after 6 on the rector scale because it has a massive reinforced concrete skeleton. But here the engineers face a different problem. Making a super tall building stand up in the desert sand requires special measures. (00: 33 - 01: 28)

**Rationale:** It will help in communicating about tragic situations during the course, job interview and employment.

**Function:** Describing an incident and Oral presentation; **Structure:** Simple present/past tenses and passive voice

#### **4. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 03 – 00: 33; 00: 33 - 01: 28) in mute, try to imagine and understand the subject in it, read the following words silently, again watch the video for identifying images for the given words, discuss the same with your partners and finally, identify the images and make as many sentences as possible using the given words. After this, again watch the video without mute, listen and compare the imagined images with your words.

#### **List of Words:**

rigid steel, concrete, building strength, structure, elastic, nature, tested, design (00: 03 – 00: 33); an earthquake, hits, shattered, standing, engineers, the safest place, withstand with, the rector scale, massive reinforced concrete skeleton, face a different problem, making, a super tall building, stand up in the dissert sand, requires special measures. (00: 33 - 01: 28)

**Rationale:** It is required to communicate during the English course, job interview and employment.

**Function:** Description and comparison of a person, thing and a place; **Structure:** Simple present tense and use of vocabulary related to construction

## 5. Verbal and Linguistic Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video carefully (01: 33 - 02: 54) on the description of the condition of rock in the water, read the below passage silently, observe the underlined words, watch the video again and replace the underlined words with the words given in the video. Finally, complete the passage as an individual work.

### **Passage:**

At the Burj Dubai, there rock relatively shallow, but it was very very poor rock. It was very weak. It was very much fractured. The rock under the BurjDubai was fragile and saturated ground water. Any big whole would cave in immediately. To stop this happening, the engineers filled the Burj with the viscous polymers slurry which pushed the ground water rock fragment to the edge of the bore hole and kept it open. The concrete displaced the slurry.

**Rationale:** It will help in communicating during the course, job interview and employment.

**Function:** Describing a condition of rock in water; **Structure:** Simple present and passive voice

## 6. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (05: 39 – 06: 58) carefully, read the below given passage, understand it and identify linkers in the passage as a group task.

### **Passage:**

The Burj Dubai has built in fire protection as its concrete backbone is natural fire resistant. But it's expected to be nearly twice as tall as the twin towers. So how do people get out in an emergency? The answer is they don't. The Burj Dubai contains nine very special rooms, refuge rooms. It's built from layers of reinforced concrete and fire sheeting. The walls of these rooms withstand the heat of the fire for two hours. Each room has a special supply of air pumps through power resistant pipes. Sealed fire proof doors stop smoke from leaking in. In the refuge rooms, residents can seek shelter from a fire until emergency services bring it under control. There is one of these rooms about every thirty floors, which should allow residents reach them without too much effort. Refuge rooms allow a radical idea. Even the safest place in the world is no good if the access route is blocked by smoke.(05: 39 – 06: 58)

**Rationale:** It will help in writing essays and reports during the course, job interview and employment.

**Function:** Comprehending of the text, identification of main ideas and identifying linkers; **Structure:** Nouns, pronouns and linkers

## 7. Intrapersonal Intelligence

**Task:** Watch the video (00: 33 - 01: 28) carefully, read the below given passage, understand it and provide title for the passage. It is an individual task.

### **Passage:**

On 31<sup>st</sup> March, 2002, an earthquake hits A 1A1. The quake shattered small buildings, but the type A 1A1 is still standing. The engineers of the type A 1A1 claim that during the quake, their building is the safest place in town. The Burj Dubai can withstand with earthquakes after 6 on the rector scale because it has a massive reinforced concrete skeleton. But here the engineers face a different problem. Making a super tall building stand up in the dissert sand requires special measures. (00: 33 - 01: 28)

**Rationale:** It will help in writing essays and project reports during the course, job interview and employment.

**Function:** Comprehending of the text, identification of main ideas and providing a title/ a heading for a passage; **Structure:** Simple present tense

## 8. Naturalist Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video carefully (07: 41 – 08: 21), observe the fire protection technology of the Burj Dubai, make notes and share your comments and suggestions on the need of fire safety in preserving the nature in modern days in a group discussion.

**Hints:** The Burj Dubai has an early-warning system that guarding round the clock. If fire activates smoke detector, a heat sensor, a water sprinkler, a network of high-powered fans kick in. The fans force clean cool air through fire resistant docket into the building. The fresh air pushes the smoke out of the stair wall and keeps the evacuation routes clear. It's a fire safety fit for twenty first century sky scraper. (07: 41 – 08:21)

**Rationale:** It will help in communicating during the course, job interview and employment to participate in group discussions.

**Function:** Initiating a talk, expressing opinions, agreeing, disagreeing, appreciating commenting and suggesting, summarising and concluding a talk. **Structure:** Simple present tense, polite forms (modals)

### **3.4.8. Topic: Burj Dubai Documentary Part 5**

#### **1. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the given video, read the following list of sentences with a focus on underlined words, again watch the video for understanding of the location of each sentence. After this, form groups of 6 with five members in each, take some sentences from the list, make as many sentences as possible similar to them and enact them before the class as one reads out the sentences and others act out.

- a. The crane is standing on the top of the half constructed building. (00: 00: 33 – 00: 00: 34)
- b. The crane is falling from the top of the building. (00: 00: 34 – 00: 00: 45)
- c. The crane falls on the car. (00: 00: 47)
- d. The car is under the crane. (00: 00: 47)
- e. The Burj Dubai is standing among the small buildings. (00:01: 07 – 00: 01: 15)
- f. The drilling machine is in the hands of worker. (00: 01: 15 – 00: 01: 18)
- g. There are buildings and a crane behind an engineer. (00: 01: 35 – 00: 01: 36)
- h. The machine is making a whole into the water of the sea. (00: 01: 46 – 00: 01: 54)
- i. The rock under the Burj Dubai is fragile and saturated. (00: 01: 50 – 00: 01: 55)
- j. Residents are coming out of the building. (00: 05: 06 – 00: 05: 14)
- k. Occupants are coming down the stairs. (00: 05: 06 – 00: 05: 14)
- l. People are not going up the stairs. (00: 05: 06 – 00: 05: 14)
- m. An injured resident is standing between two persons and blowing the oxygen in and out. (00: 05: 27 – 00: 05: 28)
- n. In an emergency, the residents are going into the refuge room. (00: 06: 30 – 00: 06: 38)

- o. The fire service vehicle is standing in front of the fire service college building. (00: 07: 01 – 00: 07: 05)
- p. The fire fighter is inside the building. (00: 07: 15 – 00: 07: 35)
- q. The smoke is inside the building. (00: 07: 15 – 00: 07: 35)
- r. The fan is inside the building attached to the wall near the stair case. (00: 07: 55 – 00: 08: 06)

**Rationale:** It will help in giving & taking directions during the course, job interview and employment.

**Function:** Talking about locations/ taking and giving directions; **Structure:** Present/past tense and Prepositions of place (in, out, into, inside, under, on, up, down, between, among, from, to, in front, behind)

## 2. Naturalist Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (03: 50 - 05: 39) for the specific information and fill in the blanks with the correct missing words.

**Prepositions:** at, with, to, with, with, in

\_the heart of the Type A1A1, they put 36 rigid steel chills filled \_ concrete to get the building strength. (00: 03 – 00: 13) The rest of the structure is elastic; it can flex and roll the punches. Half way during the construction, another nature tested this design \_ the



limit. The engineers filled the whole \_ viscous polymers slurry. (02: 00 – 02: 05) The Burj Dubai can withstand \_ earthquakes after 6 on the rector scale because it has a massive reinforced concrete skeleton. (00: 33 - 01: 28). Making a super tall building stand up \_ the dissert sand requires special measures. (00: 33 - 01: 28)

**Prepositions:** in, to, on, to, to, on

A chilling day, \_ September 2001, seems \_ spell the end of the sky scraper. After the attacks of the nine eleven, many believed that no super tall building would ever be built again. Mike Hurley was the Fire Director of the World Trade Centre \_ nine eleven. Evacuating sky scrapers is a phenomenal challenge. A tall you build, more people have \_ work to ever further \_ get safety. \_nine eleven the difficulties became tangible. (03: 50 – 05: 39)

**Rationale:** It will help in giving and taking directions during the course, job interview and employment.

**Function:** Taking and giving directions; **Structure:** Correct use of prepositions

### 3. Interpersonal Intelligence

**Task:** Form 6 groups with 5 members in each, watch the video (00: 33 - 01: 28; 03: 50 – 05: 39) carefully, read the below given text silently with a focus on the blanks, again watch the video and look for the only blanks, discuss them with your classmates in a group and present it to the class for correct answers.

**Articles:** an, the, the, the, the, the, the, a, a, the,

On 31<sup>st</sup> March, 2002, \_ earthquake hits. \_quake shattered small a buildings, but the type A 1A1 still standing. \_engineers of the type A 1A1 claim that during \_ quake, their building is \_ safest place in town. \_Burj Dubai can withstand with earthquakes after 6 on \_ rector scale because it has \_ massive reinforced concrete skeleton. But here \_ engineers face \_ different problem. Making \_ super tall building stand up in \_ dissert sand requires special measures. (00: 33 - 01:28)

**Articles:** a, the, the, the, the, the, the, a, a, the

\_chilling day, in September 2001, seems to spell \_ end of \_ sky scraper. After \_ attacks of \_ nine eleven, many believed that no super tall building would ever be built again. Mike Hurley was \_ Fire Director of \_ World Trade Centre on nine eleven. Evacuating sky scrapers is \_ phenomenal challenge. \_tall you build, more people have to work to ever further to get safety. On nine eleven \_ difficulties became tangible. (03: 50 – 05: 39)

**Rationale:** It will help in communication to refer to definite and indefinite items during the course, job interview and employment.

**Function:** Use of definite and indefinite in communication; **Structure:** Correct use of articles: a, an, the

#### **4. Musical/Rhythmic Intelligence**

**Task:** Watch the video (00: 00 – 09: 13) and talk about the music played for different purposes/situations.

**Rationale:** It will help in talking about incidents during the course, job interview and employment.

**Function:** Describing an incident; **Structure:** Simple present/past tenses and passive voice

#### **5. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video given below with mute, choose a task for each group, read them silently, understand the meaning of the sentence/s, watch the video again with the focus on the given sentences and try to guess the reasons. After this, write down the reasons. Finally, present the sentence/s with supporting points to the class.

#### **List of Videos to be Watched:**

- a. Steel pillars are shaking. (00: 25 – 00: 32)
- b. The crane is falling from the top of an unfinished building construction. (00: 33 – 00: 48)
- c. Another building, Burj Dubai is still standing. (00: 00: 48 – 00: 01: 12)

d. The fire with smoke is coming out of the tall towers. (00: 03: 55 – 00: 04: 07)

e. The people are running out of the buildings. (00: 05: 06 – 00: 05: 18)

f. A man is blowing in and out the oxygen. (00: 05: 26 – 00: 05: 29)

**Rationale:** It will help in giving oral presentations during the course, job interview and employment.

**Function:** Stating reasons for the statements; **Structure:** Simple present tense and use of ‘because’

## **6. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video given below with mute, choose a task for each group, read them silently, understand the meaning of the sentence/s and try to imagine and guess the next occurrence in the continuation of event. After this, write down the main points, again watch the video without mute for some inputs, do changes to the written points and finally present it to the class.

### **List of Tasks to be Done:**

1. On 31<sup>st</sup> March, 2002, an earthquake hits. The quake shattered small a buildings ... (00: 33 - 01: 28)

2. At the Burj Dubai, Rock relatively shallow but it is very poor rock. It is very weak. The rock under the Burj Dubai is fragile and saturated ground water. Any big hole will ... (01: 33 - 02: 54)
3. A chilling day, in September 2001, seems to spell the end of the sky scraper. After the attacks of the nine eleven, many ... people ... (03: 50 – 05: 39)
4. The Burj Dubai has built in fire protection as its concrete backbone is naturally fire resistant. But it's expected to be nearly twice as tall as the twin towers. So how do people get out in an emergency? (05: 39 – 06: 58)
5. The Burj Dubai has an early warning system that guarding round the clock. If fire activates ... (07: 41 – 08: 21)
6. When Burj Dubai is complete, it will be the tallest ... (08: 21 – 08: 52)

**Rationale:** It will help in communicating about future events during the course, job interview and employment.

**Function:** Guessing the sequel events/next episodes; **Structure:** Simple present, future tense and use of “if and will”

## **7. Logical and Mathematical Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (05: 39 – 06: 58) carefully, read the below given passage, understand it and provide title for the passage.

**Passage:**

The Burj Dubai has built-in fire protection as its concrete backbone is naturally fire resistant. But it's expected to be nearly twice as tall as the twin towers. So how do people get out in an emergency? The answer is they don't. The Burj Dubai contains nine very special rooms, refuge rooms. It's built from layers of reinforced concrete and fire sheeting. The walls of these rooms withstand the heat of the fire for two hours. Each room has a special supply of air pumps through power resistant pipes. Sealed fire proof doors stop smoke from leaking in. In the refuge rooms, residents can seek shelter from a fire until emergency services bring it under control. There is one of these rooms about every thirty floors, which should allow residents reach them without too much effort. Refuge rooms allow a radical idea. Even the safest place in the world is no good if the access route is blocked by smoke.(05: 39 – 06: 58)

**Rationale:** It is useful in written communication like writing reports during the course, job interview and employment.

**Function:** Comprehending of the text, identification of main ideas and providing a title/ a heading for a passage; **Structure:** Simple present tense

**8. Intrapersonal Intelligence**

**Task:** Watch the video (01: 33 - 02: 54) carefully, read the below given passage, understand it and provide title for the passage. It is an individual task.

**Passage:**

At the Burj Dubai, rock relatively shallow, but it is very poor rock. It is very weak. It is very much fractured. The rock under the Burj Dubai is fragile and saturated ground water. Any big hole will cave in immediately. To stop this happening, the engineers fill the Burj with the viscous polymers slurry which pushes the ground water rock fragment to the edge of the bore hole and keeps it open. The concrete displaces the slurry. (01: 33 - 02: 54)

**Rationale:** It will help in writing reports during the course and employment.

**Function:** Comprehending of the text, identification of main ideas and providing a title/ a heading for a passage; **Structure:** Simple present tense

### **3.4.9. Topic: Ancient Mega structures – Machu Picchu**

#### **1. Visual/Spatial Intelligence**

**Task:** Form 6 groups 5 in each, choose any 3 words from the list, watch the video in mute, read the below given list of words silently, again watch the video with mute with a focus on the list, try to match the list with the pictures. After this, watch the video without mute, try to understand the words, discuss with your partners and talk about each word.

**List of words:** Mountain range, thousands of stones, carved, moved into place, human labourer, more than 20 tonnes, primitive tools, modern machinery, emperor, war and conquest, high in the Andes mountains, one of the most spectacular places in the world,

houses, fields, water channels, breath taking viewers, magnificent temples, grand stone palace.

**Rationale:** It will help in describing a place, person and thing during academics, job interview and job.

**Function:** Describing a place, person and a thing; **Structure:** Simple present tense;  
Vocabulary: practising words of nature, construction and King's rule

## **2. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups 5 in each, watch the video, read the below given list of words silently, again watch the video for understanding. Here, each group spells out the given words for the other group, the other group discusses among its members and acts out, and it continues for all the groups.

### **List of Words:**

1. Group 1: Mountain range, thousands of stones, carved
2. Group 2: Moved into place, human labourer, more than 20 tonnes
3. Group 3: Primitive tools (bow, arrow, wood stick, wood ladder)
4. Group 4: emperor, war, conquest, magnificent temples
5. Group 5: high in the Andes Mountains, spectacular place, houses,
6. Group 6: fields, water channels, breath taking viewers, grand stone palace



**Rationale:** It will help in describing a place, person and thing during academics, job interview and job.

**Function:** Describing a place, person and a thing; **Structure:** Simple present tense;  
**Vocabulary:** practising words of nature, construction and King's rule

### **3. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video for general understanding, read the below given list of words/phrases/sentences silently, again watch the video for matching the words with the music/sound in the video and talk something about it. Here, whoever raises the hand first, that group does it first and listen to others turn and it goes on to all the groups till the completion of all the words.

#### **List of Words/Phrases/Sentences:**

1. High in a Peruvian Andes
2. Ancient city
3. Placed with perfect position
4. Each was carved and moved into a place
5. Built on the ambition of an abstract emperor
6. It is the spectacular legacy of greatest empire of the America's
7. Born of war and conquest
8. This is Machu Picchu!
9. This city in the sky contains everything required for daily life: houses, fields,

#### 10. Water channels all with breath-taking viewers

**Rationale:** It is useful in communicating general information in academics, job interview and job.

**Function:** Identification and categorisation of sound/music/rhythm for specific moods of words; **Structure:** Simple present tense

#### 4. Verbal/Linguistic Intelligence

**Task:** Form 6 groups with 5 in each, act as a news reporter team, watch the video for general understanding, read the below given hints silently, again watch the video with a focus on given hints, discuss with your partners and make notes. Then, put the events in order and report form and present it to the class.

**Rationale:** It will help in describing a place, person and thing during academics, job interview and job.

**Function:** Description of a place, person and thing; **Structure:** Simple present tense and passive voice; Vocabulary: related to nature, site, construction and king's rule

#### Hints:

- Talking about brief history – king's rule – fighting with other kingdom etc.
- What is the Machu Picchu?
- How was it started?

- Who started it?
- When was it constructed?
- Who constructed it?
- Who were used to work for the site?

## 5. Intrapersonal Intelligence

**Task:** Form 6 groups 5 in each, watch the video for general understanding, read the below given roles silently, choose a role for each group, again watch the video for getting inputs, discuss with your partners, make notes and finally present it to the class.

**Rationale:** It will help in expressing feelings, offering suggestions and talking about future plans in academics and professional settings.

**Function:** Expressing feelings, future plans and suggestions

**Structure:** Simple present/future tense, “If and will” and polite forms

Hints:

- **If I’m a King...**what do I do to the people? – How do I rule the kingdom? – Protection – safety – development of agriculture – production – education facilities.

- **If I'm an advisor**, right advice – right time – no waste of money on luxuries, invest on technology, innovation, education, welfare of people – creation of employment.
- **If I'm a minister** ... brings change – listen to problems of common man – economic development – security enhancement.
- **If I'm an ambassador** ... help in foreign relations – peace, security and economic agreements with other countries – cooperation all round development.
- **If I'm a soldier** ... protecting the kingdom – attack from other countries – creating a strong force – implement strategic plans.
- **If I'm a labour** ... pains of labour – health problems – no rest – threatens – punishments – no one to understand feelings – family problems – no education for children – life long as labour.

## 6. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video carefully, read the below given passage silently, understand it and identify linkers in the passage. After this, write a paragraph of your own using the linkers.

**Passage:** On a remote mountain range, high in a Peruvian Andes, are there remains an ancient city. It has survived almost 600 years up to racial range. Thousands of stones make up the site and are placed with perfect position. Some weigh more than 20 tonnes.

Each was carved and moved into a place using only a human labour and primitive tools. Built on the ambition of an absurd emperor. It is the spectacular legacy of the greatest empire of the America's born of war and conquest. This is Machu Picchu.

**Rationale:** It will help in writing reports like project reports in academics and professional settings.

**Function:** Comprehending of the text, identification of main ideas and identifying linkers; **Structure:** Nouns, pronouns, linkers and simple present tense.

## 7. Naturalist Intelligence

**Task:** Watch the video carefully on the description of “the site of Machu Picchu”, understand the hints, make the relevant notes, write a paragraph and present it to the class as a group.

**Hints:** remote mountain – it is in height – ancient city – survived almost 600 years – thousands of stones make up the site – stones carved – used human labour and primitive tools – spectacular places in the world – Machu Picchu – 450 meters above the Urumbamba river – breath-taking viewers.

**Rationale:** It will help in talking about a place and giving oral presentations in academics, job interview and job.

**Function:** Describing the “site of Machu Picchu” and Oral presentation; **Structure:** Simple present, past tenses, passive voice

## **8. Interpersonal Intelligence**

**Task:** Form 6 groups 5 in each, watch the video carefully on the description of “the site of Machu Picchu”, understand the hints, make the relevant notes, discuss with your partners and participate in a group discussion.

**Hints:** remote mountain – it is in height – ancient city – survived almost 600 years – thousands of stones make up the site – stones carved – used human labour and primitive tools – spectacular places in the world – Machu Picchu – 450 meters above the Uroombamba river – breath-taking views.

**Rationale:** Useful to participate in group discussions as part of the course, job interview and employment.

**Function:** Describing; initiation a talk, expressing opinions, agreeing, disagreeing, appreciating commenting and suggesting, summarising and concluding a talk.

**Structure:** Simple present, past tenses, passive voice and polite forms (modals)

### **3.4.10. Topic: Mumbai's Chatrapati Shivaji International**

#### **Airport**

##### **1. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46) for general understanding, choose any two words from the list below, look for them in the video, try to get the description about them, act out, it continues for all the groups.

##### **List of Words:**

Aeroplane, airport, passengers, security, escalators, elevators, travelers, roadway, sewage treatment plant, diesel generator, electrical substation, car parking, land scape, indoor-art, air traffic control.

**Rationale:** It will help in describing a place, person and thing during academics, job interview and job.

**Function:** Description of a person, place, and thing; **Structure:** Simple present tense;

**Vocabulary:** words related to topic

##### **2. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 15, 01: 24, 03: 53, 04: 02, 04: 04, 04: 06, 06: 00, 06: 14) carefully, observe design of the airport, frame sentences for describing the airport and present it to the class.

**Hints:** shape of airport building – beauty – paintings – indoor decoration – design of poles.

**Rationale:** It will help in describing a place, person and thing during academics, job interview and job.

**Function:** Description of a person, place and thing; **Structure:** Simple present tense and passive voice

### 3. Musical/Rhythmic Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46) carefully, identify different kinds of music available in it and talk about them.

**Rationale:** It will help in giving oral presentation at the time of submission of project in academics and employment.

**Function:** Oral Presentation: identifying and expressing; **Structure:** Simple present tense and passive voice

### 4. Intrapersonal Intelligence

**Task:** Watch the video (00: 04: 46 – 00: 05: 38), look for the talk of managers of the Mumbai's International Airport on the success of the programme. Imagine that if you are a manager, think of the role of the manager of the programme and talk about the roles.



**Rationale:** It will help in describing a place, person and thing during academics, job interview and job.

**Function:** Sharing experiences of events completed; **Structure:** Simple present tense, passive voice and “if and will”

### **5. Verbal/Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46), note down highlights/different stages of the flagship programme of Mumbai’s International Airport and present it orally to the class.

**Rationale:** It will help to talk about the success achieved in academics and employment.

**Function:** Talking about the success of the programme; **Structure:** Simple present/past tense and passive voice

### **6. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46) for identifying different stages of completing the flagship programme of Mumbai’s International Airport and put them in order.

**Rationale:** It will help in writing projects and talking about various events in academics and professional settings.

**Function:** Identifying main events and putting them in order; **Structure:** Simple present tense, linkers, firstly, secondly, thirdly and finally.

## 7. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46) carefully, look for global and specific details, create an outline with main points, sub points and sub-sub points and give a title.

**Rationale:** It will help in writing projects and talking about various events in academics and professional settings.

**Function:** Comprehending of the text, identification of main ideas and providing a title/ a heading for a passage; **Structure:** Simple present tense

## 8. Naturalist Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46), write down the main points on the nature experience, discuss with your members in a group and write an essay on the description of nature present in the video. After this, present it to the class.

### **Hints:**

Airport in the middle of the city - Mumbai – consideration of landscape in the airport designing – importance of nature while the air traffic is increasing its work.

**Rationale:** It will help in describing a place and a thing in the course, job interview and employment.

**Function:** description of a place and thing; **Structure:** Simple present tense and passive voice; **Vocabulary:** related to nature: paintings, sculptors, arts, scenery etc.

### **3.4.11. Topic: Mumbai's Chatrapati Shivaji International**

#### **Airport**

##### **1. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video, look for the following words, learn the spellings and usage of these words.

##### **List of Words:**

Design, plan, aviation, passengers, programme, development, land, middle, airside, operational, environment, real, cooperation, security, airlines, government agencies, facility, square feet, escalators, elevators, access, roadway, sewage, diesel, generator, electrical substation, carparking.

**Rationale:** It will help in describing a place and a thing in the course, job interview and employment.

**Function:** Enabling in description of words; **Structure:** Simple present tense; **Vocabulary:** Practising spellings and usage of words

## **2. Body and Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video(00: 04: 46 – 00: 05: 38), look for the brief talk of authorities of various levels on the completion of the work of the airport, take the roles of them or any other related to this and act out before the class.

**Rationale:** It will help to talk about the success achieved in academics and employment.

**Function:** talking about success of a project; **Structure:** Simple present/past tense and passive voice; Vocabulary: Nouns and adjectives

## **3. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video carefully, identify different kinds of music available in it and talk about them.

### **Hints:**

- a. T2 International terminal (00: 00: 26)
- b. Internal design of poles and roof of airport
- c. Google view+ of Mumbai airport (00: 01: 11)
- d. Work of construction at the runway (00: 01: 47)

- e. Paintings: indoor decoration (00: 03: 59, 00: 04: 01, 00: 04: 07)
- f. Landscape inside the airport (00: 03: 55)
- g. Parking/landing of vehicles beside the airport building (00: 04: 12)
- h. Runway (00: 04: 40)
- i. Air-traffic tower (00: 04: 37)
- j. Construction work – escalators (00: 05: 54)
- k. Flying of air buses (00: 06: 03)
- l. Shape of airport from an aerial (00: 06: 00)

**Rationale:** It will help in giving presentations during the course and employment.

**Function:** Oral Presentation: identifying and expressing; **Structure:** Simple present tense and passive voice

#### **4. Logical and Mathematical Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 04: 46) for some stages of construction of the airport, discuss it with your members, guess and write remaining stages and complete the task.

**Rationale:** It will help in writing projects and talking about various events in academics and professional settings.

**Function:** Writing a series of events and statements; **Structure:** Simple present tense and linkers

## 5. Visual and Spatial Intelligence

**Task:** Form 6 groups with 5 in each, watch the video for the specific designs, paintings, and describe it, select 2 items for each group from the list, discuss with your members and present it to the class.

### Hints:

- a. T2 International terminal (00: 00: 26)
- b. Internal design of poles and roof of airport
- c. Google view+ of Mumbai airport (00: 01: 11)
- d. Work of construction at the runway (00: 01: 47)
- e. Paintings: indoor decoration (00: 03: 59, 00: 04: 01, 00: 04: 07)
- f. Landscape inside the airport (00: 03: 55)
- g. Parking/landing of vehicles beside the airport building (00: 04: 12)

- h. Runway (00: 04: 40)
- i. Air-traffic tower (00: 04: 37)
- j. Construction work – escalators (00: 05: 54)
- k. Flying of air buses (00: 06: 03)
- l. Shape of airport from an aerial (00: 06: 00)

**Rationale:** It will help in talking about a place and thing in the course and job interview and employment.

**Function:** description of a place and thing; **Structure:** Simple present tense, possessives and passive voice; **Vocabulary:** nouns and adjectives

## **6. Naturalist Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video, imagine that you are given a chance to include plantation in the design of the airport. What is your feeling? and what are your plans to the development of nature in the airport?

### **Hints:**

- a. India Google earth map (00: 00: 12)
- b. Picture of smoke of Airport by Google earth (00: 00: 20)

c. T2 International Airport (00: 00: 26)

**Rationale:** It will help to talk about the success achieved in academics and employment.

**Function:** Expressing feelings and talking about future plans; **Structure:** Simple present and future tense and “If and Will”

## **7. Intrapersonal Intelligence**

**Task:** Watch the video (00: 01: 49 – 00: 05: 38), think about the video and do the following task. It is an individual task.

**Sub-Task:** If you are given a contract to construct the Mumbai’s International Airport, then what is your feeling and what are your plans to complete this project.

**Rationale:** It will help in talking about career plans in the course, job interview and employment.

**Function:** Expressing feelings and plans of a particular work; **Structure:** Simple present tense and “If and will”

## **8. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 49 – 00: 05: 38), observe list of agencies and make note of the roles of them in completing the construction of the airport, express your opinion on the topic in the group discussion.



**Rationale:** Useful to participate in group discussions as part of the course, job interview and employment.

**Function:** Initiating talk, sharing experiences about success, persons and principles behind success, solutions for faced problems, expressing your opinion; stating reasons, and concluding; **Structure:** Present/past tense and passive voice

### **3.4.12. Topic: Sydney Opera House**

#### **1. Body/Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 00 – 00: 01: 59), look for the various tourist spots/sites in the video, discuss with your members and share your experiences.

**Sub-task:** Imagine that you all have visited Sydney Opera House during your holidays. You saw many places over there.

**Hints:** It's awesome!, It's gorgeous !, A very good place for me!, It is designed in such a way, which reflects the mentality of progress of Australian people who are of multilingual, multinational, culture.

**Rationale:** It will help in sharing experiences on various matters in the course, job interview and employment.

**Function:** Sharing experiences on the visiting of tourist places; **Structure:** Simple present tense/past tense – use of nouns and qualities.

## **2. Musical/Rhythmic Intelligence**

**Task:** Watch the video (00: 00: 00 – 00: 02: 06) for types of music played in the video at various levels, find out the purposes and make the points.

**Rationale:** It will help in talking about various events and writing a project report during the course and employment.

**Function:** Identification of a series of events and writing the main points with reasons

**Structure:** Simple present tense, prepositions and reasons like because, for etc.

## **3. Intrapersonal Intelligence**

**Task:** Watch the video (00: 00: 00 – 00: 02: 06) and understand the general idea of the construction and do the task given below. It is an individual task.

**Sub-task:** You are the creator of Sydney Opera House, after some years the construction is complete successfully under your supervision. Write about your feelings.

**Rationale:** It will help in expressing feelings in the course, job interview and employment.

**Function:** Expressing feelings; **Structure:** Simple present tense

#### **4. Interpersonal Intelligence**

**Task:** Watch the video (00: 00: 00 – 00: 02: 06) for types of music played in the video at various levels, find out the purposes and make the points.

A group watches specific images in the video (00: 00: 00 – 00: 02: 06) and answers the questions posed by another group, like this it continues for all the groups.

**Example:** Group A asks: What is there in the picture?

Group B replies: It is the building of Sydney Opera House.

**Rationale:** It will help in asking questions and giving answers in the course, job interview and employment.

**Function:** Framing questions and answers; **Structure:** Simple present tense, wh-questions and subject-verb agreement

#### **5. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 00 – 00: 01: 59) for specific information of Australia Sydney Opera House, write down the main points with the help of hints, and make a paragraph.

**Hints:** shape of Opera House – colour – location of construction – surrounded view of the construction – places to visit – sharing tourists' experiences.

**Rationale:** It will help in speaking and writing about a place in the course, job interview and employment.

**Function:** Writing a paragraph on the description of place; **Structure:** Simple present tense and adjectives

## **6. Logical and Mathematical Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 21 – 00: 00: 27), observe that people are protesting holding play-cards saying that “Save our Opera House”, “It’s not too late” and “Must stay”, guess the events happened before and after the protest, discuss with your members, write main points, and finally write a paragraph.

**Rationale:** It will help in talking about past events and future plans in various contexts like academics, job interview and employment.

**Function:** Guessing and talking about a series of previous and future events; **Structure:** Simple present tense/past tense

## **7. Verbal/Linguistic Intelligence**

**Task:** Form six groups with five members in each, watch the video (00: 01: 59) and talk about the video, ‘Sydney Opera House’.

**Rationale:** It will help in talking about a place in academics and professional settings.

**Function:** Describing a place; **Structure:** Simple present tense and passive voice

## **8. Naturalist Intelligence**

**Task:** Form 6 groups with 5 members in each, watch the video (00: 00: 00 – 00: 02: 06), look for the specific sentences and understand the general idea of the construction, discuss with the group members and frame the guidelines.

**Rationale:** It will help in participating in group discussions as part of the course, job interview and employment.

**Function:** Initiating talk, expressing opinions, sharing ideas and experiences, solutions for faced problems, and concluding; **Structure:** Simple present tense

### **3.4.13. Topic: The Construction of the Sydney Harbour Bridge**

#### **1. Rhythmic/Musical Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 39: 10 – 00: 44: 16), identify different kinds of music instrument used for the occasion and also played music in different contexts. And finally, make a list.

**Rationale:** It will help in describing various instruments/tools/equipment in academics, interview and employment.

**Function:** Description of a thing/instrument; **Structure:** Simple present tense, talking about quantity, colour, shape etc. and using nouns

## 2. Interpersonal Intelligence

**Task:** Form 6 groups with 5 in each, read the following sentences and fill up the blanks with the correct prepositions. After this, watch the video (00: 00: 00 – 00: 03: 27), look for the specific sentence and check the answers. Finally, prepare five examples for each preposition on your own.

**Fill in the blanks with suitable prepositions.**

(over, in, in, at, by, by, in, in, by, at, over, for, in)

- a. But its construction was the result of \_ 100 years of discussion and planning.
- b. Work finally began on the bridge \_ September 1926.
- c. This photograph taken \_ 1926 shows the doors point pylon \_ an early stage of construction.
- d. \_ the middle of 1927, construction of the approach trusses was well advanced.
- e. \_ 1928, the approaches were complete.
- f. Erection of the main bridge started \_ late 1928.
- g. This photo was taken \_ early 1929.
- h. \_ 1930, the two halves of the construction were only a few panels a part.

i. \_ this time, Henry Millard, Sydney photographer sought permission to film the construction of the bridge.

j. \_the next 2 years Millard visited the site regularly.

k. \_ many years, a copy of the resulting was held by the Institution of Engineers.

l. And\_ 1969, it was viewed by Frank Lit.

**Rationale:** It will help in communicating about time in the context like academics, job interview and employment.

**Function:** Use of time prepositions for the right time; **Structure:** Use of prepositions: over, in, at, by for and in.

### 3. Body/Kinaesthetic Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 39: 10 – 00: 44: 16), look for the specific roles of various persons on the occasion of opening ceremony of Sydney Harbour Bridge, understand them, choose roles, and enact before the class.

**Rationale:** It will help to communicate at various occasions or events during academics and employment.

**Function:** Invitation of guests onto the dais, requesting and thanking; **Structure:** Simple present tense, polite forms (May I invite...?/ with your permission etc.)

#### **4. Verbal/Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video and look for the specific images, understand the description of them, make note of them, and expand the words given below using wh-words. One has been done for you.

**Example:** Who is a Horse man? A person who rides a horse is a horseman.

#### **List of Words:**

1. Captain 2. Bridge 3. Dais 4. Scissors 5. Ribbon 6. Sword 7. Ceremony, 8. Procession 9. Harbour 10. Rain 11. Teacher 12. Nurse 13. Driver 14. Pen 15. 16. Mobile phone 17. Computer 18. Notebook.

**Hints:** ‘which’ is used for things, ‘who’ is used for persons, and ‘where’ is used for places.

**Rationale:** It will help in communicating about persons, places and things in the course, job interview and in employment.

**Function:** Description – writing relative clauses; **Structure:** use of wh-words: who, which and where; **Vocabulary:** learning the use of nouns

#### **5. Logical and Mathematical Intelligence**

**Task:** Form six groups with five members in each, read the jumbled series of events of the opening ceremony of Sydney Harbour Bridge silently, think logically and arrange



them in order. After this, watch the video (00: 39: 10 – 00: 44: 16) for the events, check them and put them in order.

- a. Crossing of train
- b. Decorated scissors with gold
- c. Delivering message by Students
- d. Mr Lang occupies his position at the dais
- e. On the land, sea and air pays homage to the day
- f. Procession passes across the arch
- g. Ribbon cutting ceremony
- h. Soldier's ribbon cutting with sword
- i. The arrival of Mr Ennis and Mrs Ennis at the dais.
- j. The arrival of State Governor (Sir Philip Game)
- k. The bridge opened to the public
- l. The Premier's arrival (Mr Lang)
- m. The State Governor General's (Sir Isaac Isaac) arrival

**Rationale:** It will help in writing various reports during the course and employment.

**Function:** Understanding the logical relation among the sentences and writing a report;

**Structure:** Simple present tense

## **6. Intrapersonal Intelligence**

**Task:** Read the following situation silently, understand it, watch the video (00: 39: 10 – 00: 44: 16), observe the situation and express your feelings on this occasion. It is an individual activity.

**Sub-task:** Imagine that you as a Chief Engineer of the Sydney Harbour Bridge completed the construction successfully after long years of hard work. Express your feelings on this occasion. After this, you can also imagine of other roles involved in the construction and prepare feelings on them too.

**Rationale:** It will help in expressing feelings and gratitude at different occasions in the course, job interview and employment.

**Function:** Expressing feelings and gratitude on achieving a great success; **Structure:** Simple present tense, use of adjectives, polite forms

## **7. Naturalist Intelligence**

**Task:** Form 6 groups with 5 in each, read the below given situation silently, understand it, watch the video (00: 43: 46 - 00: 44: 16), observe the situation and write solutions.

**Sub-task:** The construction of buildings decreasing the size of canal of Sydney, during the rains, the canal may overflow into the living area of people.

**Rationale:** It will help to give and take instructions during the course and employment.

**Function:** Writing instructions; **Structure:** Simple present tense, use of should/must

## **8. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 in each, read the list of sentences/words silently, understand them and choose one for doing the task. Then, watch the video (specified below) for specific images listed below, observe and describe them. After this, write main points, make them in sequence and prepare a paragraph.

### **List of Images:**

- a. The picture of the completed Sydney Harbour Bridge (00: 00: 03)
- b. The picture of the aerial view of the bridge (00: 10: 30)
- c. Sydney Photographer (00: 02: 38 – 02: 44, 02: 59 – 03: 14)
- d. By 1930, the unfinished bridge (00: 02: 34)
- e. Dr Bred Field (00: 02: 46)
- f. The Director of the Construction (00: 02: 50)

g. Supervising Engineer (00: 03: 20 – 00: 03: 28)

h. Military parade (00: 39: 14 – 00: 39: 39)

i. Mr L. Ennis & Mrs Ennis – arrival at the dais (00: 39: 40 – 00: 39: 48)

**Rationale:** It will help in communicating about places, persons and things at various contexts like academics, job interview and employment.

**Function:** Description of a person/place/thing; **Structure:** Simple present tense, talking about qualities, quantity, colour, shape etc.

### **3.4.14. Topic: The Construction of the Sydney Harbour Bridge**

#### **1. Verbal/Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 39: 10 – 00: 43: 45 & 44 -16) and look for the specific images, understand the description of them, make note of them, and expand the words given below using wh-words. One has been done for you.

**Example:** Doctor: A person who gives treatment for patients.

#### **List of Words:**

1. Passenger
2. Water
3. Ocean
4. Photographer
5. Engineer
6. Arch bridge
7. Pylon
8. Creeper
9. Crane
10. Park
11. Tunnels
12. Manager
13. Director
14. Camera
15. Hospital
16. College
17. Police
18. Playground
19. Library.

**Hints:** ‘which’ is used for things, ‘who’ is used for persons, and ‘where’ is used for places.

**Rationale:** It will help in spoken and written communication to talk about places, persons and things at various contexts like academics, job interviews and employment.

**Function:** Description – writing relative clauses; **Structure:** use of wh-words: who, which and where; **Vocabulary:** learning the use of nouns

## 2. Interpersonal Intelligence

**Tasks:** Form 6 groups with 5 in each, read the following sentences and fill up the blanks with the correct prepositions. After this, watch the video (00: 00 – 03: 27), look for the specific sentence and check the answers. Finally, prepare five examples for each preposition on your own.

**Fill in the blanks with suitable prepositions.**

(on, on, towards, at, on, in, in, from, over, to, into, behind, over, on, on, on, in)

\_\_\_\_ the bridge, \_\_\_\_ the northern side, curve\_\_\_\_, \_\_\_\_\_ the north shore line, \_\_\_\_\_ the creeper, \_\_\_\_\_ park \_\_\_\_ the north Sydney, \_\_\_\_\_ the top of the main truss, \_\_\_\_\_ the top of the bridge, \_\_\_\_ the end, cut deep \_\_\_\_ rock, \_\_\_\_\_ the pylons, \_\_\_\_\_ the Harbour, \_\_\_\_ the northern side, \_\_\_\_\_ the right, \_\_\_\_ the southern side, here \_\_\_\_ his left hand for many years.

**Rationale:** It is useful to communicate about a place or a location in the course, job interview and employment.

**Function:** Use of Prepositions of a place/location; **Structure:** Use of prepositions: on, towards, at, in, from, over, to, into, behind

### 3. Rhythmic/Musical Intelligence

**Task:** Form 6 groups with 5 in each, read the situation below silently, watch the video (00: 35: 46 – 00: 37: 58), observe, the occasion and also play a music in that context or list out events where a music can be played.

**Sub-task:** The first train crosses the bridge – train carries –important persons join the occasion – deliver the speech.

**Rationale:** It is useful in communicating at various contexts like academics, job interviews and employment.

**Function:** Description of an event; **Structure:** Simple present tense, talking about the event

### 4. Intrapersonal Intelligence

**Task:** Read the following situation silently, understand it, watch the video (00: 39: 10 – 00: 44: 16), observe the situation and express your feelings on this occasion. It is an

individual activity. After this, you can also imagine of other roles involved in the construction and prepare feelings on them too.

**Sub-task:** Imagine that you as a Chief Contractor of the Sydney Harbour Bridge completed the construction successfully after long years of hard work. Express your feelings on this occasion.

**Rationale:** It is useful to communicate ones feelings and gratitude at various contexts like academics, job interviews and employment.

**Function:** Expressing feelings and gratitude on achieving a great success; **Structure:** Simple present tense, use of adjectives, polite forms

## **5. Body/Kinaesthetic Intelligence**

**Task:** Read the following situations silently, understand them and choose one situation for acting out. After this, watch the video (specified for each role) for specific purpose, observe, discuss with your members, write down conversation, and finally act out before the class.

### **Sub-task:**

#### 1. Photographer:

Photographer visits the site along with his friend, takes photos, talks about photos, specially its quality and the picture. (00: 02: 40)

2. Creeper crane operator and worker:

Creeper crane operator operates the crane, lifts some parts to up to connect it to the arch. He is on the top of the bridge, talks over telephone and gives instructions to the workers on ground. (00: 06: 18 – 00: 06: 56)

3. Two workers are involved bolting:

Two workers are involved bolting, during this process they pull, tight by holding an instrument. They talk to each other about the work. (00: 08: 05 – 00: 08: 30)

4. Two workers are involved in riveting:

Two workers are involved in riveting the riveter, during the process they push the white-hot riveter into the holes and place them through the riveter to form the head. (00: 08: 30 – 00: 08: 56)

5. Two heater boys and a supervisor:

The heater boys are kept busy in cooking white-hot rivets, at the same time the supervisor supervises, gives instruction and appreciate their work.(00: 08: 57 – 00: 09: 45)

6. Conversation on the boat:

Workers are moving in a boat from one end to another end before starting of the work, and after completion of the work. They talk with each other on the work and water journey.



## 7. The Queen's visit to the site:

The Queen visits the site along with her minister for works, the Director of the Construction. The contractor, the chief engineer and supervising engineer are some of the important persons. The chief engineer receives the Queen and her team, presents the bouquet and explains the status of the work. The contractor talks about his deadlines and gives promise to complete the work on time with the help of the government.

**Rationale:** It is useful to describe places, communicate over telephone and share feelings at various contexts like academics, job interviews and employment.

**Function:** making conversations in the context: description of a place; giving and receiving instructions over telephone; talking with colleagues and authorities; talking about the work and sharing feelings; inviting authorities, explaining about the work and sending the off; **Structure:** Simple present tense, use of adjectives, should/must, prepositions of place and polite forms (modals: could, may).

## 6. Naturalist Intelligence

**Task:** Form 6 groups with 5 in each, read the below given situation silently, understand it, watch the video (00: 43: 46 - 00: 44: 16), observe the situation and write guidelines for protecting the historical monument.

**Sub-task:** Today around hundred and seventy-six motor vehicles and four hundred trains cross the harbour bridge every week day. Watch the video (00: 43: 46 - 00: 44: 16), observe the situation and write guidelines.

**Rationale:** It is useful in writing guidelines in academic and job settings.

**Function:** Writing guidelines; **Structure:** Simple present tense, use of should/must

## 7. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 39: 10 – 00: 44: 16) carefully, look for series of events, arrange them in order and provide a title.

**Rationale:** It is useful in writing reports for various purposes during course and employment.

**Function:** Comprehending of the text, identification of main ideas and providing a title/ a heading; **Structure:** Simple present tense

## 8. Visual/Spatial Intelligence

**Task:** Watch the video for specific images listed below, observe and describe them. For this, first write main points, make them in sequence and prepare a paragraph.

### List of Images:

- a. The arrival of the premier Mr Lang (00: 40: 03)

- b. State Governor arrives (00: 40: 04 – 00: 40: 25)
- c. The Governor General arrival (00: 40: 26 – 00: 40: 47)
- d. Students delivered a message (00: 40: 48 – 00: 40: 58)
- e. Mr Lang takes his place at the dais (00: 40: 59 – 00: 41: 09)
- f. Soldier cutting the ribbon with sword (00: 41: 10 – 00: 41: 18)
- g. Ornate gold scissors (00: 41: 21 – 00: 41: 24)
- h. Ribbon cutting ceremony (00: 41: 25 – 00: 41: 38)
- i. Procession passes across the arch (00: 41: 39 – 00: 42: 19)
- j. Crossing of train (00: 42: 20 – 00: 42: 33)
- k. On the land, sea and air pays homage to the day (00: 42: 36 – 00: 43: 09)
- l. The bridge opened to the public (00: 43: 10 – 00: 43: 38)

**Rationale:** It is useful to talk about a person, place and a thing at various occasions in different contexts like academics, job interview and employment.

**Function:** Description of a person/place/thing; **Structure:** Simple present tense, talking about qualities, quantity, colour, shape etc.

### **3.4.15. Topic: The Largest Dam in the world**

#### **1. Verbal/Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each. Read the following list of words silently, understand them, watch the video (specified below) and describe those using wh-words.

#### **List of Words:**

- a. Dam (00: 01: 01)
- b. Ships (00: 15: 27)
- c. Ship locks (00: 15: 48)
- d. Passenger boats (00: 16: 09 – 00: 16: 17)
- e. Engineer (00: 03: 27)
- f. Generator (00: 03: 38)
- g. Reservoir
- h. River (00: 05: 27 – 00: 05: 40)
- i. Concrete (00: 10: 09)
- j. Cargo ships (00: 16: 08)

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics,

**Function:** describing places, things and persons; **Structure:** Simple present tense and use of wh-words

## **2. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 10 – 00: 01: 27), and describe the dam.

**Rationale:** It will help to describe places at different occasions during and after the academics.

**Function:** Describing a place; **Structure:** Simple present tense and use of adjectives

## **3. Body/Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 05: 26 – 00: 06: 10) on the flood situation, think about the given situation, choose role and enact before the class.

**Sub-task** Imagine that there is a flood in the area; you are the head of your rescue team and save people from the disaster.

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics.

**Function:** Describing a place, people and things; **Structure:** Simple present tense and use of adjectives

#### **4. Intrapersonal Intelligence**

**Task:** Watch the video (00: 05: 26 – 00: 06: 10), read the below situation and express your feelings in the context. It is an individual task.

##### **Sub-task**

Imagine that your residing area including your house is submerged in floods. In this situation, you are saved by police.

**Rationale:** It will help to express ones feelings at various contexts like academics, job interviews and employment.

**Function:** Expressing feelings; **Structure:** Simple present tense and use of adjectives

#### **5. Rhythmic/Musical Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 05: 26 – 00: 06: 10 & 00: 24: 04 – 00: 24: 06) on a situation that ‘ships are displacing the citizens from the flooded areas’ and ‘the smile of an engineer for completing the construction’ and observe the music and write about the situations.

**Rationale:** It is useful to talk about various events occur during and after the academics.

**Function:** description of two different events (problems and success); **Structure:** Simple present tense

## 6. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each. Read the below given two tasks silently, understand them and arrange them in sequence as per the meaning. After this, watch the video (specified below), look for specific sentences, check the arranged sentences, and finally provide a title for them.

**Sub-task 1:** (00: 15: 44 – 00: 16: 14)

1. and lifts the ship up to the next lock ( )
2. water floods in ( )
3. The gates close ( )
4. Ships enter the lock at the bottom of the dam ( )

**Sub-task 2:** (00: 00: 48 – 00: 01: 27)

1. Much of this would be provided by an enormous dam spanning the mighty Yangsi River in China called the gorgeous dam. ( )
2. To fuel the need its ever accelerating industry, the nation needs more power( )
3. China is one of the fastest growing economies on earth. ( )

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics.

**Function:** arrangement of events in sequence and providing a suitable title; **Structure:** Simple present tense

## 7. Naturalist Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 08: 42 – 00: 09: 10), and think about the topic and make a paragraph.

**Sub-task:** Largest dam's construction disturbs and destroys creatures in water and soil

**Rationale:** It will help in writing various reports during the academics and employment.

**Function:** Writing a paragraph; **Structure:** Simple present tense

## 8. Interpersonal Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 50 – 00: 01: 01), observe the use of bicycles in a town of China. With the help of hints given below discuss with your partners and share your views in a group discussion.

**Hints:** China is one of the fastest growing economies in the world. Most of the people use bicycles for going to short distances.

**Rationale:** It will help to participate in various discussions as part of the course and employment.



**Function:** Initiating talk, expressing the problem, stating reasons, providing solutions and concluding; **Structure:** Simple present tense and polite forms

### **3.4.16. Topic: Build it Bigger – Azerbaijan’s Amazing Transformation (Discovery Channel)**

#### **1. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 00 – 00: 43: 34), look for the following words, and learn the spellings and usage of these words.

#### **List of words:**

Weather proofing manager, construction manager, roofing expert, interior manager, anchor manager, acoustic engineer, wood panel manager, sound engineer, steel manager, developer, single operator, empire, team, architect, designer.

**Rationale:** It will help to describe persons at different occasions during and after the academics.

**Function:** Enabling in description of words for persons; **Structure:** Simple present tense and use of nouns; **Vocabulary:** Practising spellings and usage of wh-words.

## 2. Interpersonal Intelligence

**Task:** Form 15 pairs, watch the video (00: 00: 00 – 00: 19: 00) carefully on the self-introduction, make the relevant notes, discuss with your partners, use hints given below and give your self-introduction. It continues for all the members.

**Hints:** name is/I'm... from/belong to...studying/working...hobby/ies+is/are etc.

**Rationale:** It will help to introduce oneself at various occasions like academics, job interviews and employment.

**Function:** Introducing oneself in different occasions; **Structure:** Simple present tense, have forms and prepositions: from & to

## 3. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video(00: 01: 25 – 00:01: 50) for the sequence of events, read the below given jumbled sentences of events silently, discuss with your partners in a group, watch the video again, arrange them in sequence and write reasons for selecting in sequence.

### List of Jumbled Sentences:

- It was one of the most conflicts written areas on earth. ( )
- It was situated between the Black and Caspian seas. ( )
- Azerbaijan is surrounded by Iran, Turkey and Russia. ( )

- and an ancient country located at the cross roads between Europe, Asia and the Middle East. ( )
- I mean Baku, the capital of Azerbaijan, ( )

**Rationale:** It will help in spoken and written communication to talk in group discussions and to write various reports at various contexts like academics and employment.

**Function:** Identification of time and event markers and putting them in order as per the time after confirmation; **Structure:** Polite forms (modals), wh-questions, question tags, conjunctions (because) and simple present and past tenses

#### **4. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video carefully (00: 31: 23 – 00: 31: 36), identify the music used in that context and talk about them.

**Hints:** Baku – cultural centre – has concert halls.

**Rationale:** It will help in giving oral presentations during academics and employment.

**Function:** Oral Presentation: identifying and expressing; **Structure:** Simple present tense and passive voice

## 5. Body and Kinaesthetic Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 12: 00 – 00: 17: 03) carefully, observe the demonstration of a spider crane, read the hints silently, make notes and present it to the class using body gestures.

**Hints:** Name of the crane – why is it called – physical feature – shape – colour – height – width – functions – purpose of using it.

**Rationale:** It will help to demonstrate equipment at various contexts like academics, job interviews and employment.

**Function:** Demonstration of a machine; **Structure:** Simple present tense and passive voice

## 6. Visual/Spatial Intelligence

**Task:** Form pairs of 15, watch the video (00: 13: 40 – 00: 14: 19) for the process of operating the spider crane, and in the pair, first member gives instructions to the second member and the second to the first. It continues for all the pairs.

**Rationale:** It is useful in giving and taking instructions orally during the academics and employment.

**Function:** Giving and taking instructions; **Structure:** Simple present tense and use of connectives (first, second, third, next, after that, finally etc.)

## 7. Intrapersonal Intelligence

**Task:** Watch the video (00: 02: 40 – 00: 03: 08 & 00: 29: 00 – 00: 34: 00) and understand the words of Developer of the construction on his firmness to create new innovation in the freedom country. After this read the below situation and share your feelings. It is an individual activity.

**Sub-task:** Imagine that you have lived your life under foreigners' rule for many years, and now you have got freedom from them to live on your own.

**Rationale:** It is useful to express ones feelings at different occasions in academics, job interviews and employment.

**Function:** Expressing feelings; **Structure:** Simple present tense and have forms

## 8. Naturalist Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (01: 28-30 & 10: 22 – 10: 52), look for the view of city with a lot of building constructions. Discuss it with your partners on the pros and cons of it on the nature and make a group discussion.

**Rationale:** It will help to participate in various group discussions at different contexts like academics, job interviews and employment.

**Function:** initiating talk, expressing the problem, stating reasons, providing solutions and concluding; **Structure:** Simple present tense and polite forms

### **3.4.17. Topic: Build it Bigger – Azerbaijan’s Amazing Transformation (Discovery Channel)**

#### **1. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 00 – 00: 43: 34), look for the following words, and learn the spellings and usage of these words.

#### **List of words:**

Concrete, steel Cultural centre, concert hall, oil well, ambitious project, multi-functional venue, tower crane, creeper crane, spider crane, plane shape towers, flickering flame, glass panel, engine, a tiny camera.

**Rationale:** It will help to describe places and things at different occasions during and after the academics.

**Function:** Enabling in description of words for places and things; **Structure:** Simple present tense and use of nouns; **Vocabulary:** Practising spellings and usage of ‘wh-words’.

#### **2. Interpersonal Intelligence**

**Task:** Form 15 pairs, watch the video (00: 08: 18 – 00: 08: 29) carefully on the introduction of others, make the relevant notes, discuss with your partners, use hints given below and give your partner to others. It continues for all the members.

**Hints:** this is/his name is/... he/she is from/belong to...he/she is studying/working...his/her hobby/ies+is/are etc.

**Rationale:** It will help to introduce others at different occasions during and after the academics.

**Function:** introducing others/partners/classmates; **Structure:** Simple present tense, have forms and prepositions: from & to

### 3. Musical/Rhythmic Intelligence

**Task:** Form 6 groups with 5 in each, watch the video carefully (00: 16: 48 – 00: 17: 04), identify the rhythm with the help of hints used in that context, talk about them and also create a rhythm on your own way.

**Hints:**

52 panels in one day – the glass is in place – install in five minutes – yes, spider crane is so important - glass gets done – Baku is windy – none other stops us – just say two words – spider crane – I love it!.

**Rationale:** It will help to give oral presentation during the course and employment.

**Function:** Oral Presentation: identifying and expressing; **Structure:** Simple present tense and passive voice

#### 4. Intrapersonal Intelligence

**Task:** Watch the video (00: 42: 24 – 00: 42: 56) and understand the words of Developer of the construction on his firmness to create new innovation. After this, read the below situation and share your feelings. It is an individual activity.

**Sub-task:** Imagine that you have got chance to create something new for your country. Then write about your future plans.

**Rationale:** It will help to express one's feelings and future plans on completing a project at different contexts like academics and employment.

**Function:** Expressing feelings and plans; **Structure:** Simple present tense and have forms

#### 5. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 50 – 00:02: 26) for the sequence of events, read the below given jumbled sentences of events silently, discuss with your partners in a group, watch the video again, arrange them in sequence and write reasons for selecting in sequence.

##### List of Jumbled Sentences:

- The creation of cultural independence. ( )
- And today, almost 20 years of struggle, they engage in different struggle. ( )



- But, in 1991 with the fall of the Soviet Union, Azerbaijan gained political independence. ( )
- Seizing half of the world's oil supply. ( )
- The Soviet occupied for more than 70 years. ( )
- The city of Baku was home to the first oil well in history. ( )
- Now for the Azerbaijan's history, they have been consistently under the rule imposing neighbour empires, both Islamic and Soviet. ( )

**Rationale:** It will help to write various reports on different occasions in different contexts like academics and employment.

**Function:** Identification of time and event markers and putting them in order as per the time after confirmation; **Structure:** Polite forms (modals), wh-questions, question tags, conjunctions and simple present and past tenses

## 6. Body and Kinaesthetic Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 25 – 00: 01: 50) for specific information of the City of Baku, write down the main points with the help of hints, and present it to the class using body gestures.

**Rationale:** It will help to describe places at different occasions during and after the academics.

**Function:** Description of place; **Structure:** Simple present tense and adjectives

## 7. Visual/Spatial Intelligence

**Task:** Form pairs of 15, watch the video (00: 12: 00 – 00: 17: 03) for the physical features and function of a spider crane. After watching it, describe them to the class. It continues for all the pairs.

**Rationale:** It will help to describe various tools or equipment at different context like academics, job interviews and employment.

**Function:** Description of a machine; **Structure:** Simple present tense and use of adjectives

## 8. Naturalist Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (01: 28-30 & 10: 22 – 10: 52), look for the view of city with a lot of building constructions, read the following situation silently, understand the roles and play it before the class.

**Sub-task:** you are given a chance to design, plan and implement the plantation programme in the city. Now, you talk to the public, get the inputs and prepare a master plan.

**Rationale:** It will help to participate in various group discussions on various matters at different contexts like academics, job interviews and employment.

**Function:** self-introduction – talking about the purpose of meeting – getting opinions & suggestions - initiating talk, expressing the problem, stating reasons, providing solutions and concluding; **Structure:** Simple present tense and polite forms

### **3.4.18. Topic: The Story of Taj Mahal**

#### **1. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch video (00: 00: 00 – 00: 53: 00) learn spellings and usage for the given list of words.

#### **List of words:**

Marvel of design, engineering, a love story, white marble, extravagant life style, most beautiful building, enormous complex, massive entry gate, four minarets, twenty thousand artisans, elevated podium, interesting engineering structure, double dome, outer dome,

**Rationale:** It will help to describe places and things at different occasions during and after the academics.

**Function:** Enabling in description of words for places and things; **Structure:** Simple present tense and use of nouns; **Vocabulary:** Practising spellings and usage of ‘wh-words’.

## 2. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video(00: 00 – 04: 34 ) for the sequence of events, read the below given jumbled sentences of events silently, discuss with your partners in a group, watch the video again, arrange them in sequence and write reasons for selecting in sequence.

### List of Jumbled Events:

1. For 2 years he abandoned his extravagant lifestyle. ( )
2. She had been a constant companion for over 20 years giving him support and advice. ( )
3. Her death devastated him. ( )
4. In 1631, MumTaj Mahal suddenly died on giving birth to the 14<sup>th</sup> child. ( )
5. Built by Shahjahan, a muslim for his wife. ( )
6. Is a love story in white marble, ( )
7. The Taj Mahal, a marvel of design in engineering, ( )

**Rationale:** It will help to write various reports during the academics and employment.

**Function:** Identification of time and event markers and putting them in order as per the time after confirmation; **Structure:** Polite forms (modals), wh-questions, question tags, conjunctions and simple present and past tenses

### **3. Musical/Rhythmic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video carefully (00: 00 - 10: 11), observe the video and f the Taj Mahal and talk about list of events and propose suitable music.

**Rationale:** It will help to describe incidents occurring at different occasions during and after the academics.

**Function:** Describing a tragic incident; **Structure:** Simple present/past tenses and passive voice

### **4. Body/Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 00 – 00: 01: 04) on the brief history of Taj Mahal, make note of main points and enact it.

**Rationale:** It will help to talk about various events at different contexts like academics, job interviews and employment.

**Function:** Narrating a story through roles; **Structure:** Simple past tense and passive voice

### **5. Visual/Spatial Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 25 – 00: 01: 57) for the description of construction process on Taj Mahal, make note of main points and describe it.

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics.

**Function:** Identification of names of different places, things and persons; **Structure:** Simple present/past tenses; **Vocabulary:** On construction and its related

## **6. Intrapersonal Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 25 – 00: 02: 00) and observe that Shahjahan has ordered to cut the hands of persons who created the Taj Mahal and it was done. Express your feeling on this.

**Rationale:** It will help to express ones feelings on different matters at different contexts like academics, job interviews and employment.

**Function:** Expressing feelings; **Structure:** Simple present tense and have forms

## **7. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 07: 30 – 00: 10: 11) on detailed explanation and demonstration of reflections of Black Taj Mahal, make note of main points and enact it. Here, the video is played in mute condition, one group after the other continues describing it till the end of the video.

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics.

**Function:** Describing a place, person and thing; **Structure:** Simple present tense

## **8. Naturalist Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 07: 30 – 00: 10: 11) carefully, observe the pollution problem and prepare an action plan to protect the Taj Mahal.

**Rationale:** It will help to give oral presentation during academics and employment.

**Function:** Expressing views, comments and suggestions; **Structure:** Simple present

### **3.4.19. Topic: The Story of Taj Mahal**

#### **1. Verbal and Linguistic Intelligence**

**Task:** Form 6 groups with 5 in each, watch video (00: 00: 00 – 00: 53: 00) learn spellings and usage for the given list of words.

#### **List of words:**

Mughal builders, engineering marvel, ground water, main door, ten stories, precious stones, white-ash, black marble, central planning, symmetrical site, moonlit garden, octagonal tank, richest man, greatest building project.

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics.

**Function:** Enabling in description of words for persons, places and things; **Structure:** Simple present tense and use of nouns; **Vocabulary:** Practising spellings and usage of ‘wh-words’

## 2. Logical and Mathematical Intelligence

**Task:** Form 6 groups with 5 in each, watch the video(00: 00 – 04: 34) for the sequence of events, read the below given jumbled sentences of events silently, discuss with your partners in a group, watch the video again, arrange them in sequence and write reasons for selecting in sequence.

### List of Jumbled Events:

1. it would obsess him for the next 22 years, ( )
2. His enormous complex was built exactly as originally planned  
and never altered afterwards. ( )
3. So there was no room for mistakes. ( )
4. The design during or after construction. ( )
5. The Mughal custom prohibited alterations. ( )
6. Shahjahan himself shaped the design. ( )
7. Which many say is the most beautiful building in the world. ( )
8. who came to be known the world over as the Taj Mahal ( )
9. He took solace in a project ( )



**Rationale:** It will help in spoken and written communication to participate in group discussion and writing reports at various contexts like academics and employment.

**Function:** Identification of time and event markers and putting them in order as per the time after confirmation; **Structure:** Polite forms (modals), wh-questions, question tags, conjunctions and simple present and past tenses

### **3. Body/Kinaesthetic Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 25 – 00: 01: 57) on the description of Taj Mahal, make note of main points and enact it.

**Rationale:** It will help to talk about various constructions and about the builders at different contexts like academics and employment.

**Function:** Narrating a story through roles; **Structure:** Simple past tense and passive voice.

### **4. Intrapersonal Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 01: 25 – 00: 02: 00) and observe that Shahjahan has ordered to cut the hands of persons who created the Taj Mahal and it was done. Imagine that if you are in the position of Shahjahan, what do you do?. Express your feeling on this.

**Rationale:** It will help to express ones feelings on different occasions at various contexts like academics, job interviews and employment.

**Function:** Expressing feelings; **Structure:** Simple present tense and use of ‘If’ and ‘will’

## 5. Visual/Spatial Intelligence

**Task:** Form 6 groups with 5 in each, watch the video (00: 07: 30 – 00: 10: 11) for the description of work process on Black Taj Mahal, make note of main points and describe it.

**Rationale:** It will help to describe places, things and persons at different occasions during and after the academics.

**Function:** Identification of names of different places, things and persons; **Structure:** Vocabulary of construction and its related

## 6. Musical/Rhythmic Intelligence

**Task:** Form 6 groups with 5 in each, watch the video carefully (00: 00 - 10: 11), observe the history of the Taj Mahal and talk about the events with relevant music.

**Rationale:** It will help to talk about any incident on different matters in academics and job settings.

**Function:** Describing an tragic incident; **Structure:** Simple present/past tenses and passive voice

## **7. Naturalist Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 07: 30 – 00: 10: 11) carefully, observe the security problem and prepare an action plan to protect the Taj Mahal.

**Rationale:** It is useful in academic activities, job settings to express views, comments and suggestions for the development of an institution or organization.

**Function:** Expressing views, comments and suggestions; **Structure:** Simple present

## **8. Interpersonal Intelligence**

**Task:** Form 6 groups with 5 in each, watch the video (00: 00: 00 – 00: 10: 11) on history and other details of Taj Mahal, understand them, make a note of them and take roles as tourist guides, tourists, ticket issuing authority, security officials etc. and enact it before the class.

**Rationale:** It will help to talk about a company or an institution to represent to others in academics and employment.

**Function:** Describing a place, person and thing; **Structure:** Simple present tense

### **3.5.0. Overview**

In this chapter, there is a mention about introduction, design of the study, tools, theoretical background for tasks, need of Multiple Intelligence approach in the classroom, method of selection of video material for the study, English communication skills taught to students and designing tasks for teaching English communication skills. After this, next chapter will deal with data collection and analysis.

# CHAPTER FOUR

## Data Collection and Analysis

### 4.0. Introduction

This section deals with Analysis of Students' Spoken English Communication Skills Test, Criteria for Testing Spoken English Communication Skills, Method of Collection of Data from the Students in Pre and Post-tests, Error Analysis of Students' Spoken English Communication Skills Test, Comparison of Marks Awarded in Pre & Post-Tests, Difference of Improvement in Pre and Post-tests, Students' Difficulties in Grammatical Elements in Pre-Test, Students' Difficulties in Grammatical Elements in Post-Test, and Results of T-Test for Spoken English Communication Skills Test; Analysis of Students' Essay Writing Test, Criteria for Testing Essay Writing in English, Comparison of Marks Awarded in Pre & Post-Tests – Essay Writing, Difference of Improvement in Pre and Post-Tests – Essay Writing, Students' Difficulties in Grammatical Elements in Pre-Test, Analysis of Language Errors in Essay Writing Test - Post-Test, Results of T-Test for Essay Writing Test; Opinionnaire for Students on the Conducted Activities, Objectives of Questions, Responses of Students for the Opinionnaire and Overview.

## **4.1.0. Analysis of Students' Spoken English Communication**

### **Skills Test**

#### **4.1.1. Criteria for Testing Spoken English Communication Skills**

Based on the Common European Framework for writing and speaking (2011), Sample Assessment Rubrics (2016), Verner, S (2007) and Study.com (2016), the following criteria are designed with the five rubrics: fluency, accuracy, vocabulary, comprehensibility and appropriateness and content. And four levels are provided with marks in descending order: 4, 3, 2 and 1 with a score of 4 marks being the highest and 1 the lowest. (Appendix-III)

#### **4.1.2. Method of Collection of Data from the Students in Pre and Post-Tests**

In both pre and post-tests, the video material was selected randomly from the list mentioned below, and the students were asked to watch the video for maximum duration of two minutes, and talk about or describe the video for two minutes. During this time, the video is put on mute condition. It does not allow students to expose to language which is there in the video during the test. Hence, it gives accurate results in the study.

**Table 4.1. List of Videos Played to Students in Pre and Post-Tests – Spoken English Communication Skills**

Sl. No	Name of the Student	Videos played	
		Pre-test	Post-test
1	Student 1	The great wall of China Tajmahal	Machu Pichu
2	Student 2	Palm Island in Dubai	Panama Canal
3	Student 3	Palm Island in Dubai	Skilled Brick Layers
4	Student 4	Hong Kong Bridge	The Longest bridge in China
5	Student 5	Palm Island in Dubai	Sydney Opera House
6	Student 6	Tajmahal	Tajmahal
7	Student 7	The Largest Dam	Burj Dubai
8	Student 8	The Construction of Sydney Harbour Bridge	Bridge and gates, water
9	Student 9	Hong Kong Airport	Hong Kong Airport
10	Student 10	Sydney house, Port Dubai	Palace construction - people
11	Student 11	The Largest Bridge in China	The Largest Bridge in China

12	Student 12	Palm Island in Dubai	The Longest Bridge in China
13	Student 13	The Largest bridge in China	The Largest bridge in China
14	Student 14	Burj Dubai	Burj Dubai
15	Student 15	The Longest Bridge in China	The Longest Bridge in China
16	Student 16	The Great Wall of China Wall	The Great Wall of China Wall
17	Student 17	Tajmahal	Tajmahal
18	Student 18	Machu Picchu	Machu Picchu
19	Student 19	Tajmahal	Tajmahal
20	Student 20	Chenab bridge	Chenab bridge
21	Student 21	Chatrapati Shivaji International Airport	Chatrapati Shivaji International Airport
22	Student 22	Tajmahal	Tajmahal
23	Student 23	Burj Dubai	Burj Dubai
24	Student 24	Tajmahal	Tajmahal
25	Student 25	The Great Wall of China	The Great Wall of China
26	Student 26	The China Wall	The China Wall



27	Student 27	Chenab Bridge	Chenab Bridge
28	Student 28	China bridge	Burj Dubai
29	Student 29	Mumbai International Airport	Mumbai International Airport
30	Student 30	Chenab Bridge	Chenab bridge

#### 4.1.3. Transcription of Students' Pre and Post-Tests – Oral Presentation

##### Student 1 - Pre-test

Good morning to all of you. I am Gulam Nabi Azad. I am a student of MANUU, Civil first year. I just watched a video, which, which is, in which, we all watched about the great wall of the world, which is **the wall of China**. First week, before it, we watched the video of **Tajmahal**, you know. One of the seven wonders of the world fom India. For China, the great wall has been taken in the seven wonders of the world. You know my friends, it is the video of construction and in which it has been shows that it has been shown that how can change the time without any machinery, without any operators,

machinery of operators,, this buildings and this wall has been made elite and very unique and now a days if you, if you shall want to, if you shall want to make life spoil then I think it is impossible without using machinery, crane operator, without using all the operators of the period. But in the ancient time all the means there was , has taken more time but they all have made this great wall you know it has been taken means more time and when it has been made for means the save of channels, the share of responsibility. It has minimum is in ancient time many means in building which context always try to is always, always try, always try to give the answer to other citizen of the country. Then means, the King of China, he thought that I can safe means my life and the like of my citizen and I should try to do something then means he made this wall and because of this wall all the citizens of China are safe now and.

### **Student 1 - Post-test**

In the name of God, who is most merciful, who is most beneficent. I would like to say good morning to one and all. My name is Gulam Nabi Azad, a student of MANUU, Civil first year. I have just watched a video that a Mega Structure. **Ancient Mega Structure, which is 'Machu Pichu'**. According to my knowledge, it is in china. And in this video, I saw that this ancient Mega Structure is looking just like stairs and steps. If you see this from a far away, then you will see that, it is made step by step. It is very ancient, it has been made by only the rocks, the rocks are arranged in a systematic way and it has been made by the king, who is the king of China. It is a very beautiful construction. When I saw this video, I thought that it was a place, it was very beautiful and nice because it

looks like that, it is in a forest. And because of it, it looks beautiful and beside of this ancient mega structure, there is a river which flows and the water is looking so pure and white. As per my understanding, I know it is very beautiful and looking amazing. So, that's all.

### **Student 2 - Pre-test**

My point of view, in the **construction of is the road**. Biggest kind of construction, one of these. Some rocks up and low, down the sea. After that about complete the road. New technique like **JCB and new instrument like JCB bag**, bulldozer. First I see some rocks, bomb blasting rocks then device checker and to stand JCB operator like up and down concrete road in CC. Some concreting road in complete raw material.

### **Student 2 - Post-test**

In the name of Allah, the most beneficent and the merciful, I want to say good morning to all my dear friends. I am Md. Umar, a student of MANUU Polytechnic, studying Civil Engineering first year. I am talking about a video which I have seen just now. I am talking about the experience of Panama Canal, the Seven Wonders of the World. The **Panama Canal** is a big canal in the world. First of all, in the starting of the video, the construction work of Panama Canal is started. A lot of workers and engineers are working. The canal is constructed by well-educated engineers, Civil Engineers, a lot of people and workers. In the last, the Panama Canal is full with water and it flows in canal and that is imaginary. I'm talking about that I have seen one person, the chairman of

Panama Canal. I don't know what the name of this person is but a good person, his experience is very good. Thank you.

### **Student 3 - Pre-test**

I am Shaik Moazzam. I want to explain Dubai, **Dubai construction** how to make in building because yahee building. Building is a structure in the and and building is having from and I, you see so, what a structure what a structure to building and Dubai seas is very nice manner, very nice tower, the highest, the highest tower according to Dubai, very bravest countries, and building and I.

### **Student 3 - Post-test**

Good morning friends, I am Shaik Moazzam. I live in Mumbai. And I am talking about skilled work. The skilled work is done using bricks. That is the 'bricks structure'. It is a very good work. I want to say that, it is done very fast. It is made by a skilled person. The structure is looking very beautiful. And so, there are many uses of the bricks in many places and other countries also. And the bricks are used and the design of wall radius of bricks is very good. These bricks are used in all the countries like poor and rich people. Bricks are very popular in this market and it is in the field of the Civil Engineering. The bricks are very useful in Civil Engineering field. And so the building is made in a good manner. There are many bricks available, so these are used regularly. There are two qualities of bricks. One is high quality and second one is low quality. The used bricks and cement in this are more costly. That's all. Thank you.

#### **Student 4 - Pre-test**

Good morning. My name is Md. Imamuddin. I'm studying in MANUU Polytechnic, Bangalore. My roll number is 18. I see that a wide of **Hong Kong bridges**. The structure the structure engineer name is **Mark Dat Chun**. And his structure is is very beautiful. The structure hard work. And the workers are doing very hard work. Thank you.

#### **Student 4 - Post-test**

Hello, good morning. My name is Md. Imamuddin. I am a student of Civil Engineering. I am studying in Polytechnic, Bangalore. I have seen that video. I have seen that video in that system. I see a good thing that bridge is standing with the support of wires. This is the longest bridge in that country. It is a strong bridge because the heavy rain and air cannot shake the bridge. I liked it very much. And those engineers are very good. They are doing hard work in making the bridge. They are working day and night. And, he is a good engineer, who designed that bridge. I don't remember his name. Thank you.

#### **Student 5 - Pre-test**

Tanweer Alam. I watched Civi Engineering video. This video is, **I watched some buildings, constructions**, I have, constructions.?.so very hard engineer. They are very hard designer, hard buildings, constructions, there are many workers, buildings, and constructions. Ok sir.

### **Student 5 - Post-test**

Hi friends, good morning to all of you. Myself is Md. Tanweer Alam. My roll number is 001-13-02-C-36. I'm talking about a 'Sydney Opera House'. **Sydney Opera House** is in the middle of the sea. There are many engineers working in Sydney Opera House. There are many engineers talking about Sydney Opera House. Many people have come there from other countries to see the Opera House. There are many buildings and a bridges. Sydney Opera House is looking good and nice. Sydney Opera House is just like Lotus temple in Delhi. It is a very beautifully house constructed on water. It is very difficult to construct in the water. They have done it. So, I liked it very much. Thank you.

### **Student 6 - Pre-test**

Historical building is that a historical building **Shajaha Shahjaha** started started time to like all man good place. I like my historical building and I vis visit I visited and to Agra Agra historical place and they they had a historical building, behind garden and sea, river and a beautiful other place.

### **Student 6 - Post-test**

In the name of Allah, the most beneficent and merciful, I start speaking. My name is Asif Iqbal, MANUU Polytechnic student. I have seen the video just now. I am talking about Tajmahal. **Tajmahal** is situated in Agra behind Jamuna River. Tajmahal is a historical building construction. It is the total work of Civil Engineering. Civil Engineers' mind is very good. They are working continuously. And Tajmahal is started and completed in

around 19 years or something like that. And the Tajmahal is constructed by Shahjahan. Shahjahan is a ruler or related to king's family. People from other countries are coming to the Tajmahal to see it. It is historical palace. There is a big building construction near the Tajmahal. There is river water behind the Tajmahal. There are some things mentioned from the Holy Quran on the walls of the construction. The Tajmahal is a great construction. This is constructed for Mumtaz. Tajmahal is a very beautiful building.

### **Student 7 - Pre-test**

I am Sarfraz Alam. My branch is Civil Engineering, first year. Its video is ship. **Ship** is a very very big. Its ship, in the ships, in the ships, in the mount, **water fly**. In this country very very largest.

### **Student 7 - Post-test**

Good morning to all of you. I am Md. Sarfraz Alam. I belong to Darbhanga of Bihar. I am studying in MANUU Polytechnic. My branch is Civil Engineering, first year. I'm talking about 'Burj Dubai' in this world. **Burj Dubai** is a big city and a beautiful city. Burj Dubai is the greatest and highest construction in the world. There are many engineers who are working for the construction of 'Burj Dubai'. It is built by many engineers. There are many big building constructions near Burj in this Dubai. The buildings are very beautiful. It was the construction by Civil Engineers. We must appreciate the skill of Civil Engineers. And Burj Dubai, Dubai is an Arabic city. People speak English and Arabic in Dubai. Thank you!

### **Student 8 - Pre-test**

My name is Md. Shahnawaz Alam. First of all and **construction of civil bridge**. And the bridge is, first of bridge is is starting that the bridge is starting in 1920 and finished in 1930. Building height is 190, 159 feet 6 inch and and over, over, over.

### **Student 8 - Post-test**

First of all, good morning to all of you. My name is Md. Shahnawaz Alam and I live in Bihar, district Darbhanga. My study is Diploma in Civil Engineering in MANUU Polytechnic. I saw the video. The video was on Panama Canal, opening of gates and moving of a ship from one place to another place. In this video, some technique is used to lift the ship, as soon as the gate is opened, the ship moves forward and the gate is closed automatically; after this, the water is released to this place from the front gate and the water level is increase and the ship is lifted up. It goes like that. There are many people travelling on a ship and enjoying the journey. Thank you.

### **Student 9 - Pre-test**

My name is Syed Hakim Quadri. My roll number is 20. I'm studying for MANUU Polytechnic, Bangalore. I am seeing the video the video clip **Hong Kong Airport**. Hong Kong Airport was very beautiful. They have people is very work hard. And a Airport is being done, HongKong Airport. And that's all.



### **Student 9 - Post-test**

My name is Syed Hakim Quadri. My roll number is 20. I have seen a video on **Hong Kong Airport**. The Engineering work is very interesting. The airport is made beautifully. It is in the middle of the water. It is not an easy work. Civil Engineers planned, dumped mud in the water with the help of ships. Like that they constructed it systematically and completed in about 7 years. Civil Engineers have also constructed a tunnel in the water. It was really a wonderful work. It is the largest airport in the world. Thank you.

### **Student 10 - Pre-test**

My name is Md. Zafaryab. I am from Bihar. My last qualification is matric. My personal qualification is that Diploma, first year from Civil branch. My, I like **Sydney House, port Dubai**. This is a bed in 1994 to the seven.

### **Student 10 - Post-test**

My name is Md. Zafaryab. My branch is Civil engineering, first year and roll number is 28. I see this video. And it is very important video. It is looking like a palace. There are many colours on the walls of the building. It means that colourful designs are put on the walls. They are looking nice. And beautiful paintings are there on the beams. There are more beams and more columns. There are windows and rooms also. There are lights on the beautiful roads. The roads are cleaned. There are parks in front of the building. There are many people, came for visiting the palace. Ok. Thank you.

### **Student 11 - Pre-test**

Myself Md. Nazrul Islam, from MANUU Polytechnic, Civil first year. My education is \_\_\_\_\_ and but roadways and our our **bridges our over bridges** but I big **building and hills but and pattar** strong is site. All mans very very beautiful.

### **Student 11 - Post-test**

Good morning to you all!, My name is Md. Nazrul Islam, studying Civil Engineering first year. My roll number is 30. I have seen a video on Civil Engineering construction and communication. I have seen a bridge, a road and a hill. Civil engineers are conducting a research in the work. They are using machines like a dumpy level and other instruments in the work. They are cutting a hill and making a railway line. Finally they have made a bridge. After this, they have done a function to open the new bridge. There are Civil engineers from Japan, America and Paris etc. Thank you!

### **Student 12 - Pre-test**

I seem to video construction building. I seem to building construction.

### **Student 12 - Post-test**

My name is Md. Gulam. My roll number is 34. I saw the video and it is on the bridge, the longest bridge. The height of the bridge is 1650 feet, ship is 250 feet long. The engineer is great. Thank you.

### **Student 13 - Pre-test**

Hi, good morning to everybody. I'm myself Md. Farooq. I'm today talking about bridge.

**Bridge is prepared in China.** And And its very wonderful bridge. And prepared prepared river in a very longest bridge and. Thank you for.

### **Student 13 - Post-test**

Hello, good morning to everybody. I'm Md. Farooq. I'm talking about bridge today.

I have seen the video on the bridge construction. It is there in China. It is the longest bridge in China. It is a wonderful and great bridge. China people use this bridge for travelling for buses, cars and trains. Thank you!

### **Student 14 - Pre-test**

My name is Aklakur Rahaman. First of all, this **building construction** is long 40 meters, height 30 meters.

### **Student 14 - Post-test**

Good morning to all of you. I am Aklakur Rahaman. I am talking about Dubai construction. **Dubai construction** is the greatest construction in the world. I have watched the video on construction. It was very good. I liked it. Thanks.

**Student 15 - Pre-test**

I see the Shinghai. My name is Md. Amanullah. And I will see the, I see, first of all I see the Shinghai, and... I look the bridge Shinghai and many cars and ships are is road. Shinghai bridge and rail and railway track and Shinghai bridge and your lower side is sea. Many ships are gone to Shinghai sea. Over sir.

**Student 15 - Post-test**

Good morning to everybody. My name is Md. Amanullah. My brnch is Civil Engineering and I am studying in Polytechnic, Bangalore. I have seen a video on Shanghai bridge in China. It is the longest bridge in the world. There is a speciality in the bridge. Two roads are made. One for the cars and buses, and another for rail; below this, ships are moving. Civil Engineers have done a lot of hard work to construct this bridge. This bridge is very useful for the china. That's all. Thank you!.

**Student 16 - Pre-test**

I have just seen China video. I like this because, it is situated between mountain. And I just want to see the mountain because we cannot go on that type of mountain, but people are visiting there. So easily we can see. This type of environment I like very well. Because there we can take fish(fresh) air. And like we are walking the sky because it is very upper sides in the mountain ispecially(especially). But it is very long way, we can't travel by the foot. But, I want to visit there. Because I think it is the greatest wall whole over the world. And I like to enjoy. It is also my dream to go there China. It is very old

wall and specially, this the main advantage of this that from we can this, this is also related to histry(history), some king were made this. So I think I want to visit because this is a historical place as well. And a alot of people to visit there. It is also a tourist place. And a lot of people come and visit here and because it is a historical place I also want to visit there but this is also I saw in video. It is also a broken walls as well and many those some specific reason to make this the China wall, the China wall, and it is very famous whole over the world.

#### **Student 16 - Post-test**

I have just seen a video on a “China Wall”. I like it because it is situated among mountains. I want to see this type of mountain because I can get fresh air there. Many people are visiting the wall. They can only walk on the wall on foot. Since it is a greatest wall in the world, I have a dream to visit it. The reason is that, it has a great history and kings made this wall. There might be some historical reason behind making it. So, it has become the largest wall in the world.

#### **Student 17 - Pre-test**

Tajmahal is a beautiful palace. Hame Tajmahal bahut acha laga. Shajaha and Mumtaj so beautiful and Tajmahal banato vahapar bahut sare aadmi aaye. Tajmahal ko dekhne keliye. Aur Tajmahal ke opposite jo ek Talaab hai oh hame bahut acha laga. Aur bhi bahuth saare hai, jo bahutee khoobhsurath dikhtha hai.

#### **Student 17 - Post-test**

I am talking about Tajmahal. It is a beautiful place. Many people visit this place. It is built by King, Shahjahan. It is a great work in Civil Engineering field. I like it very much. There are beautiful gardens in front of Tajmahal. It is beside the river. Thank you!.

### **Student 18 - Pre-test**

Machu Pichu which is a mega infrastructure of the ancient period is located or been built by ancient people with many man force and man arts. Wasting or spending at that time. Then Machu Pichu which is built on an high mountain below which the river flows from the other mountain. And the infrastructure is built in such a way that the people who stay over there who can have the water supply like they have built channels using the huge stones. So as to get water facility at every stage, which is been built in the Machu Pichu. *Tho* many people have strived and worked hard for to built such an infrastructure, which is counted as the world's *mathlab kyaa kehtehai*, which counted as the world's most different thing using very less materials only stones and been carved with using *kyaa kehtehai* old things stones only.

### **Student 18 - Post-test**

Hi, this is Ali !. After watching the Machu Pichu video along with thats audio, I am just going to record this video. Machu Pichu, which is built in Asian Period was built using many man labourers. And many I think is present in the Machu Pichu like all the facilities for, which are required for living is available at Machu Pichu. Machu Pichu has many channels in between and fields in between through which the cultivation can be

done, and the food can be grown. *Tho* everything is available at Machu Pichu , such a height high which is required for living being for survive there like water facility through which channels made in between Machu Pichu such a height high mountain and the river flows from other mountain. And it's a very great infrastructure being built then Ancient Period using nothing else other then the man labour. And he made different innovative type of infrastructure like thinking about building infrastructure at mountain level. And making his people available all the facilities which are required for living is a great thing what he has done. At that time and using nothing other than the man labour. At the same time it has houses and temples to worship and many a things. This is a short video of two minutes. So, thank you.

### **Student 19 - Pre-test**

Tajmahal is situated in Agra it is near Delhi. Tajmahal is build in 1632 . It is build by Sagmurmur. Tajmahal is build by about 20000 thousand labour.It is build by Shahjahan in which the memories of his wife Mumtajmahal. Tajmahal is situated in Agra beside the bank of Yamuna river .It is .... Tajmahal is world famous monuments . And the cost of Tajmahal is 20 million Indian currency.That cost in1632 A.D .It is also a tourist place. Many tourists comes to see the Tajmahal. And many of filims makes the Tajmahal and also shooted photos. And the beautifulness of Tajmahal is that it is situated in the river sides, and also there is a mosque . It is the talkila mosque . That's all!

### **Student 19 - Post-test**

Tajmahal situated in Agra. It was built by the Mughal Emperor, Shahjahan. Tajmahal built by the memories of his lovely wife, Mumtaz Mahal. Shahjahan loves very much. Tajmahal built in 1632. There are 20 million spent in 1632 for build the Tajmahal. Tajmahal is beside on the river of Yamuna. It is also a tourist place. For building the Tajmahal, 20,000 labours and hightechs are there. Shahjahan and Mumtazmahal is situated in the Tajmahal. Tajmahal is a tourist place. It's the 8<sup>th</sup> wonderful in allover the world. It is made by the Sugmurmur.

### **Student 20 - Pre-test**

Chenab bridge is bery difficult projet. It is built by INFAN company. It is very challengeable project. Other for example, comaparing other world, for example Eifl Tower height 324 meters and this Chenab bridge in height 359 meters. Afetr complete, it is very important bridge. It is very beautiful bridge. It is very challengeable bridge. I think it is very biggest after complete. It is very beautiful bridge.

### **Student 20 - Post-test**

Chenab bridge is a Kashmeer construction. This bridge is bery largest bridge. And comparing with other borld and for example Eifl Tower height 324 meters. But this bridge is 359 meters. It is very difficult project. But until with an engineer in India ISI according to work, there is a bery beautiful bridge in life in India. Thank you!



**Student 21 - Pre-test**

I have seen a video. It is on Chatrpathi Shivaji International Airport. It is a very beautiful airport. I saw planes, buses and cars. It is a world class airport. It is made by the Indians. There is/are more runways. There are also beautiful buildings.

**Student 21 - Post-test**

Mumbai Shivaji Terminal Airport. It is a national and international airport. It is international and national airport. There is a famous building and beautiful building and bus and beautiful bus park. There is a more runway. It is the beautiful city in the India. And that's all.

**Student 22 - Pre-test**

The Tajmahal is more beautiful in the world. Emperor of Shahjahan has been built the Tajmahal. The Tajmahal has been built by white marbles. So after his back, white side. The marble want to be Tajmahal. So the, since it has been on upper side. So the Tajmahal have been white marble. The Tajmahal can be beautiful in the world famous in India. The Tajmahal, the tajmahal who have been built for his loved wife Mumtaj Begum. And his loves friends. Tajmahal has been built for his wife by Shahjahan. Mumtaj forever life in history. The Shahjahan want the Tajmahal was completed within 10 years. They have 14 children, they have. They lived in Tajmahal. The mosque has been created on backside of Tajmahal and Yamuna river.

So the Tajmahal can be built in white marble. The Shahjahan has been celebrated most architecture like Indians, Arabians and more Arabs have been created. Who have been created Tajmahal. So, the Tajmahal have been more beautifulled and the Tajmahal who have been created the emperor the Shajahan has been cut his hand. So the another Tajmahal would not be would. So the Tajmahal is more beautiful in the world.

### **Student 22 - Post-test**

Tajmahal, as you know the Tajmahal is the most beautiful wonder in the world. The Tajmahal has been built by the emperor of Shahjahan. Who have been in love with Mumtaj Begum. Who has been his queen. So the Tajmahal have been built by the Shahjahan. And he was created a new wonder in India. The Tajmahal was more beautiful wonder of in India. So the many people can watch the Tajmahal who have been come from Dubai and America to watch the Tajmahal. The tajmahal have been have 4 wonders in Tajmahal. And there are river by upper side in Tajmahal. And the pillars of the Tajmahal was and beautiful stone makers. The Tajmahal was the most beautiful in the world. So the many people can watch the Tajmahal to come in India and see the Tajmahal. And the Tajmahal upperside the Jama Masjid was been built by the Shahjahan. They have been created a moment of an emperor, Masjid. So, the Tajmahal have been most celebrated in the world populated sites. The Tajmahal is an stones created by emperor, Shahjahan.

**Student 23 - Pre-test**

Has I know i have saw many buildings in the whole world. But there are more big buildings in the Dubai. The people use buildings while through elevator lift etc.

**Student 23 - Post-test**

Burj Dubai, the land of sand, where there is 7 most beautiful buildings in the whole world. There are big, bigger and biggest buildings in the world, which are taken by built 7 engineers. Has I know there is a own building it is about one and half kilometres. In the Dubai, it is more populated city. In Dubai, the buildings are constructed by the engineers, which they can walk through their legs. But in Ancient time, the people are used to make new ideas to walk to floor to floor by the help of elevators of lifts.

**Student 24 - Pre-test**

Hello friends! Now, I am going to tell you something about Tajmahel. The Tajmahel is made by the Moghal emperor, named Shahjahan. The Shahjahan created its history for his beloved wife, which name Mumtaj Mahel. The Tajmahal built in 1631. It was created by the thousand of man. The Shahjahan created the history of his love by made the Tajmahel. That's why we know, the Tajmahal also symbol of love. And we know very well the Tajmahal is the symbol of love. Thank you so much!.

**Student 24 - Post-test**

Hello guys, good morning to everyone!. I'm going to tell you something about Tajmahal. The Tajmahal was built by Mughal emperor, name Shahjahan for his wife, Mumtaj Mahal. They married in 1612. His beloved wife is died in 1631. That Shahjahan decided to create the history of his love. That's why, now the Tajmahal is the seven wonders of the world. The Tajmahal is also known as the symbol of love. The Tajmahal and imparable companion of Shahjahan, the Shahjahan built a magnificent monument as a tribute to her. Hasthalavistha!

### **Student 25 - Pre-test**

Hi friends! Good morning. I am discussing about the great wall of China. It's not a wall, it's a huge bridge. No one has build like this in this world. The kingdom has brought outside materials to build this great wall of China. And they took 200 years to build this wall. Now the peoples were enjoying. Thank you so much for listening!

### **Student 25 - Post-test**

Good evening friends! I'm Syed. I'm just sharing some few things about great wall of China. I think do you know all the China bridge is huge than other worlds. This is not just a wall. It has been taken thousands of years to built this wall. In China, they have brought thousands of material to build this wall. In 1368,they have built beautiful beautiful wall in our China. You may thought that the great wall of China, it can be seen from the space. It's true, we can see the great wall of China. The kingdom has built the great wall of China because from other country, they'll come for war. And they tired so

they the great wall of China has built for this. Now, the people were enjoying and enjoying a lot there. Thank you so much!

**Student 26 - Pre-test**

Hi!, I am Rahil. Now, I am talking about the history of wall of China. For kids, there is a school. China wall is a very famous in the world. And king, Shahad is plan is wall how to make longer wall because don't come enemies. And, this is a very large in the so many mountains.

**Student 26 - Post-test**

I'm Rahil. I am talking about China wall. There is a great history about the China wall. China wall is very famous in the world. In the video, the King is planning to construct the wall. The reason is that they can stop enemies to enter the China. There are many mountains near the china wall. Thank you!

**Student 27 - Pre-test**

Hi, I'm Syed Warsi Ali. I'm talking about Chenab bridge. It is very difficult to build it in hill area. There are many workers working for the bridge day and night. They need to build it between two long hills. So that people can travel easily from one place to other. After building it, it is looking nice and beautiful. Thank you.

**Student 27 - Post-test**

Good morning. I'm Syed Warsi Ali. I'm talking about Chenab bridge. It is a made in the hill area. I think it is very difficult to make a bridge. Many people are working for the bridge. I have seen people, cranes, machines and engineers working there. It is very useful bridge for the people to travel from one place to another. Thank you.

**Student 28 - Pre-test**

Good morning, good morning all of all!, I am telling about Mumbai International Airport. The the there is a airport, there is a international airport. In the, in this airport there is a big very big in the in our country, India. There is a very big hotel and in airport there is a many of the over bridge and there is a there is a good very big big hotel ...ithna deke aur kya? Hotel hai bridge hai.

**Student 28 - Post-test**

I have seen a video on Mumbai International Airport. It is constructed by GVK Private company. It is made on the top of the old airport. It is made with an international standards. It is looking grand and beautiful. The design is also beautiful. It is made with the collaboration of many companies. It is one of the greatest airports in India. Thank you!

**Student 29 - Pre-test**

My name is Kamaluddin, roll no. 33. I tube construction, I'm ...I see water, and construction, and very, very useful. Aur, ok, thank you!

### **Student 29 - Post-test**

Good morning everybody. I am Md. Kamaluddin, a student of civil engineering. I am talking about the tallest building in Dubai. It is made by civil engineering. They did by beautifully. It is in the mid of the sea. It is the tourist place now. It is looking nice. It is a great construction. Thanks!

### **Student 30 - Pre-test**

Today I'm talking about Chenab bridge. And it is looking so very beautiful. In the construction there are so many machines: like crane, they bring mountain and three people mauntain and make make this bridge , and in this, this bridge has one property that if something is wrong with railway track then the censor will be automatically activated. And the accident will be ...will not happen. Will not be happen. And for this construction so many peoples work there and many machines ...with many mchines. And from height it it looks very beautiful. And under the bridge, there is a river. That is also looking beautiful. Ok.

### **Student 30 - Post-test**

Hi, I'm a student of MANUU Polytechnic, Bangalore. And today, I'm going to talk about Chenab Bridge. This is situated across two mountains. And beautiful river is flowing behind under it. There are many mountains if we look it from mountains It looks very beautiful. And this bridge has a property that if we any, any wrong thing happens sensors will be automatically activated. And accident will be, will not be happened. And it is like

arch shape like half-moon. It connects two mountains two hills. And under it, a small, small not, big river flows. And, around the bridge there are so many mountains. That looks very beautiful. And there are many, there many people lives work on that bridge.

#### **4.1.4. Error Analysis of Students' Spoken English Communication Skills Tests**

##### **Student 1**

In the pre-test, the student spoke on 'The Wall of China', scored three marks as per the rubrics of spoken English test, with a few grammatical errors: present perfect tense: 'I just watched a video'; present passive voice: 'it has been shows'; plural noun: 'this buildings'. In this test, the student has given description of the place, persons and things.

In the post test, he has talked on 'Machu Picchu', scored four marks with negligible grammatical errors: Article (the): 'who is most merciful'.

It is found that there is an improvement from the pre-test to post test, hence it is concluded that student's spoken English communication skills are improved.

##### **Student 2**

In the pre-test, the student spoke on 'the Palm Island in Dubai', scored two marks as per the rubrics of spoken English communication test, and made grammatical errors: Order of sentence and Preposition: 'My point of view in the construction of is the road'; conjunction (and): 'JCB, bulldozer'. In this test, a very brief description is given on places and things.



In the post test, the student has talked on 'Panama canal', got four marks as per the criteria of the test without any grammatical errors. The student's description is as for the 4<sup>th</sup> criteria of spoken English communication test. Hence, it is concluded that student's spoken English communication skills are improved.

### **Student 3**

In the pre-test, the student has talked on the 'Palm Island', got a mark as per the criteria of the test with some grammatical errors: Preposition (about): 'I want to explain Dubai' and 'how to make in building'; Order of words: 'I, you and see'; Singular: 'Dubai seas is very nice'; Superlative degree: 'very braves countries', and has used the Hindi language: 'Yahi' in the test.

In the post-test, the student has talked on 'brick structure', got four marks without any grammatical error and has an elaborate description on the brick structure along with fluency, accuracy, vocabulary, comprehensibility and appropriateness and content. Therefore, he has improved his spoken skills in the post-test.

### **Student 4**

In the pre-test, the student has talked on 'Hong Kong Bridge', got a mark as per the criteria of the test with some grammatical errors: Singular noun: 'I see that a video of Hong Kong bridges'; and possessive: 'The structural engineer name is'. The student has given a very brief description on the given topic.

In the post-test, the student has talked on ‘the Longest Bridge in China’, got four marks without any grammatical error and has given an elaborate description of the bridge. The student has fulfilled the criteria of spoken English test for four marks. The student’s confidence has been increased in the post-test. Therefore, the student has improved his level of speaking ability in the post-test.

### **Student 5**

In the pre-test, the student has talked on ‘Palm Island in Dubai’, got a mark as per the criteria of the test with some grammatical errors: conjunction (and): ‘I watched some bridges, constructions’; subject-verb-object agreement: ‘They are very hard designer’. The student has given a very brief explanation about the place, person and thing in the video and he has very limited choice of words.

In the post-test, the student has talked on ‘Sydney Opera House’, got four marks as per the criteria of the test with some negligible grammatical errors: Order of adjective: ‘It is a very beautifully house constructed’. The student has given a good description on the Opera House like location, number of people working, availability of buildings etc. He has a very good flow of thought in his speech. The words have been increased in the post-test. Therefore, the student’s overall speaking ability is improved.

## **Student 6**

In the pre-test, the student has talked on 'Taj Mahal', got a mark as per the criteria of the test with some grammatical errors: repetition of words: 'historical building, Shahjahan and started'; plurals: 'All man'. The student has given very brief details about the given topic.

In the post-test, the student has talked on 'Taj Mahal' and got four marks as per the criteria of the test without any grammatical error. He has given a good description of 'Taj Mahal' by appreciating internal and external beauty and history. Overall, the student has improved his confidence and words.

## **Student 7**

In the pre-test, the student has talked on 'the Largest Dam', got a mark as per the criteria of the test with grammatical errors: preposition: 'It video is ship'; repetition of words: 'In the ships' and 'very very largest'. The student has not given a clear description on the given topic. He hasn't talked much on the topic.

In the post-test, he has talked on 'Burj Dubai' and got four marks as per the criteria of the spoken test with clear description of Burj Dubai: about people, building construction, kind of construction, language spoken in that city, appreciation of the construction and conclusion. He has improved the level of confidence and length of words in the post-test than the pre-test. Therefore, the overall performance of the student has been improved.

## **Student 8**

In the pre-test, the student has talked on ‘the Construction of Sydney Harbour Bridge’, got a mark as per the criteria of the spoken test with grammatical errors: repetition of words: ‘Bridges’ and ‘first of all bridges is is’; passive voice (present): ‘bridges starting in 1920’. The student has given a very brief description with limited words on the given topic.

In the post-test, the student has talked on ‘Panama Canal’, got four marks as per the criteria of the test with negligible error, plural: ‘some technique is used’. The student has given an elaborate description on movement of ship from one stage to another stage through the gates of the canal. He has improved confidence, vocabulary and flow of thought. Overall, the student has improved his performance from pre-test to post-test.

## **Student 9**

In the pre-test, the student has talked on ‘Hong Kong Airport’ and got a mark as per the criteria of the spoken test with grammatical errors: preposition (in): ‘I am studying for MANUU’; subject-verb agreement: ‘I am seeing the video’ and ‘They have people is very work hard’. The student has given very brief explanation along with the limited words in his description.

In the post-test, he has talked on ‘Hong Kong Airport’ and got four marks without grammatical errors. He has given a better description than the pre-test on the topic. He

has talked on location, process of construction, and appreciated the construction. Hence, it is concluded that the student has improved his performance.

### **Student 10**

In the pre-test, the student has talked on 'Taj Mahal', got a mark as per criteria of the spoken test with grammatical errors: substitution of words: 'My personal qualification is'; order of words: 'My I like'. The student has given very brief description with limited words on the topic.

In the post-test, the student has talked on 'the Sydney Opera House' and got four marks as per the criteria of the spoken test. He has described the design of walls, paintings, front view, people etc. The student has displayed increased vocabulary. Overall, the student has improved his performance from pre-test to post-test.

### **Student 11**

In the pre-test, the student has talked on 'The Largest Bridge in China' and got a mark as per the criteria of the spoken test with grammatical errors: repetition of words: 'Our our'; plural subject: 'All mans'. He has given very brief details in his talk.

In the post-test, the student has talked on 'The Largest Bridge in China' and got three marks with some grammatical errors: pronunciation: 'bideo'; conjunction: 'Bridge, road hill'. He has used Hindi language in his talk. The words are: 'Naya naya'. The student

has talked about Dumpy level and has given brief introduction about the topic. Overall, the student has improved in a moderate way. So, his performance is just satisfactory.

### **Student 12**

In the pre-test, the student has talked on 'Palm Island in Dubai' and got a mark as per the criteria of the spoken test with grammatical errors: form of verbs: 'I seem to video'; conjunction and 'to infinity': 'I seem to building construction'. He has given two brief explanations about the topic.

In the post-test, he has talked on 'The Longest Bridge in China' and got three marks. He has given a better description than the pre-test about the topic. He has included the length, height etc. in his talk. The overall performance is reasonably okay.

### **Student 13**

In the pre-test, the student has talked on 'The Largest Bridge in China' and got a mark as per the criteria of the spoken test with some grammatical errors: double possessions: 'I am myself'; repetition of same words: 'prepared'; usage of the words: 'prepared river in a very largest bridge'. He has given a very brief description on the topic.

In the post-test, the student has talked on 'The Largest Bridge in China' and got three marks with some grammatical errors: articles: 'It is wonderful and great bridge'; and plurals and conjunction: 'Buses, cars, train'. The student has given general details about the bridge and has improved his performance better than the pre-test.

## **Student 14**

In the pre-test, the student has talked on 'Burj Dubai' and got a mark as per the criteria of the spoken test with some grammatical errors: usage of helping verbs: 'Building length construction forty meters'. The student has given brief information in his talk.

In the post-test, he has talked on 'Burj Dubai' and got three marks without any grammatical errors. His performance has been increased slightly better than the pre-test. The student has given simple description on the topic. Overall, the student's performance has been improved.

## **Student 15**

In the pre-test, the student has talked on 'The Longest Bridge in China' and got a mark as per the criteria of the spoken test with grammatical errors: preposition: 'I look the bridge'; subject-verb agreement: 'Many cars and ships is going'. The student has given very brief description on the given topic.

In the post-test, the student has talked on 'The Longest Bridge in China' and got four marks as per the criteria of the spoken test without grammatical errors. He has given a very good description on the topic. Overall, the student has improved his performance and confidence better than the pre-test.

## **Student 16**

In the pre-test, the student has talked on 'The Great Wall of China' and got two marks as per the criteria of the spoken test with grammatical errors: preposition: 'It is situated between mountain', 'We are walking the sky' and 'We can't travel by the foot'; order of sentence: 'This type environment I like very well'; pronunciation: used 'fish air' instead of 'fresh air'; subject-verb agreement: 'It is also a broken walls'.

In the post-test, the student has talked on 'The Great Wall of China' and got four marks as per the criteria of the spoken test without grammatical errors, and given good description on the China Wall. Overall, the student has improved performance from pre-test to post-test.

## **Student 17**

In the pre-test, the student has talked on 'Taj Mahal' in Hindi language and got a mark as per the criteria of the spoken test.

In the post-test, the student has talked on 'Taj Mahal' in English language and got three marks. He has used very simple sentences and has given general details about the topic. The student has got very good confidence and improved his performance slightly better than the pre-test.



## **Student 18**

In the pre-test, the student has talked on 'Machu Picchu' and got three marks as per the criteria of the spoken test with some grammatical errors: plurals: 'With many man force'; preposition: 'Worked hard for built'. The student has used some Hindi language words during his talk: '*To to*', '*matlab kya kehta hai*'. The student has given good description.

In the post-test, the student has talked on 'Machu Picchu' and got four marks with some negligible grammatical errors: order of sentence and subject-verb agreement: 'Many I think is present'; and word redundancy: 'Such a height high'. In this test, the student has given an elaborate description on the topic with negligible errors in the usage of language. Therefore, it is concluded that the student's performance has been improved in the post-test.

## **Student 19**

In the pre-test, the student has talked on 'Taj Mahal' and got a mark as per the criteria of the spoken test with grammatical errors: present passive voice: 'Taj Mahal is build' and 'Many of films makes'; plural noun: 'Two thousand labour'; 'Taj Mahal is world famous monuments'; simple present tense: 'Many tourists comes'; preposition: 'It is situated in the riversides'.

In the post-test, the student has talked on 'Taj Mahal' and got three marks with a few grammatical errors: preposition: 'For build the Taj Mahal'; subject-verb agreement:

‘Mumtaz Mahal and Shah Jahan is situated’ and ‘Hightech are three’. Overall, the student’s performance has been improved slightly than the pre-test.

## **Student 20**

In the pre-test, the student has talked on ‘‘Chenab Bridge’ and got a mark as per the criteria of the spoken test with grammatical errors: possessives: ‘Chenab bridge in height 359 meters; pronunciation: used ‘bery’ instead of ‘very’. The student has given limited description on the topic.

In the post-test, the student has talked on ‘Chenab Bridge’ and got three marks with some grammatical errors: superlative degree: ‘The bridge is very largest’; pronunciation: used ‘bery’ instead of ‘very’, and ‘borld’ instead of ‘world’. Overall, the student has improved his performance slightly better than the pre-test.

## **Student 21**

In the pre-test, the student has talked on ‘the Chatrapati Shivaji airport’ and got a mark as per the criteria of the spoken test with some grammatical errors: articles: ‘It is international and national airport’; ‘It is the beautiful city in the India’; subject-verb agreement: ‘There is famous buildings and beautiful buildings and bus and beautiful bus park’; ‘There is more runway’.

In the post-test, the student has given very simple description on ‘the Chatrapati Shivaji airport’. He has improved just a mark than the pre-test. Overall, his performance is okay.

## **Student 22**

In the pre-test, the student has talked on 'Taj Mahal' and got two marks as per the criteria of the spoken test with grammatical errors: superlative degree: 'The Taj Mahal is more beautiful in the world'; active voice: 'Shah Jahan has been built' and 'Shah Jahan has been cut his hand'; Wh-words: 'The Taj Mahal, who has built'; adjective: 'The Taj Mahal has been more beautifulled'.

In the post-test, the student has talked on 'Taj Mahal' and got three marks with some grammatical errors: relative clause: 'Shah Jahan who have built'; singular subject, subject-verb agreement: 'Shah Jahan who have built', 'Taj Mahal have been built' and 'There are river'; Article: 'Taj Mahal is an stones created by Emperor'. Overall, the student has given a good description on the Taj Mahal. Hence, it is concluded that the student's performance has been improved.

## **Student 23**

In the pre-test, the student has talked on 'Burj Dubai' and got a mark as per the criteria of the spoken test with grammatical errors: redundancy of words: 'Elevator lift'; present perfect tense: 'I have saw'; substitution of words (has/as): 'Has I know'; The student has given three-sentence description in the pre-test.

In the post-test, the student has talked on 'Burj Dubai' and got three marks with grammatical errors: subject-verb agreement: 'There is most beautiful buildings'; preposition: 'Buildings are constructed through engineers'; redundancy of words:

‘Elevators of lifts’; substitution of words (has/as): ‘Has I know’. The student has improved his performance by giving clear description on Burj Dubai with its size, floors, design etc.

### **Student 24**

In the pre-test, the student has talked on ‘Taj Mahal’ and got two marks with grammatical errors: Wh-words: ‘His beloved wife which name is Mumtaz Mahal’; plural nouns: ‘Created by thousand of man’ and preposition (by): ‘He created history with his love by made Taj Mahal’.

In the post-test, the student has talked on ‘Taj Mahal’ and got four marks without any grammatical errors. He has given a better description on the Taj Mahal than the pre-test. He has elaborated the details like the year of construction, marriage and the history. Overall, the student’s performance has been improved in the post-test.

### **Student 25**

In the pre-test, the student has talked on ‘The Great Wall of China’ and got two marks as per the criteria of the spoken test with grammatical errors: preposition: ‘Discussing about the Great Wall’; plural subjects: ‘Peoples’.

In the post-test, the student has talked on ‘The Great Wall of China’ and got four marks with some grammatical errors: present tense: ‘Now people were enjoying’; passive voice ‘The Great Wall of China have been built’; redundancy of words: ‘Sharing some few

things about Great Wall'. The student has improved his confidence and performance in the post-test.

### **Student 26**

In the pre-test, the student has talked on 'the China wall' and got a mark as per the criteria of the spoken test with grammatical errors: subject-verb agreement: 'How to make longer wall because don't come enemies'; simple present tense: 'Shahad is plan is wall'. The student has given general historical details about the China Wall.

In the post-test, the student has talked on "the China wall" and got three marks without grammatical errors. He has used simple description on the given topic. Overall, the student has improved his confidence and performance the post-test that the pre-test.

### **Student 27**

In the pre-test, the student has talked on 'Chenab Bridge' and got two marks as per the criteria of the spoken test with some grammatical errors: articles: 'It is a made in the hill area'. He has given a very brief description on the given topic.

In the post-test, the student has talked on 'Chenab Bridge' and got four marks without grammatical errors. He has improved the length of words more than the pre-test and has given a good description on the topic, the Chenab Bridge: place of construction, number of people working, number of machines hired etc. Overall, the student has improved his confidence and performance in spoken English communication.

## **Student 28**

In the pre-test, the student has talked on 'Chenab Bridge' and got a mark as per the criteria of the spoken test with grammatical errors: subject-verb agreement: 'There is many'; article: 'A airport' and 'A international airport'; The student has used Hindi language in his talk: '*Itna deke aur kya*'; '*Hotal hai, bridge hai*'. The student has given a brief description on the topic.

In the post-test, the student has talked on 'Burj Dubai' and got four marks. He has given clear details on the location of the construction, and appreciated the beauty and collaborative work of the people. Overall, the student has improved his confidence and performance without making any grammatical errors in the post-test.

## **Student 29**

In the pre-test, the student has talked on 'Burj Dubai' and got a mark as per the criteria of the spoken test. He has used a single sentence.

In the post-test, the student has talked on 'Burj Dubai' and got three marks with some negligible grammatical errors: preposition (by): 'They did by it beautifully'; plurals: 'It is made by Civil Engineering'. He has talked about the tallest building in Dubai by giving details on the location, and appreciating the construction. Overall, the student has got confidence and improved his performance than the pre-test.

## **Student 30**

In the pre-test, the student has talked on 'Chenab Bridge' and got three marks as per the criteria of the spoken test with some grammatical errors: plural noun: 'So many peoples work there'; redundancy: 'It is looking so very beautiful'.

In the post-test, the student has talked on 'Chenab Bridge' and got three marks with some grammatical errors: using subject-verb agreement: 'There are many peoples'; simple present tense: 'He live and work on that bridge'; conjunction: 'He live work on that bridge'. The student has given a very good description on the topic by including appreciation, location, people and instruments. He has also described the nature like water, river and mountains. Overall, the student has improved his performance in the post-test.

#### 4.1.5. Comparison of Marks Awarded in Pre & Post-Tests– Spoken English

##### Communication Skills

**Table 4.2. Comparison of Marks Awarded in Pre & Post-Tests– Spoken English**

##### Communication Skills

Pre-test			Post-test		
Marks	Number of Students	Percentage of Students (%)	Marks	Number of Students	Percentage of Students (%)
1	21	70	1	00	00
2	06	20	2	01	3.33
3	03	10	3	10	33.33
4	00	00	4	19	63.33

There are thirty students who participated in the study, and the marks range from 1 to 4. In the pre-test, out of 30 students, 21 students are awarded with 1 mark, 6 with 2, 3 with 3 and no student with 4. Here, the majority of the students has less marks and no student has got 4 marks as the highest as per the criteria of spoken English communication skills test.

In the post-test, out of 30 students, 19 students have got 4 marks, 10 scored 3, 2 scored 1 mark and none got 0. Here, the majority of the students have got 4 marks which show the improvement of students' spoken English communication skills after attending the



research classes. And 10 students getting 3 marks is also indication of an improvement comparing with the pre-test.

#### 4.1.6. Difference of Improvement in Pre and Post-Tests – Spoken English

##### Communication Skills

**Table 4.3. Difference of Improvement in Pre and Post-Tests – Spoken English**

##### Communication Skills

Pre-test Marks	Post-test marks	Difference of Improvement	Ranking	No. of Students	Percentage of Students
1	4	03	I	11	36.66
1	3	02	II	09	30
1	2	01	IV	01	3.33
2	4	02	III	05	16.67
2	3	01	V	01	3.33
3	4	01	VI	03	10

Out of 30, there are 11 students who got 3 marks difference of improvement, 9 with 2 (1-3), 5 with 2 (2-4), and none have got the same and lesser marks than the pre-test. Overall, majority of the students has got improved with more difference of improvement. Hence, students have improved their spoken English communication skills.

6 in Subject Verb Agreement & Preposition of place(on); 4 in Article addition(a), Repetition(words), Use of Hindi language, Noun (Singular) & Vocabulary;

#### 4.1.7. Students' Difficulties in Grammatical Elements in Pre-Test

**Table 4.4. Students' Difficulties in Grammatical Elements in Pre-Test**

Items	No. of Students	Percentage of Students (%)
Noun (Plural)	07	23.3
Subject-verb Agreement & preposition of place(on)	06	20
Article addition(a), repetition(words), use of Hindi language, noun (singular) & vocabulary	04	13.33
Passive voice(simple present), present perfect tense, preposition of place(in), articles(an & the)	03	10
Conjunction(and), sentence order(s+v+o), simple present tense, pronunciation, auxiliary verb(is), preposition(about) & possessive	02	6.66
preposition(by), redundancy(words), adjective (quality/order), preposition(with), wh-words(who), has/as, active voice (present tense), preposition of place(at), preposition of place(between), to infinitive, superlative(the), wh-words(which & whose),	01	3.33

usage(measurement), one of plural		
No difficulties	7	23.33

These are arranged according to difficulty level from highest to lowest. Plural Nouns (07); Subject Verb Agreement & Preposition of place(on)(06); Article addition(a), Repetition(words), Noun (Singular) & Vocabulary(04); Passive voice(simple present), Present perfect tense, Preposition of place(in), Articles(an & the)(03); Conjunction(and), Sentence order(S+V+O), Simple present tense, Pronunciation, Auxiliary verb(is), Preposition(about) & Possessive(02); Preposition(by), Redundancy(words), Adjective (quality/order), Preposition(with), Wh-words(who), Has/As, Active voice (present tense), Preposition of place(at), Preposition of place(between), To infinitive, Superlative(the), Wh-words(which & whose), Usage(measurement), One of plural(01). Use of Hindi language,

Regarding their grammatical errors, the highest number of the students(7/30) have difficulties in using Plural Nouns, the second highest number of the students (6/30) in using Subject Verb Agreement and Preposition of place(on), the third highest number of students (4/30) in using Article addition(a), Repetition(words), Singular Noun & Vocabulary: Use of Hindi language, the fourth highest number of students (3/30) in Passive Voice (simple present), Present Perfect Tense, Preposition of Place(in) and Articles (an & the); only 1percent of students have tried to use relative clauses(who, which & whose), superlative degree, active voice (present tense), preposition of places (at & between), to + infinitive and one of plural patterns and did not use them correctly.

In pre-test, out of 30 students, 7 students have difficulty in using plural nouns; 6 students in using subject verb agreement and preposition of place (on), 4 in using article addition (a), singular noun, vocabulary, and 4 have repeated the same words unnecessarily; 3 students have difficulty in using passive voice (simple present tense), present perfect tense, preposition of place (in) and articles (an & the); a percent of students has used relative clauses (who, which & whose), superlative degree, active voice (present tense), preposition of places (at & between), to + infinitive and one of plural patterns correctly.

#### 4.1.8. Students' Difficulties in Grammatical Elements in Post-Test

**Table 4.5. Students' Difficulties in Grammatical Elements in Post-Test**

Items	No. of Students	Percentage of Students (%)
Subject verb agreement	5	16.67
Plural nouns	4	13.33
Preposition (by), conjunction (and), article addition (a), words redundancy, repetition of words, sentence order (S+V+O),	2	6.66
Simple present tense, passive voice (simple present & present perfect), adjective (quality & order), preposition of place (through), purpose (for) & with, article omission (a),	1	3.33

wh-words (who), pronunciation, Has/as, use of Hindi language.		
No difficulties	18	60

In the post-test, 5 students have difficulty is using subject verb agreement; 4 students in plural nouns; 2 students in using preposition (by), conjunction (and), article addition (a), words redundancy, repetition of words and sentence order (S+V+O); and a single student has a difficulty in using each item: simple present tense, passive voice (simple present & present perfect), adjective (quality & order), preposition of place (through), purpose (for) & with, article omission (a), wh-words (who), pronunciation, Has/as; a student has used Hindi word.

#### 4.1.9. Results of T-test for Spoken English Communication Skills Tests

As per the online calculation of the t-test done from *graphpad.com* (2017), the Paired *t* test results:

**P value and statistical significance:** The two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant.

**Confidence interval:** The mean of Group One minus Group Two equals -2.27

95% confidence interval of this difference: From -2.52 to -2.01

**Intermediate values used in calculations:**  $t = 17.9540$ ;  $df = 29$ ; standard error of difference = 0.126.

**Table 4.6. Review of Data – Pre & Post-Tests – Spoken English Tests**

Group	Group 1 (Pre-test)	Group 2 (Post-test)
Mean	1.33	3.60
SD	0.61	0.56
SEM	0.11	0.10
N (Number of Students)	30	30

As per the t-test calculation from the M-S Excel, the T-test value is 1.56932E-16.

Conclusion: There is a significant difference between pre and post-tests. It means students have improved their spoken English communication skills better than the pre-test.

## **4.2.0. Analysis of Students' Essay Writing Test in English**

### **4.2.1. Criteria for Testing Essay Writing in English**

Based on the Common European Framework for writing and speaking (2011), Sample Assessment Rubrics (2016), Readwritethink (2016), ThoughtCo (2016), and Lotecassess (2016) on the rubrics for essay writing, the following criteria are designed with the five rubrics: introduction, main idea, body, conclusion, vocabulary, sentence structure, and

grammar, mechanics & Spelling. And four levels are provided with marks in descending order: 4, 3, 2 and 1. Securing 4 marks is the highest and 1 is the lowest, and 2 and 3 come in between. (Appendix-IV)

#### **4.2.2. Error Analysis of Students' Essay Writing Test in English**

##### **Student 1**

In the pre-test, the student has scored three marks as per the criteria of the test of essay writing, and has grammatical errors: Spellings: lackness, favourity and concentrate; Capitalisation: 'as you know that in our english books'; Subject plural: 'If we all student'; Omission of preposition: 'I should by to spend more and more time.' In this test, the student has written on ways of learning English. His description is good but with some grammatical errors.

In the post test, the student has scored four marks as per the criteria of the test of essay writing, and has grammatical errors: Unnecessary capital: 'By with The English'; subject plural: 'I have seen many spoken institution', 'There are some question', 'And in the last both student handshake and say good bye', 'I am not saying that these class should be run'; noun: 'arrange marriage'; Simple present tense: 'The students who joint the class during one month that student becomes to speak English'; Subject-verb Agreement: 'I think you should also run those classes which is run in spoken institution'; Punctuation (exclamation mark): 'Thats all.' 'Thank you.' It is found that there is an improvement

from the pre-test to post test, hence it is concluded that student's writing skills are improved.

## **Student 2**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'loust, anable, grammer, after, newpeper, pronounciasian, plase, beast, grammeticaly'; Capitalisation: 'after that I close my notebook'; Plural: 'I have **a lot of problem**'; Auxiliary verb: 'My pronunciation very weak', 'Iable to learn English'; Simple pat tense: 'Sometime I am going to market some people meet he tought to English', 'Everythings is possible when I tried'; Subject-verb Agreement: 'My basic grammar and tense **is** weak.' Sentence order: 'I am **guilty feel**.' 'Please its solved.' In this test, the student has written on ways of learning English. He has flow of ideas with grammatical errors.

In the post test, the student has scored four marks as per the criteria of the test of essay writing, and has language errors: Spelling: discussion, debate, grammar; Capitalisation: 'All boys are interested in English'; Subject-verb Agreement: 'student are not interested.'

It is found that there is an improvement from the pre-test to post test, hence it is concluded that student's writing skills are improved.



### **Student 3**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: “practies, teaciing, schoole, diffiult, undastand, eassy, wach, ticher, lerning, perfect”; Sentence order: ‘I will try to English speak and understand’, ‘I want to new trick for the teaching English writing and speak’, ‘I hope one day I am perfect English speaking and writing and understanding’; Omission of preposition (to): ‘Then learn to the language English’; ‘I want to new trick for the teaching English writing and speak’; ‘I would carry on to English learning’; Passive voice: ‘English teaching understood but don’t properly understood’; Adverb: ‘We want to understand is easy.’

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: hesitation; required capital: ‘I can speak some English’, and ‘the other person must understand my English.’

### **Student 4**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: geography; Capitalisation: ‘I want to speak English’; Article (a): ‘English is a one type of language which can talk in all countries.’ To+infinitive: ‘how to speaking in English’; Preposition (on): ‘we must watch in T.V.’ Subject plural: ‘some channel like national geographic and discovery’; If +will: ‘If I want to speak English perfectly we must watch T.V.’

In the post-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: Englis; Capitalisation: English; Punctuation (full stop): 'I attended special classes conducted by my teacher.'

The student's confidence has increased in the post-test. Therefore, the student has improved his ability in the post-test.

### **Student 5**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'entertainment'; Capitalisation: 'Thank you for the Extra class i will improve to the english', 'I think to continue the english extra class', and 'I will request to continue the english extra class'; Preposition (to): 'Thank you for the extra class i will improve to the English.' Present perfect tense: 'We have increase to English subject'; Omission of Preposition (to): 'We have increase to English subject'; 'I will attend to 3<sup>rd</sup> semester after vacation.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'participate'; Capitalisation: 'I Learned spoken and written English'; 'I Learned how to talk about daily activities'; Starting capital: 'these were very fun'; Substitution of words: 'fam/fun.' He has a very good flow of thought in his writing. The words have been increased in the post-test. Therefore, the student's overall writing ability is improved.

## **Student 6**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'grammer'; Unnecessary capital: 'Talking about grammar, translation, Basic English'; Noun: 'I want to learn English with translate into Hindi'; 'I can't learn English language without mentioned in Hindi'; Preposition (to): 'We can improve English by talking friends'; Simple present tense: 'I think we learn English when we are think anything in our mind.' The student has written points in this test instead of paragraphs.

In the post-test, the student has scored four marks as per the criteria of the test of essay writing without language errors. He has written the content using paragraphs better than pre-test. The content is good. Overall, the student has improved his performance.

## **Student 7**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'aplication and comuntry'; Capitalisation: 'English, hindi, urdu, Speak Daily, make the Translate in English'; Punctuation (apostrophe): 'Learning words meanings.' Article (the): 'write the English', 'Make the translate in English', 'speak the in the group', 'read the word meaning'; Sentence structure: 'I teach English work hard.' The student has written only four sentences.

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has negligible language errors. He has improved grammatical accuracy and

written a paragraph. Therefore, the overall performance of the student has been improved.

### **Student 8**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Simple present tense: 'we are study English language'; 'We are belong a many environments'; Subject plural & passive voice: 'Many language speak in our village area'; Omission of article (a): 'we can understand a more English words'; Omission of preposition (to): 'teacher should to study English words.' The student has given a very brief description with limited words on the given topic.

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'pronouncation'; Unnecessary capital: 'We belong to many Environments'; Starting capital and Simple present tense: 'he say his meanings'; Omission of article (a): 'We can learn English language with a Hindi language'; Punctuation (comma): 'When we try to learn more English words.' and 'We can understand these meanings.' He has language errors in both pre and post-tests. But, he has fewer errors in the post-test. He made a small improvement.

## **Student 9**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Capital: hindi; Auxiliary verb (are): 'we not able to. Simple present tense: he translate', 'he teach us' and 'he ask me.' Omission of preposition (to): 'we did not want to long and continuous classes.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Possessive: 'We want to my teacher with an activity.' Omission of Preposition (to): 'We want to my teacher with an activity.' Content is good. He has negligible errors in the post-test and presented a better write-up than the pre-test. Hence, it is concluded that the student has improved his performance.

## **Student 10**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'important, specking, perpose, waching, feverate'; Order of sentence: 'I like sad watching movies'; Required capital: 'My speaking english is'; Redundancy: 'every day is little little improved.'

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Punctuation (Comma) & conjunction (and): 'Playing cricket and carrom watching sad movies and videos.' He has improved his writing better than pre-test. He has negligible errors. Overall, the student has improved his performance from pre-test to post-test.

## **Student 11**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'week, liborious, gidline, langeus'; Capitalisation: 'maulana azad national urdu university' and ' my hobby is English speaking'; Article (a): 'I am student from MANUU'; Punctuation (full stop): 'I am a student from MANUU'; Auxiliary verb: 'my English teacher very very teacher' and 'my favourite subject English'; Subject+verb agreement: 'my Languages is hindi'; Sentence order: 'Your class my best follow', 'I am English poor student' and 'My hobby is English speak but my English subject is weak subject'; Omission of Preposition (to): 'allow to me respect your learn English my life best.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'freends'; Capital letter (abbreviation): 'Maulana Azad National urdu University' and the teacher to continue These classes.'

Overall, the student has improved his performance in a moderate way. So, his performance is just satisfactory.

## **Student 12**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Subject plural: 'I have many problem in English'; Capitalisation: 'I have many problems in english'; Substitution of a word: 'week/weak' and 'feature/future'. Possessive: 'I suggestion'; Omission of full stop: 'Students want to

read English grammar' and 'Because every student weak English communication'; Subject-verbAgreement & preposition (in): 'Every student weak English communication.' Required capital: 'Every student may learn English'; Sentence order: 'You teach slowly slowly English.'

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Omission of full stop: 'Students want to read English grammar. because every student weak English communication'; Noun: 'In the classroom, the teach should teach slowly.' The overall performance is reasonably okay.

### **Student 13**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'daly, notbook, their, newssepar, waching, spacal, tipe, coching, languge, enteresting, dictionry, emprove'; Capitalisation: 'english, daily Newspaper read and Discussing..., spoken English Language.' Sentence order: 'daily English words use', 'speaking words', 'I am like to learn it going that English coaching classes', 'English language I learning my interesting language', and 'There some improve the English'; Punctuation (Full stop): 'is not used at the end of every sentence.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Required capital: 'I read english newspaper; I like

english using for the cricket match.’ The student has improved his performance better than the pre-test.

### **Student 14**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Article (the): ‘English is most important in a life’; Required capital: ‘And english communication skills’; Auxiliary verb (is): ‘English language in very difficult language’ and ‘My suggestion English speaking and writing’; Present continuous tense: ‘Many people are not understand in speak English’.

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: ‘countreys, writeing, spek’; Passive Voice: ‘My suggestion is that English speaking and understanding by few tricks.’ Preposition (with): ‘English classes must have discussions to our students.’ Overall, he has more language errors in the pre-test than the post-test. Hence, his performance is improved.

### **Student 15**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: ‘grammer, video and faburate’; Capitalisation: ‘some some words daily about two-two line talk for english matter.’ Preposition (for): ‘Narration is very useful for taught the English language’; Preposition (to): ‘Students are talk for teacher’; Punctuation (full stop): ‘Some times English talk any write both are simple’, and ‘English talk us very simple’; Punctuation (apostrophe): ‘Its very simple



method'; Subject-verb Agreement: 'Every students are silent'; Conjunction (and): 'this method is simple easy method'; Preposition (in): 'my favourite subject on school'; Subject-verb agreement: 'First of all grammar are stronger'; Passive voice: 'English grammar for every students'; Sentence order: 'Dictionary words we learn', 'Read about dailys words daily learn', 'Sometimes English talk any write both are simple' and 'English talk us very simple.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'boaring'; Required capital: 'I need to learn english now'; Punctuation (comma): 'If I want to go to other countries I need to speak in English otherwise I have to face many problems.' Overall, the student has improved his performance and confidence significantly than the pre-test.

## **Student 16**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Unnecessary capital: 'I think According to me, According to my standard' and 'He should also Complete'; Starting and middle capital: 'what is Required for me.' Required capital: 'english'; Order of a sentence: 'English teacher should teach in a funny way, because when do I enjoy classes'; Auxiliary verb: 'I can be afraid to ask doubts'; Simple present tense: 'my mind work better.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Unnecessary capital: '...But It should' and 'The

english...’Subject singular: ‘another things.’ Overall, the student has improved performance from pre-test to post-test.

### **Student 17**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spellings: ‘techar, secusessful, intailegent, behever’; thank you; Subject-verb Agreement: ‘the teacher in very successful.’ Along with these errors, he has written the points in Hindi language.

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spellings: ‘techar’; Starting capitals: ‘the teacher’; ‘then all’ and ‘students.’ The student has got very good confidence and improved his performance slightly better than the pre-test.

### **Student 18**

In the pre-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spelling:, ‘carrier, pronunciation, jukes’; Subject-verb Agreement: ‘Most important aspects of teaching English is to be free minded’ and ‘which includes many a things.’

In the post-test, the student has scored four marks as per the criteria of the test of essay writing, and has language errors: Unnecessary capital in the middle of a sentence: ‘like Original English.’. He has written an elaborate essay with good selection of the

vocabulary. Therefore, it is concluded that the student's performance has been improved in the post-test.

### **Student 19**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'courage, decision, interest, and announcement'; Unnecessary capital in the middle of the sentence: 'So The Teacher, speech, announcement, music, increase, the student, interest etc'; Preposition (on): 'Teachers concentrate only to the syllabus'; Use of should: 'Teacher should be taken a easy way'; Article (an): 'a easy'; Omission of 'be': 'Teacher should be try' and 'Teacher should be show English'; Subject plural: 'Many student have English fobia'; 'Many student want to learn English.' Simple present tense: 'student take interest to learn English.'

In the post-test, the student has scored four marks as per the criteria of the test of essay writing, and has some language errors: Spelling: 'interest, announcement, and joyfull'; Modal (can): 'the teacher can used tasks.' Overall, the student's performance has been improved significantly than the pre-test.

### **Student 20**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'knowledge'; Unnecessary capital: 'you The Teacher' and 'The students should'; Omission of 'be': 'The students should be listen

carefully'; 'The students should be learn concentrate.' Preposition (with): 'The students should be learn concentrate.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'word, usefull, understandable'. Overall, the student has improved his performance slightly better than the pre-test.

### **Student 21**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'Englis, theacher, dicuss, knowldge, and completelly and becuse.'

Use of should: 'Teacher should be gave much time', 'Teacher should be learn completely', and 'Teacher should be take the time'; Substitution of words: 'I thing/I think'; Article (an): 'a important.'

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'opining and communieat.' He has improved just a mark over the pre-test. Overall, his performance is okay.

### **Student 22**

In the pre-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'Importent, edqcation, perpos, feverat, specking, emproved'. Adjective: 'I can learn very fastly'; Subject-verb Agreement: 'The

teachers want to be very free minded'; Article (omission of 'a'): 'English is a very important now a days.'

In the post-test, the student has scored four marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'Intereste'. Unnecessary capital: 'It will be Good for me.' The content is good. Hence, it is concluded that the student's performance has improved.

### **Student 23**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Required Capital: 'To learn english'; 'By internet i also learn English'; 'by which i can develop english.' Substitution of Has/as: 'Has I interested to learn English', 'Has I have interest' and Has I am interested.

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Required capital: 'I learn english'; Use of short '&': '& Teacher must break during the class.' He has negligible errors in the post-test. Hence, it is concluded that the student has improved his performance better than the pre-test.

### **Student 24**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'may, asingnment and speak'; Simple present tense: 'its depends on the student', 'The student want should learn' and 'When the

student come to the learn English'; Omission of Article (the): 'When the student come to the learn English.' Passive voice: 'English language can be learn easily'; Use of should: 'Teacher should realized the student'; Use of Noun: 'With the help of practically.'

In the post-test, the student has scored four marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'santance', 'batmantane and speake'; Required Capital: 'english'; Starting capital: 'every student can learn.' Overall, the student's performance has been improved significantly in the post-test.

### **Student 25**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Starting capital: education lift up the nation; Simple present tense: Education lift up the nation; 'If' clause: If he do, so he/she get.

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'comercial and majour'; Starting capital: 'its really a very vast language'; Unnecessary capital: 'This is just because Everyone has to learn'; To+infinitive: 'to using every culture people.' The student has improved his performance in the post-test. He has written an elaborate essay.

### **Student 26**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'lunched'; Subject-verb Agreement: 'It is

teaching style' and 'those students who is studious'; Unnecessary use of 'be' with should: 'They should be improve', 'Teacher should be inculcate those students', 'they should be always try' and 'Teacher should be eyes contact with the students'; Redundancy: 'as like as'; Substitution of words: 'students come to school so that they may read or they may get success.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Simple present tense: 'when the teacher teach us.' Unnecessary capital letter in the middle: 'They should be Extrovert', 'teaching is through Projectors' and 'Videos as well as Black board'; required capital letter: 'want to learn english' and 'which i wrote'; Omission of 'be': 'Teachers should be create teaching Apps that.' Overall, the student has improved his performance in the post-test than the pre-test.

## **Student 27**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spelling: 'considtrate, divice, labaratiry, disipline and mirrer.' Unnecessary capital: 'I am writing about English Teaching.'

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spelling: 'leasting, learting, cartons, and soning'; Unnecessary capital: 'I understand English Through projector', and 'I also learn English Through.' Overall, the student has improved his performance in the post-test than the pre-test.

## **Student 28**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Spellings: 'leation, videose, knowledg and grammer'; Starting capital: 'teacher should teach using English'; Required capital: 'Students can learn english.'

In the post-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spellings: 'knowledg'; Unnecessary capital: 'I want to Learn English.' Subject-verb Agreement: 'The teacher teach us.' Overall, the student has improved his performance over the pre-test.

## **Student 29**

In the pre-test, the student has scored a mark as per the criteria of the test of essay writing, and has language errors: Starting capital: 'the main aim' and 'the teacher should'; Word order: 'for the all topic'; Preposition (to): 'The teacher should come in the class'; Omission of preposition (to): 'The teacher should force to students to come in the class.'

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Starting capital: 'teacher should also use a projector.' Use of 'If' clause: 'If the teacher make practical for us.'; Subject plural: 'for all topic.' Overall, the student has improved his performance better than the pre-test.



## Student 30

In the pre-test, the student has scored two marks as per the criteria of the test of essay writing, and has language errors: Spelling: ‘elocation’; Article Omission (an): ‘an opportunity to an student’ and ‘according to an student’; Omission of ‘be’: ‘Teacher should be make a rule’, and ‘Student should be completed his homework’; Passive voice: ‘English can speak or learn by communication.’

In the post-test, the student has scored three marks as per the criteria of the test of essay writing, and has language errors: Substitution of words: ‘weak’ for ‘week’; Article (an): ‘According to an student’; Subject plural: ‘those student’; Preposition omission (in): ‘when they enter in the class.’ Overall, the student has improved his performance in the post-test.

### 4.2.3. Comparison of Marks Awarded in Pre & Post-Tests – Essay Writing

**Table 4.7. Comparison of Marks Awarded in Pre & Post-Tests – Essay Writing**

Pre-test			Post-test		
Marks	Number of Students	Percentage of Students (%)	Marks	Number of Students	Percentage of Students (%)
1	26	86.67	1	00	00
2	03	10	2	08	26.67
3	01	3.33	3	15	50

4	00	00	4	07	23.33
---	----	----	---	----	-------

There are thirty students who participated in the study, and the marks range from 1 to 4. In the pre-test, out of 30 students, 26 students are awarded with 1 mark, 3 with 2, 1 with 3 and no student with 4. Here, the majority of the students (26) has less marks and no student has got 4 marks as the highest as per the criteria of Essay Writing in English Test.

In the post-test, out of 30 students, 7 students have got 4 marks, 15 with 3, 8 with 2 and none with 1. Here, the majority of the students have got 3 marks which shows the improvement of students' essay writing in English after attending the research classes. And 8 students getting 3 marks is also indication of an improvement comparing with the pre-test.

#### 4.2.4. Difference of Improvement in Pre and Post-Tests – Essay Writing

**Table 4.8. Difference of Improvement in Pre and Post-Tests – Essay Writing**

Pre-test Marks	Post-test marks	Difference of Improvement	Ranking	No. of Students	Percentage of Students
1	4	03	III	04	13.33
1	3	02	I	14	46.67
1	2	01	II	08	26.67
2	4	02	IV	02	6.67

2	3	01	V	01	3.33
3	4	01	V	01	3.33

Out of 30, there are 4 students who got with 3 marks difference of improvement, 14 with 2(1-3), 2 with 2(2-4), and none have got the same and lesser marks than the pre-test. Overall, majority of the students (14) has improved with greater difference of improvement. Hence, students have improved their essay writing in English.

#### 4.2.5. Students' Difficulties in Grammatical Elements in Pre-Test

**Table 4.9. Analysis of Language Errors in Essay Writing - Pre-Test**

Sl. No.	Language Items	Number of Errors
1	Conjunction (and) , exclamation mark, modal (can), omission of article (an), omission of preposition (in), omission of preposition (on), possessive, punctuation (comma), subject singular, substitution of has/as, use of short and (&)	0
2	Adjective, adverb, omission of article (a), omission of article (the), omission of full stop, preposition (for), preposition (with), present continuous tense, present perfect tense, to infinitive, use of Hindi language	1
3	Article (the), article(a), article (an), if+will, noun,	2

	preposition (in), preposition (on), punctuation (apostrophe), punctuation (full stop), redundancy (words)	
4	Substitution of words and use of should	3
5	omission of 'be', preposition (to) and starting capital	4
6	Auxiliary verb and passive voice	5
7	Omission of preposition (to), simple present tense and unnecessary capital	6
8	Subject Plural	7
9	Sub-verb Agreement	8
10	Word order	9
11	Required capital	14
12	Spelling	19

These are arranged according to difficulty level from highest to lowest: spelling: 19; required capital: 14; word order: 9; sub-verb agreement: 8; subject plural: 7; omission of preposition (to), simple present tense, unnecessary capital: 6; auxiliary verb, passive voice: 5; omission of 'be', preposition (to), starting capital: 4; substitution of words, use of should: 3; article (the), article(a), article (an), if+will, noun, preposition (in), preposition (on), punctuation (apostrophe), punctuation (full stop), redundancy (words): 2; adjective, adverb, omission of article (a), omission of article (the), omission of full stop, preposition (for), preposition (with), present continuous tense, present perfect tense, to infinitive, use of Hindi language: 1; conjunction (and) , exclamation mark, modal (can), omission of

article (an), omission of preposition (in), omission of preposition (on), possessive, punctuation (comma), subject singular, substitution of has/as, use of short and (&): 0.

Overall, majority of the students have difficulties in the areas of spelling (19), capitalisation (14), word order (9), sub-verb agreement (8), subject plural (7); omission of preposition (to), simple present tense and unnecessary capital (6); auxiliary verb and passive voice (5); omission of 'be', preposition (to) and starting capital (4); substitution of words and use of should (3).

#### 4.2.6. Analysis of Language Errors in Essay Writing Test - Post-Test

**Table 4.10. Analysis of Language Errors in Essay Writing - Post-Test**

Sl. No.	Language Items	Number of Errors
1	Adjective, adverb, article (the), article (a), auxiliary verb, omission of article (an & the), omission of preposition (on), preposition (for, on & to), present continuous tense, present perfect tense, punctuation (apostrophe), redundancy (words), substitution of has/as, to infinitive, use of Hindi language, use of should, word order	0
2	Article (an), exclamation mark, modal (can), if+will, omission of article (a), omission of 'be', omission of preposition (in & to), omission of full stop, passive voice,	1

	possessive, preposition (in & with), subject singular, use of short and (&)	
3	Article (the), article(a), article (an), noun, preposition (in), preposition (on), punctuation (apostrophe), punctuation (full stop), redundancy (words)	2
4	Punctuation (comma), subject-verb agreement, subject plural	3
5	Starting capital	4
6	Required capital	9
7	Unnecessary capital	10
8	Spelling	15

These are arranged according to difficulty level from highest to lowest: spelling: 15; unnecessary capital: 10; required capital: 9; starting capital: 4; punctuation (comma), subject-verb agreement and subject plural: 3; article (the), article(a), article (an), noun, preposition (in), preposition (on), punctuation (apostrophe), punctuation (full stop), redundancy (words): 3; article (the), article(a), article (an), noun, preposition (in), preposition (on), punctuation (apostrophe), punctuation (full stop) and redundancy (words): 2; article (an), exclamation mark, modal (can), if+will, omission of article (a), omission of 'be', omission of preposition (in & to), omission of full stop, passive voice, possessive, preposition (in & with), subject singular and use of short and (&): 1; adjective, adverb, article (the), article (a), auxiliary verb, omission of article (an & the), omission of preposition (on), preposition (for, on & to), present continuous tense, present

perfect tense, punctuation (apostrophe), redundancy (words), substitution of has/as, to infinitive, use of Hindi language, use of should and word order: 0.

Overall, majority of the students have difficulties in the areas of spelling (15) and capitalisation (10 +9+4= 23).

#### 4.2.7. Results of T-Test for Essay Writing Test

As per the online calculation of the t-test done from *graphpad.com* (2017), the Paired *t* test results:

**P value and statistical significance:** The two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant.

**Confidence interval:** The mean of Group One minus Group Two equals -1.80

95% confidence interval of this difference: From -2.05 to -1.55.

**Intermediate values used in calculations:**  $t = 14.8398$ ;  $df = 29$ ; standard error of difference = 0.121.

**Table 4.11. Review of Data – Pre & Post-Tests – Essay Writing**

Group	Group 1 (Pre-test)	Group 2 (Post-test)
Mean	1.17	2.97

SD	0.46	0.72
SEM	0.08	0.13
N (Number of Students)	30	30

As per the T-Test, calculation from the M-S Excel, the T-test value is 4.42981E-15.

Conclusion: There is a significant difference between pre and post-tests. It means students have improved their abilities in writing essay in English better than the pre-test.

#### **4.3.0. Opinionnaire for Students on the Conducted Tasks (Appendix-VIII)**

After designing tasks for the students, and teaching both spoken and written English communication skills, there is a need for getting students' opinion on the structure of the tasks, relevance and interest of videos. So that, this opinionnaire is needed to get findings and suggestions for further research. The opinionnaire consists of ten questions, which includes 'wh' and 'yes' or 'no' questions. The objectives of questions are mentioned below.

##### **4.3.1. Objectives of Questions**

1. The objective of the first question is to find out whether the videos are interesting to the students or not.



2. The objective of the second question is to find out effect of teaching using textbooks and videos.
3. The objective of the third question is to find out learning items through speaking activities.
4. The objective of the fourth question is to identify number of tasks learned through writing activities.
5. The objective of the sixth question is to find out the clarity and volume of the video.
6. The objective of the seventh question is to find out the comfortable duration of students to watch the videos.
7. The objective of the eighth question is to find out the clarity and volume of the video.
8. The objective of the ninth question is to find out whether the replaying of the videos is required or not.
9. The objective of the ninth question is to find out the number of students required translation from English to Hindi and Urdu languages.
10. The objective of the tenth question is to find out number of suggestions offered for further improvement.

#### **4.3.2. Responses of Students for the Opinionnaire**

- 1. Did you like the videos played to you to teach English? Yes/No-Mention reasons.**

30 students have responded to this question and opted for 'yes'.

**Table 4.12. Reasons for Students' Interest to Watching Videos**

No. of Respondents	The reasons for their interest in videos
30	Content of videos was on Civil Engineering and its construction.
20	Exposed to new ideas and techniques in the field of civil engineering construction.
25	Watched history and amazing/famous/wonderful/great videos.
26	Got exposure to practical work of Civil engineering.
30	The videos are helpful to us in future for employment.
26	Exposure to real Pronunciation of English of the videos was good.
20	The videos helped in learning speaking English.
15	Liked videos on Arch bridge and Taj Mahal very much.
25	Got opportunity to think widely about our field.
28	The quality of the video was good.

All the respondents have strongly felt that the videos used for their teaching are interesting as the videos are related to their field of construction of civil engineering and real practical work. And majority of the students have expressed that they have learned speaking English and pronunciation.

**Q.3. What did you feel about teaching English using course textbooks and videos?**

**Teaching using textbooks, chalk and duster:** Out of 30 students, only 20 students have expressed their opinion on the use of traditional teaching and 10 students did not express anything on the teaching with textbooks; Learning grammar in English, writing course examinations and getting more explanation are achieved through teaching using textbooks for 10 students, and boring, passive and only for listening for 10 students.

**Teaching Using Videos:** All the 30 students have expressed their opinions. They are: got exposure to native speakers' English and real work of civil engineering construction; learned pronunciation, meanings of some words and speaking; participated in group discussion and writing sentences, paragraphs and essay; the videos were interesting; listened to English and spoke on given tasks; got opportunity to speak in English before classmates and gained confidence.

**Q. 3. What did you learn from speaking tasks?**

All the thirty students have replied to this question, and they have learned the below items.

**Table 4.13. List of Language Items Learned**

Sl. No	Language Items
1	Listening, pronunciation of words, speaking in English.
2	Oral Presentation: self-introduction, expressing greetings,

	telephonic communication, asking and giving directions, talking about daily tasks, how to start, continue and end a conversation, how to talk to others and participate in Group discussions and debate.
3	Use of vocabulary, sentences, tenses, passive voice and question tags.

Along with the learning of the above language items, the students have got chance to listen to videos again and again, learned new ideas about civil engineering subject, and their experience decreased hesitation and improved confidence levels.

**Q. 4. What did you learn from writing tasks?**

All the thirty students have replied to this question. Out of 30 students, 10 students have learned spellings, meanings of some words, use of capital letters and writing sentences; 10 students have learned writing topic sentences, using of linkers and paragraph; and 10 students have learned writing an essay, tenses, preposition and articles.

**Q. 5. How was the clarity and the volume of the videos played to you?**

All the thirty students have replied to this question. Out of 30 students, 26 students have opted for good, 2 for ok and 2 for improvement. Majority (26) of them have agreed with the clarity and interest of the video; regarding volume of the played videos, it is good for 20 students and ok for 5 and to be improved for 5 students.

**Q. 6. What was your comfortable time/duration for watching video?**

**Table 4.14. Comfortable time/duration for watching video**

Duration (in minutes)	No. of Students
1-2	17
1-5	13
1-10	10

All the students have replied to this question. Out of 30 students, 17 students have opted for two minutes, 13 for 3 minutes and 10 for 10 minutes. Majority (17) of them have expressed that their comfortable time for watching the video is two minutes.

**Q. 7 a. Required re-playing of video?**

Replaying of videos is required for all the 30 students.

**b. required time for replaying of video**

Among the 30, the replay is required for 25 students for 2-3 times, and 5 for 2 times. The played time of videos was sufficient for all the students that was 2-3 times.

**Q. 8. Did you require translation while teaching English to you?**

All the thirty students have replied to this question. Out of thirty students, 9 for translation and 21 for no translation. Among 9 students, 6 for English to Urdu and 3 for English to Hindi. Majority (21) of the students didn't ask for translation of English language to other language.

**Q. 9. What was your opinion on tasks conducted for you?**

All the thirty students have opined that the conducted tasks are good and interesting to them. Of the thirty students:

- 15 students have expressed that they have liked role play, watching video, speaking, debate and discussion.
- 10 students have liked that role plays and group tasks as they have got chance to share information with their classmates in English.
- 10 students have said that they have liked writing activity – learning word meanings
- Majority of the students (25) have expressed that the conducted tasks are good and interesting.

**Q. 10. What are your suggestions to improve this teaching better?**

**Table 4.15. Suggestions to Improve Teaching Better**

No. of Students	Suggestions
1	Need Indian English videos for learning English communication skills
2	Conduct video classes along with regular classes in the college.
3	Provide videos of entertainment/comedy/funny episodes in the middle of video teaching
4	The entertainment videos can be from spiderman, comedy/ Rajusrivatsava, kauwabiryani and children's videos.
5	Show videos on job interviews
6	Need to show videos with good volume and clarity
7	Teaching English using videos will help in presentations, group discussions and debates.
8	More focus should be given on speaking activity
9	Create exposure to native speaker's English
10	Teaching of writing sentences should be continued regularly
11	Conduct regular revision classes on grammar
12	Continue video teaching and teaching of essay writing

#### **4.4.0. Overview**

In this chapter, there is a mention about data collection and analysis of criteria of both the tests, students' spoken English and essay writing tests, its pre and post-tests' results, and feedback of the students on the overall opinion of tasks conducted. After this, next chapter will deal with research findings, conclusion and suggestions for further research.



## CHAPTER FIVE

### Research Findings, Conclusion and Suggestions for Further Research

#### 5.0. Introduction

Research Findings: Tasks Prepared and Used for the Study, Selection and Playing of Videos, Spoken English Communication Skills and Essay Writing in English; Conclusion; Suggestions for Further Research: Tasks, Spoken English Communication Skills and Essay Writing in English; and Overview.

#### 5.1.0. Research Findings

##### 5.1.1. Tasks Prepared and Used for the Study

- **Interest of Tasks:** Majority of the students (25) have expressed that the conducted tasks on great constructions of the world are good and interesting to them.
- **Opinions on Use of Textbook:** Out of 30 students, 10 students have an opinion that teaching using textbooks will improve writing courses more rather than speaking course. Another 10 felt that it is boring, passive and used only for listening. All the 30 students have felt that they have improved spoken English communication skills after watching the research classes.

- **Motivation with Videos of Civil Engineering:** They were surprised to know that civil engineers have created wonders in the field of construction and they have felt proud to be students of civil engineering.
- **Videos – Creation for Career Goals:** After watching the videos, the students set their career goals to achieve great things in their future career.
- **Improvement of Confidence:** All the students have improved their level of confidence after attending the research classes.
- **Thorough with Introductions and Descriptions:** Everyone is thorough with their self and partner introductions, and describing a place, person and thing; majority of the students have improved their abilities in speaking and writing an essay in English.
- **Opportunity to Speak:** Students got an opportunity to speak in English before classmates and gained confidence.

### 5.1.2. Selection and Playing of Videos

- **Effect of Videos:** All the 30 respondents have strongly felt that the videos used for their teaching are interesting as the videos are related to their field of construction of civil engineering and real practical work. And majority of the students have expressed that they have learned speaking English and pronunciation.
- **Students' Feedback on Videos:** Out of 30 students, 26 students have opted for good, 2 for ok and 2 for improvement. Majority (26) of them have agreed with the

clarity and interest of the video; regarding volume of the played videos, it is good for 20 students and ok for 5 and to be improved for 5 students.

- **Duration for Watching a Video:** All the students have replied to this question. Out of 30 students, 17 students have opted for two minutes, 13 for 3 minutes and 10 for 10 minutes. Majority (17) of them have expressed that their comfortable time for watching the video is two minutes.
- **Replaying of Videos and Times:** It is must for the students. But, number of playing time is based students' abilities in understanding the English language. Among the 30 students, the replay is required for 25 students for 2-3 times, and 5 for 2 times. The played time of videos is sufficient for all the students that is 2-3 times.
- **Comfortableness with British English:** Initially, there is a request for playing Indian English videos instead of British English, after some days they are comfortable with the British English videos.
- **Feedback on Playing of Videos:** Playing only videos of construction continuously creates boredom for the students.
- **Length of Time to Watch:** It has been found that 3-5 minute length of video is comfortable to all the students (30) for watching videos to learn.
- **Number of Times Repetition of Videos:** Each video has been played to the students 3-5 times to make them comprehend the content of the video.
- **Playing Speed of Video:** It is required to play the video at medium level of speed.

### 5.1.3. Spoken English Communication Skills

- **Significant Value of T-Test:** Regarding the t-test results of spoken English communication skills, the two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant, and the mean of Group One minus Group Two equals to -2.27.
- **Improvement of Skills with Video-based Tasks:** 95% confidence interval of this difference: From -2.52 to -2.01. Hence, it has found that students' abilities in spoken English communication skills have been improved by teaching to them using video-based tasks with the multiple intelligence approach.
- **Significant Difference – Spoken English Communication Skills:** Overall, majority of the students (11 (level: 1-4) + 9 (level: 1-3) =20) have improved their spoken English communication skills. There is a significant improvement from pre-test to post-test. Hence, the study gives positive results.
- **Number of Language Difficulties – Pre-Test:** Majority of the students (21) have language difficulties in pre-test, and these students (11+9+5=25) have improved from marks 1-4 & 2-4. It shows the improvement.
- **Number of Students Improved in Post-Test-Spoken English Communication Skills:** Majority of the students (25) have improved their levels of spoken English communication skills in the areas of fluency, accuracy, vocabulary, comprehensibility and appropriateness, content and length of words from pre-test to post-test.

- **Care during Post-Test:** It has been observed that during the post-test of spoken English communication skills, many of the students have become more conscious about the content and grammatical errors.
- **Videos of Great Constructions – a Positive Change:** All the selected videos of great constructions are motivating to all the students. These videos have brought a positive change and a confidence among the students in setting strong career goals.
- **No Stage fear with Classes:** All the 30 students have lost their stage fear after attending these classes, and are thorough with their greetings and self and partner-introductions and the description of a person, place, thing, a situation, a condition, as these are required for them in their regular academic study and future employment.
- **Effect of Playing Videos Continuously:** It has been observed that students felt bored watching the videos continuously for a long time. During the longer classes of playing videos, students have requested for playing comedy videos. The comedy videos and picture from the field of civil engineering have been selected and played to them for a short period, and it has brought a change.
- **Tough Task for Researcher:** It has been a tough task for the researcher to design tasks with rhythmic/musical intelligences using the civil engineering construction videos. The researcher has tried his best to design tasks using all the eight multiple intelligences.

- **Number of Students Requested for Translation:** Out of thirty students, translation is required for 9 students from English to Hindi. Majority (21) of the students haven't asked for translation from English language to other language.

#### 5.1.4. Essay Writing in English

- **Significance of T-Test's Value – Essay Writing:** Regarding the t-test's results of essay writing in English, the two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant, and the mean of Group One minus Group Two equals -1.80. 95% confidence interval of this difference: From -2.05 to -1.55. Hence, it has been found that students' abilities in essay writing in English have been improved by teaching to them using video-based tasks with the multiple intelligence approach.
- **Results of Pre-Test:** In the pre-test, the majority of the students (26) has less marks and no student has got 4 marks as the highest as per the criteria of Essay Writing in English Test.
- **Results of Post-Test:** In the post-test, out of 30 students, 7 students have got 4 marks, 15 with 3, 8 with 2 and none with 1. Here, the majority of the students have got 3 marks which show the improvement of students' Essay writing in English after attending the research classes. And 8 students getting 3 marks is also indication of an improvement comparing with the pre-test.
- **Difference of Improvement in Marks:** Out of 30, there are 4 students who got 3 marks difference of improvement, 14 with 2 (1-3), 2 with 2 (2-4), and none have

got the same and lesser marks than the pre-test. Overall, majority of the students (14) have shown greater level of improvement. Hence, students have improved their essay writing in English.

- **Major Areas of Difficult in Pre-Test:** In the pre-test, majority of the students have difficulties in the areas of spelling (19), capitalization (14), word order (9), sub-verb agreement (8), subject plural (7); omission of preposition (to), simple present tense and unnecessary capital (6); auxiliary verb and passive voice (5); omission of 'be', preposition (to) and starting capital (4); substitution of words and use of should (3).
- **Major Areas of Difficult in Post-Test:** In the post-test, the majority of the students have difficulties in the areas of spelling (15) and capitalization includes unnecessary capital, required capital and starting capital. (10 +9+4= 23).

### **5. 2.0. Conclusion**

The first year Civil Engineering Students of MANUU Polytechnic, Bangalore have got motivated and improved their spoken English communication skills and essay writing in English after attending the classes conducted during the research. Both these skills will enable the students to communicate in academic, job interviews and employment contexts. Howard Gardner's multiple intelligence approach is effective in identifying students' learning styles and meeting the English language needs of the students. The tasks prepared based on freely accessible *youtube* videos from the greatest civil engineering constructions of the world are interesting, motivating and enabling both

spoken and written English communication skills. Therefore, the tasks can be designed and used for teaching English communication skills in a classroom.

### **5. 3.0. Suggestions for Further Research**

#### **5.3.1. Tasks**

- **Selection of videos:** Care must be taken in selecting a video with clear image and a medium speed of the voice.
- **Thorough Preparation:** Researcher must watch the video thoroughly with clear objective of teaching language, make notes and play for students.
- **Need of Pilot Study:** It is better, if the prepared tasks are taught to some other similar students before teaching to the experimental group of students.
- **Care for Students' Attendance:** Care must be taken to make all the students to attend all the research classes regularly till the end of the research practice.
- **Choose a Suitable time:** Research classes must be conducted as per the students' convenience to get the expected result.
- **Select Videos of Students' Interest:** Play comedy videos or video of students' interest or any other refreshing activity at a regular interval of classes to continue their interest to do further tasks with more energy.



### 5.3.2. Spoken English Communication Skills

- **Need of Pilot Study:** Conducting a pilot study before the actual study will help the researcher in getting the accurate results.
- **Testing Tasks before Teaching:** The prepared tasks can be tested by using them with the similar kind of students to do changes to meet the objective of the tasks.
- **Modification Standard Tests:** Standard tests can be modified as per the level of the students to give significant results.
- **Research in Other Disciplines:** Further research may be done on the students of other branches other than Civil Engineering.
- **Increase of Research Classes Period:** Number of classes may be increased from 40 to 60 with the time 1: 00 to 2: 00 hours daily to get better results.
- **Careful Selection of Videos:** Care should be taken in selecting a video related to clarity, language and speed of the voice to make the videos understood to students.
- **Clear objective in Selection of Videos:** Researcher should have clear objective in selecting the videos and watch the videos thoroughly before teaching it to students to get better results.
- **Need of Sample Study:** Researcher should conduct a sample study to identify the duration of video for playing to students.

### **5.3.3. Essay Writing in English**

- **Selection of Topic Based on the Students' Language Level:** Based on the experience with this group of students with basic level of English, it is suggested that research may be conducted to teach sentences and paragraph writing before teaching essay writing.

### **5.4.0. Overview**

In this chapter, there is a mention about the findings of the research, conclusion and offered suggestions for further research. The next section will be on the bibliography used for this research followed by annexures.

## BIBLIOGRAPHY

- Abbassi. A., Hassaskhah. J & Tahri. A. (2018). The Effect of Teaching Memory Strategies on Iranian EFL Learner's Vocabulary Retention in Terms of learners' Multiple Intelligences. *International Journal of Education & Literacy Studies*, 6(2), 1-9. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1182217.pdf>
- Abdul Razak., N & Zaini. N. (2014). Multiple Intelligence Scores of Science Stream Students and Their Relation with Reading Competency in Malaysian University English Test (MUET). *English Language Teaching*, 7(2), 63-72. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1075641.pdf>
- Afcons. (2015). *Chenab Bridge Film* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=-1jQ6qLDir8>
- Ali abdi.A., Laei. S., & Ahmadyan.H. (2013). The Effect of Teaching Strategy Based on Multiple Intelligences on Students' Academic Achievement in Science Course. *Universal Journal of Educational Research* 1(4), 281-284. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1053949.pdf>
- Anuradha, S. (2012). English for Employability. *The Journal of English language teaching (India)*, 50, 43-46.

Armstrong, T. (2009, July 7). Multiple Intelligences: Seven Ways to Approach Curriculum.Educational Leadership. Retrieved from URL

<http://www.thomasarmstrong.com>

Armstrong,T. (2009). Multiple Intelligences in the Classroom: Chapter 3. Describing Intelligences in Students. Retrieved from URL

[http://ylapp.edublogs.org/files/2009/10/app\\_w12\\_reading\\_MI\\_chap\\_3.pdf](http://ylapp.edublogs.org/files/2009/10/app_w12_reading_MI_chap_3.pdf)

Aspiring Minds. (2017). Skill Map India. Retrieved from URL

[https://www.aspiringminds.com/sites/default/files/Skill%20Map%20India%202017%20Report\\_0.pdf](https://www.aspiringminds.com/sites/default/files/Skill%20Map%20India%202017%20Report_0.pdf)

Aspiring Minds. (2016). National Employable Report – Engineers Annual Report.

Retrieved from URL

<https://www.aspiringminds.com/sites/default/files/National%20Employability%20Report%20-%20Engineers%20Annual%20Report%202016.pdf>

Aspiring Minds. (2015). National Employable Report – Engineers Annual Report.

Retrieved from URL <https://www.aspiringminds.com/news/aspiring-minds-releases-5th-national-employability-report-engineers>

Aspiring Minds. (2014). National Employable Report – Engineers Annual Report.

Retrieved from URL

<https://www.aspiringminds.com/sites/default/files/National%20Employability%20Report%20-%20Engineers%20C%20Annual%20Report%202014.pdf>

Aspiring Minds. (2013). National Employable Report – Engineers Annual Report.

Retrieved from URL

<https://www.aspiringminds.com/sites/default/files/National-Employability-Report-Graduates-2013.pdf>

Aspiring Minds. (2011). Employability of Engineers State wise. Retrieved from URL

<https://www.aspiringminds.com/sites/default/files/Employability-of-Engineers-State-Wise-2011%20%281%29.pdf>

Aspiring Minds. (2011). The English Learning Levels-Engineering Graduates, Annual Report. Retrieved from URL

<https://www.aspiringminds.com/sites/default/files/Learning%20Levels%20Report%20-%20English%20%2C%20Engineers%20-%202012.pdf>

Azerbaijan, A. (2014). *Azerbaijan's Amazing Transformation - Discovery Channel*

Video file. Retrieved from URL <https://www.youtube.com/watch?v=YBSB2CM7UA>

Balasubramanian, S. (2012). *Panama Canal - Working, Construction & Transit* [Video

file]. Retrieved from URL [https://www.youtube.com/watch?v=hADHVkE\\_zdI](https://www.youtube.com/watch?v=hADHVkE_zdI)

Bhagel, N, & Tiwari, S. (2013). Teaching English in the Rural Classrooms: The Chattisgarh Situation and Experience. *Journal of ELTIF*, 4,39-44.

- Biggest, B. (2014). *Big Bigger Biggest - Skyscraper–Burj Dubai Documentary*. Video file. Retrieved from URL <https://www.youtube.com/watch?v=eigBF19aYmA>
- Chatterjee, A. (2016, Feb 19). *Construction of World's Highest Railway Bridge!! Chenab River Bridge (Kashmir)! AFCONS' Documentary!* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=JGHFloUCPz4>
- Chems. (2014). *Mumbai's Chhatrapati Shivaji International Airport, India - 720p* Video file. Retrieved from URL <https://www.youtube.com/watch?v=cFyfvIwr22s>
- Council of Europe (2011, April 19). *Common European Framework for writing and speaking*. Retrieved from URL [https://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)
- Currie, K.L. (2003). Multiple Intelligence Theory and the ESL Classroom-- Preliminary Considerations. *The Internet TESL Journal*, 9,1-4. Retrieved from URL <http://iteslj.org/Articles/Currie-MITheory.html>
- Dams, L. (2013). *The Largest Dam in The World* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=b8cCsUBYSkw>
- Dutta, A. (2011). ELT for the future Engineer. *The Journal of English Language Teaching(India)*, 49,19- 22.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: OUP.

ESL Speaking Rubrics. (2016, Aug 29). Retrieved from URL <http://study.com/academy/lesson/esl-speaking-rubrics.html>

Freeschool. (2016). *The History of the Great Wall of China for Kids* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=9dIyk65vR-g>

Freeschool. (2016). *The Story of the Taj Mahal for Kids: Famous World Landmarks for Children* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=I6i8cLXPGQE>

Gardner, H. (2006). *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds*. Boston: Harvard Business School Press.

Gardner, H. (1983). *Frames of Mind: The Theory Multiple Intelligences*. New York: Basic Books.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*. New York: Basic Books.

Gardner, H. (1993). *Multiple Intelligences: New Horizons*. New York: Basic Books.

Gardner, H. (2008). *5 Minds for the Future*. Boston: Harvard Business Press.

Gardner, H., & Hatch, T. (1989). Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences. *Educational Researcher*, 18,4-10. Retrieved from URL <http://www.jstor.org/stable/1176460>

- Geddada, R. (2011). *Through Multiple Intelligences in an ESL Context: An Enquiry*(Unpublished Ph.D.theses).The English and Foreign Languages University, Hyderabad.
- Glassgow, J.N. (1999). Recognizing Students' Multiple Intelligence in Cross-Age Buddy Journals.*The English Journal*, 88, 88-96. Retrieved from <http://www.jstor.org/stable/822193>
- Graph Pad software (2017). QuickCalcs: t-test calculator. Retrieved from URL <https://www.graphpad.com/quickcalcs/ttest1.cfm>
- Goel, V. P. (2009). Technical and Vocational Education in India for Sustainable Development. Retrieved from URL [http://www.unevoc.unesco.org/up/IndiaCountry\\_Paper.pdf](http://www.unevoc.unesco.org/up/IndiaCountry_Paper.pdf)
- Hall, R. (1998).Virtual Statician t-test. Retrieved from URL <http://web.mst.edu/~psyworld/tsteps.htm> & <http://busyteacher.org/4836-how-to-evaluate-speaking.html>
- Hall, R. (1998).Virtual Statician t-test.Retrieved from URL <http://web.mst.edu/~psyworld/tsteps.htm>
- History, G. (2015). *The Oldest Colosseum of History-Geographic History* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=TDlbcGH8coQ>



Holschen, N. (2013). *Ancient MegaStructures Machu Picchu English documentary Part 3*

Video file. Retrieved from URL

<https://www.youtube.com/watch?v=Ifa8obkdvp0>

Holschen, N. (2013). *Ancient MegaStructures Machu Picchu English documentary Part 2*

Video file. Retrieved from URL

<https://www.youtube.com/watch?v=hKnGKYaJ7wg>

Holschen, N. (2013, Nov 5). *Ancient MegaStructures Machu Picchu English*

*Documentary Part 1* [Video file]. Retrieved from URL

<https://www.youtube.com/watch?v=GsxKiowWo9c>

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). Needs Analysis. *English for Specific Purposes*.

Eds. Tom Hutchinson and Alan Waters. Cambridge: Cambridge University Press, 1987: 53 - 64.

India Skills Report. (2018). Future Skills Future Jobs. Wheebox. Retrieved from URL

[http://www.in.undp.org/content/dam/india/docs/poverty/india-skills-report-2018\\_undp.pdf](http://www.in.undp.org/content/dam/india/docs/poverty/india-skills-report-2018_undp.pdf)

Islam, A. (2014). *Burj Khalifa Documentary Part 2-Big\_Bigger\_Biggest*. Retrieved

from URL <https://www.youtube.com/watch?v=mzqmB8DudZo>

Islam, A. (2014). *Burj Khalifa Documentary Part-Big\_Bigger\_Biggest* [Video file].

Retrieved from URL <https://www.youtube.com/watch?v=Vh3KwPzs-Hk>

Jago, C., Greenbaum, V., & Hecker, L. (1996). Multiple Intelligence. *The English*

*Journal*, 85, 10-11. Retrieved from URL <http://www.jstor.org/stable/820094>

Jayalakshmi, S. (2012). Teaching of English, the 'Intelligent' Way. *Journal of ELTIF*,

3,6-11.

Jeevi Subramaniam, G., & Harun, R. (2013). The ability of polytechnics marketing in

using good English oral communication skills during industrial training. *English for Specific Purposes World*, 14 (39).

Kassel, C. (1998). Music and the Theory of Multiple Intelligences. *Music Educator*

*Journal*, 84,29-32. Retrieved from URL <http://www.jstor.org/stable/3399127>

Keshavji, B. (2008). *Mumbai Worli Sea Link* [Video file]. Retrieved from URL

<https://www.youtube.com/watch?v=0qYQEpXP5zA>

Krupa Sheela, S. (2013). English language in Relevance with Employability skills.

*Research Journal of English Language and Literature*, 1,15-17. Retrieved from

URL <http://www.rjelal.com/RJELAL%201.2/RJELAL%201.2.%20pp15-17.pdf>

Madkour. M., & Abdel. R. A. (2016). Identifying College Students' Multiple

Intelligences to Enhance Motivation and Language Proficiency. *English*

*Language Teaching*, 9(6), 92-107. Retrieved from URL

<https://files.eric.ed.gov/fulltext/EJ1101228.pdf>

Male, D. (2011). *The Construction of Sydney Harbour Bridge* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=JPQ7CzVHdMs>

Malo Zebar.S., Ali Ahmed .,H & Mohammedzadeh. B. (2018). Multiple Intelligences - Based Planning of EFL Classes. *Advances in Language and Literary Studies*, 9(2), 98-103. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1178247.pdf>

Mandly, N. (2008). *Tasks for Developing Spoken Communication Skills among Engineering Students of Andhra Pradesh (Unpublished M.Phil dissertation)*. University of Hyderabad, Hyderabad, India.

Marty, O. (2013). *Taj Mahal Secrets Blow Your Mind National Geographic* Video file. Retrieved from URL <https://www.youtube.com/watch?v=KO4csOUNBo>

MarvelsChannel, M. (2016, Jun 2). *Extreme Engineering - S01E07: Building Hong Kong's Airport* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=Tjs1JP2C6f8>

Mc Claskey, J. (1995). Assessing Student Learning through Multiple Intelligences. *The English Journal*, 84,56-59. Retrieved from URL <http://www.jstor.org/stable/821191>

- McClellan, J.A., & Conti, G. J. (2008). Identifying the Multiple Intelligences of Your Students. *Journal of Adult Education*, 37(1), 13-38. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ891071.pdf>
- McMahon, S.D., Rose, D.S., & Parks, M. (2004). Multiple Intelligences and Reading Achievement: An Examination of the Tele Inventions of Multiple Intelligences. *The Journal of Experimental Education*, 73, 41-52. Retrieved from URL <http://www.jstor.org/stable/20157383>
- Mudraya, O. (2006). Engineering English: A lexical frequency instructional model. *English for Specific Purposes*, 25, 235-356.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, David. (2004). *Task-based language teaching*. Cambridge: CUP.
- ParallaxFilm. (2010). *Ancient Megastructures - Machu Picchu* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=1IUj2BliUQw>
- Perevodov, M. (2013). *Sydney Opera House* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=oOCFj5CkOdk>
- Pitroda, S. (2006). National Knowledge Commission's Report on Language. Retrieved from URL <http://knowledgecommission.gov.in/recommendations/language.asp>

Pitroda, S. (2006). National Knowledge Commission's Report on Language. Retrieved from URL <http://knowledgecommission.gov.in/recommendations/language.asp>

Pitroda, S. (2008). National Knowledge Commission's Report on Engineering Education. Retrieved from URL <http://www.knowledgecommission.gov.in/recommendations/engineer.asp>

Prabhu, N.S. (1991). *Second language pedagogy*. Oxford: Oxford University Press.

Presly, T. (2015, July 4). *MegaStructures Impossible Bridges: China (National Geographic Documentary)* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=7mB0JqWgkhY>

Price, R.F. (1966). *A Reference Book of English Words and Phrases for Foreign Science Students*. Oxford: Pergamon Press.

Priske, C. (2013, Sep 27). *Impressively skilled bricklayers, Vault construction* [Video file]. Retrieved from URL <https://www.youtube.com/watch?v=PB8TWMKHHMQ>

Private Office, GC .V. (2013). *The Palm Island, Dubai UAE - Megastructure Development* Video file. Retrieved from URL <https://www.youtube.com/watch?v=0BXGh0EYJtE>

Raissi Ahvan. Y & Zainali Pour. H. (2016). The correlation of multiple intelligences for the

achievements of secondary students. *Academic Journals*, 11(4), 41-145.

Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1091511.pdf>

Readwritethink: Essay Rubric. (2016, Aug 29). Retrieved from URL

<http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>

Rediff.com. (2012). Just what is wrong with India's Engineering Graduates.

Retrieved from URL

<http://www.ramanujan.edu.in/rcm/sites/default/files/Unemploable%20or%20Unemployability.pdf>

Richards, J.C. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: CUP.

Riemer, M.J. (2002). English and Communication Skills for Global Engineer. *Global Journal of Engineering Education*, 6,91-100. Retrieved from URL

<http://www.wiete.com.au/journals/GJEE/Publish/vol6no1/Riemer.pdf>

Riemer, M.J. (2007). Communication Skills for the 21<sup>st</sup> Century Engineer. *Global Journal of Engineering Education*, 11,89-100. Retrieved from URL

<http://www.wiete.com.au/journals/GJEE/Publish/vol11no1/Riemer.pdf>

Royds-Irmark, D.E. (1975). *Beginning Scientific English. Book 1*. Great Britain: Thomas Nelson and Sons Ltd.

Royds-Irmark, D.E. (1975). *Beginning Scientific English. Book 1*. Great Britain: Thomas Nelson and Sons Ltd.

Salem. A. (2013). The Impact of Multiple Intelligences-Based Instruction on Developing Speaking Skills of the Pre-Service Teachers of English. *English Language Teaching*, 6(9), 53-66. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1077187.pdf>

Sample Assessment Rubrics: Speaking Rubrics. (2016, Aug 29). Retrieved from URL <http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecassess.pdf>

Sample Assessment Rubrics: Check Point C Writing Rubrics. (2016, Aug 29). Retrieved from URL <http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecassess.pdf>

Simeone, W.F. (1995). Accommodating Multiple Intelligences in the English Classroom. *The English Journal*, 84,60-62. Retrieved from URL <http://www.jstor.org/stable/821192>

Sistani. M., & Hashemian. M. (2016). Investigating the Role of Multiple Intelligences in Determining Vocabulary Learning Strategies for L2 Learners. *English Language Teaching*, 9(6), 242-251. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1103303.pdf>

Siva Kumar, S. (2008). *Using Multiple Intelligences in task as inputs to enhance motivation for writing in secondary school students* (Unpublished Ph.D. theses). The English and Foreign Languages University, Hyderabad.

Smagorinsky, P. (1995). Multiple Intelligences in the English Class: An Overview. *The English Journal*, 84, 19-26. Retrieved from URL

<http://www.jstor.org/stable/821183>.

Swales, J. (1971). *Writing scientific English: A textbook of English as a Foreign Language for students of Physical and Engineering Sciences*. London: Thomas Nelson and Sons Ltd.

Swales, J. (1971). *Writing scientific English: A textbook of English as a Foreign Language for students of Physical and Engineering Sciences*. London: Thomas Nelson and Sons Ltd.

Thoughtco: Sample Essay Rubric for Elementary Teachers. (2016, Aug 29). Retrieved from URL <http://k6educators.about.com/od/GradingStudents/a/Essay-Rubrics.htm>

The Times of India. (2016, Jan 25). National Employability Report 2016. *The Times of India*. Retrieved from URL <https://www.aspiringminds.com/news/%E2%80%8Bno-significant-improvement-in-employability-of-indian-graduates-the-times-of-india>

Trimble, L. (1985). *English for Science and Technology: A discourse approach*. Cambridge: Cambridge University Press.

Trimble, L. (1985). *English for Science and Technology: A discourse approach*. Cambridge: Cambridge University Press.

Verner, S. (2007). How to Evaluate Speaking Rubrics. Retrieved from URL



<http://study.com/academy/lesson/esl-speaking-rubrics.html>

Vinod, V. (2013). Integration of Skills in English Language Teaching for Engineering Students. *English Language in India*, 13, 391-394. Retrieved from URL <http://www.languageinindia.com/march2013/veenaskillsfinal.pdf>

Ward, J. (2009). A basic engineering English word list for less proficient foundation engineering undergraduates. *English for Specific Purposes*; 28 (03), 170–182

Widdowson, H.G. (1978). *Teaching language as communication*. Oxford: OUP.

Yeh, E (2014). Teaching Culture and Language through the Multiple Intelligences Film Teaching Model in the ESL/EFL Classroom. *The Journal of Effective Teaching*, 14(1), 63-79. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1060447.pdf>

Yousef Kentab, M. (2016). Saudi Intermediate School EFL Teachers' Views in the Kingdom of Saudi Arabia of the Multiple Intelligences Theory as an Inclusive Pedagogy. *Journal of Education and Practice*, 7(17), 105-122. Retrieved from URL <https://files.eric.ed.gov/fulltext/EJ1105272.pdf>

Yurt, E., & Polat, S. (2015). The Effectiveness of Multiple Intelligence Applications on Academic Achievement: A Meta-Analysis. *Journal of Social Studies Education*

*Research*, 6(1), 84-122. Retrieved from URL

<https://files.eric.ed.gov/fulltext/EJ1105368.pdf>

# APPENDICES

## Appendix-I

Department of English

Maulana Azad National Urdu University

Hyderabad – 500 032

---

### Multiple Intelligences Opinionnaire

(Based on Howard Gardner's Multiple Intelligence Theory)

---

Doctoral Candidate's Name: Nagaraju Mandly

Name of the student:

Course with roll no:

Dear Students,

Read the following statements, tick ( ✓ ) the suitable statements you like and finally count them.

This is to know how you wish to learn various topics of the English language.

#### I. Verbal/Linguistic

1. I enjoy reading books, newspapers and magazines. -----
2. I like English, social studies and history more than any other subject. -----

3. I like participating in debates, group discussions and public speaking.-----
4. I am good at word games like crossword puzzles, word building jumbles.-----
5. I like to learn new words and know their meanings.-----
6. It is easy for me to memorize anything at college.-----
7. I like searching for meanings of words in a dictionary.-----
8. I like talking to friends and family more than watching TV.-----
9. I like to write e-mails, letters, stories and poems.-----
10. I am really good at describing any object in words.-----

**Total -----**

## **II. Logical and Mathematical**

1. I keep my clothes, books and bed sheets etc neat and orderly. ----
2. I solve problems easily.-----
3. I am good at solving mathematical problems.-----
4. I like playing chess.-----
5. I like playing games on a computer.-----
6. I like mathematics and science subjects best and I do very well in them.-----
7. I am interested in doing practicals in a lab and finding new things in science.---
8. I believe that every object in the world gives a valid explanation.-----
9. I like playing games and solve games which need a lot of thinking. ----
10. I think I am good at working with numbers.-----

**Total -----**

### **III. Musical**

1. I like listening more than speaking and doing.-----
2. I nod head or/and tap legs while listening to music.-----
3. I can remember anything by putting them in a rhyme.-----
4. Remembering songs is easy for me. -----
5. I enjoy all types of music.-----
6. I like singing songs.-----
7. I like listening to music.-----
8. I like playing on violin, keyboard, tabla, flute, etc.-----
9. I know the tunes and titles of many songs.-----
10. Sometimes I sing songs when I walk or when I am alone.-----

Total -----

### **IV. Visual/Spatial**

1. I enjoy drawing and painting.-----
2. I am more interested to watch a movie or a video.-----
3. When I close my eyes, sometimes I can see clear images that seem real. -----
4. I dream at night.-----
5. I am good at reading maps and finding my way in unknown places.-----
6. I like only some colors.-----
7. I enjoy reading more when they have lots of pictures and drawings.-----
8. I am good at playing pictionary, doing jigsaw puzzles, and solving mazes.--
9. I am better at remembering faces and pictures than its names.-----

10. I draw when I think.-----

Total -----

### **V. Body and Kinesthetic**

1. I wish to go out and spend time with friends. -----

2. I like painting, carving and drawing etc.-----

3. I can sit for long periods in a classroom or a laboratory.-----

4. I enjoy outdoor games and sports. -----

5. Sometimes when I talk with people, I use my hands to explain.-----

6. I like dancing rather than singing.-----

7. I like working with tools like mobile phone, laptop, computer camera etc.-----

8. I get bored if I can't move around.-----

9. I learn by experimenting. -----

10. I would rather play a sport than watch it.-----

Total -----

### **VI. Interpersonal**

1. I learn best by talking to others. -----

2. I like studying with my friends or classmates to learn more. -----

3. I enjoy chatting through face book or internet or mobile phone.-----

4. I like politics. Hence, I like becoming a political leader. -----

5. I enjoy Talk shows on Television and radio.-----

6. I always wish to work in a group. -----

7. I like participating in a group activity. Example: drama, sports, games, etc. -----
8. I pay attention to social issues and causes.-----
9. I like going to parties and religious festivals. -----
10. I am good at making new friends.-----

Total -----

### **VII. Intrapersonal**

1. I have some important goals for my life that I think about them often.-----
2. I think I am very independent.-----
3. Sometimes I talk to myself.-----
4. I like to spend time alone thinking about things that are important to me.-----
5. I would like to spend my holidays alone in a park than at a resort. -----
6. I know what I am good at.-----
7. I have some interests that I like to do on my own.-----
8. I want to be self-employed or start my own business.-----
9. I like to spend time by myself thinking about what I want.-----
10. I like to think before I do.-----

Total -----

### **VIII. Naturalist**

1. I like to protect nature from pollution.-----
2. I enjoy climbing mountains/hills.-----
3. I enjoy working on a garden.-----

4. I like visiting zoos and museums for plants, dinosaurs, etc. -----
5. Putting in an order makes sense to me.-----
6. I love animals.-----
7. I enjoy studying biology, botany/zoology.-----
8. I spend most of the time outside/in nature.-----
9. I always watch nature on the Discovery, National Geographic channels, etc. ---
10. I strongly feel I must grow trees to control pollution.-----

Total -----

**Write here the final total number of likes in each section**

- i. Verbal/Linguistic -----
- ii. Logical and Mathematical -----
- iii. Musical -----
- iv. Visual Spatial -----
- v. Body and Kinesthetic -----
- vi. Interpersonal -----
- vii. Intrapersonal -----
- viii. Naturalist -----

<b>Student</b>	<b>V.L</b>	<b>L-M</b>	<b>MU</b>	<b>V-S</b>	<b>B-K</b>	<b>INTER-</b>	<b>INTRA-</b>	<b>NAT</b>	<b>EXI</b>
<b>Number</b>						<b>P</b>	<b>P</b>		
31.									



32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									
41.									
42.									
43.									
44.									
45.									
46.									

47.									
48.									
49.									
50.									
51.									
52.									
53.									
54.									
55.									
56.									
57.									
58.									
59.									
60.									
Total									

## **Appendix-II**

### **Department of English**

Maulana Azad National Urdu University

Hyderabad – 500 032

Doctoral Candidate's Name: Nagaraju Mandly

---

Name of the student:

Course with roll no:

Dear Student,

**Write an essay on the way you wanted to be taught the English language. Write it in 500 words.**

## Appendix-III

### Rubrics for Testing English Spoken Communication Skills

Descriptors					Marks
Fluency	Accuracy	Vocabulary	Comprehensible and Appropriate	Content	
Smooth and continuous flow  Natural pauses	No grammatical errors  Speaker self-corrects without hesitation	Very good; wide range  Uses appropriate and new words and Expressions  Interesting response	The student's speech reflects a clear understanding of the topic or prompt and includes details.	The student's content reflects deep understanding of the topic.	4
Occasional hesitation, searching for words  Speaker can self-correct and respond to cues	Two or fewer syntax errors Minor errors that do not impede communication	Good, appropriate vocabulary Generally good response	The student's speech reflects strong comprehension of the topic or prompt with few errors.	The student's content is relevant to the topic, with few errors.	3
Halting, hesitating Visibly translating before responding Can rephrase and respond	Frequent errors Self-corrects on some	Vocabulary is just adequate to respond No attempt to vary expressions Basic	The student's speech reflects basic comprehension, but with frequent errors.	The student's content has some relevance to the topic, but incorrect words are used.	2

Frequent hesitations, searches for words Overly translates questions before response Repeats question word before response Eventually responds	Many errors (agreement, verb forms) Errors in basic structures Errors impede communication	Inadequate vocabulary or incorrect use of lexical items Communication difficult	The student's speech does not reflect comprehension of the topic or prompt.	The student's content is not relevant to the prompt or question.	1
--	--	---	---	--	---

#### Appendix-IV

#### Rubrics for Testing Essay Writing in English

Introduction	Main Idea	Body	Conclusion	Vocabulary	Sentence Structure, Grammar, Mechanics & Spelling	Marks
Introductory paragraph begins with a statement that both grabs the attention of the teacher.	Introductory paragraph contains a clear thesis of main idea with Clear suggestions as to how the body of the essay will support this thesis.	Body paragraphs provide clear evidence and ample examples supporting thesis statement.	Closing paragraph provides a clear conclusion successfully stating the author's position, as well as containing an effective restatement of the main idea or thesis of	The learner uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	Most sentences are well constructed and have varied structure and length. The learner makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	4

			the essay.			
Introductory paragraph begins with a statement that attempts to grab the attention of the teacher, but is incomplete in some sense.	Introductory paragraph contains a clear thesis. However, the following support sentences are not necessarily or only vaguely connected to the body paragraphs.	Body paragraphs provide clear connections to thesis statement, but may be need more examples or concrete evidence.	Closing paragraph concludes essay in satisfactory manner. However, author's position and / or an effective restatement of main idea or thesis may be lacking.	The learner uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	All sentences are well constructed and have varied structure and length. The learner makes no errors in grammar, mechanics, and/or spelling.	3

Introductory paragraph begins with a statement that might be construed as an attention getter, but is not clear.	Introductory paragraph contains a statement that may be construed as a thesis or main idea. However, there is little structural support in the following sentences.	Body paragraphs are vaguely on topic, but lack clear connections, evidence and examples of thesis or main idea.	Conclusion is weak and at times confusing in terms of author's position with little reference to main idea or thesis.	The learner uses words that communicate clearly, but the writing lacks variety.	Most sentences are well constructed, but they have a similar structure and/or length. The learner makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	2
--	---	---	---	---	--	---

<p>Introductory paragraph does not contain any attention grabber.</p>	<p>Introductory paragraph contains no clear thesis statement or main idea.</p>	<p>Body paragraphs are unrelated, or marginally connected to essay topic. Examples and evidence are weak or nonexistent.</p>	<p>Conclusion is nonexistent with little or no reference to proceeding paragraphs or author's position.</p>	<p>The learner uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.</p>	<p>Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The learner makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.</p>	<p>1</p>
---	--	--	---	--	---	----------

## Appendix-V

### Analysis of Spoken English Communication Skills – Pre & Post-Tests Matrix (4 Pages)

		Analysis of Spoken English Communication Skills – Pre & Post-Tests Matrix (Page 1 of 4)																													
S.No	Student Number	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	Pre-Test (I) / Post-Test (II)	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II
	Marks	3	4	2	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	3	1	3	1	3	1	4
1	Simple present tense																	√						√							
2	Present perfect tense	√																	√												
3	Active voice (present tense)																														
4	Passive voice (present tense)	√															√														
5	Subject Verb Agreement									√							√	√					√							√	
6	Noun (Singular)					√		√																							
7	Noun (Plural)	√								√		√					√					√					√				
8	Auxiliary verb(is)			√																								√		√	
9	Adjective (quality)										√																				
10	Preposition(about)					√																									
11	preposition(in)					√												√													
12	Preposition(on)			√										√																	
13	Preposition(at)																														√
14	Preposition(between)																														
15	Preposition(with)																														
16	Preposition(by)																														
17	Preposition (for)																														
18	Preposition (through)																														
19	To infinitive										√												√	√							
20	Conjunction(and)			√							√												√	√							
21	Articles(a)																											√			
22	Articles(an)																														



Analysis of Spoken English Communication Skills – Pre & Post-Tests Matrix (Page 2 of 4)

S.No	Student Number	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		
	Pre-Test (I) / Post-Test (II)	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II			
	Marks	3	4	2	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	3	1	3	1	3	1	4	
23	Article(the)		√																													
24	Superlative(the)		√			√																										
25	Redundancy(words)													√					√						√							
26	Repetition(words)				√							√				√					√	√			√							
27	Wh-words(who)																															
28	Wh-words(which)																															
29	Wh-words(whose)																															
30	Order of sentence					√													√													
31	Possessive								√																√			√				
32	Vocabulary																															
33	Usage(measurement)																											√				
34	Pronunciation																															
35	One of plural																															
36	Has/As																															
37	Use of Hindi language					√																√	√									

Analysis of Spoken English Communication Skills – Pre & Post-Tests Matrix (Page 3 of 4)

Sr. No.	Student Number	16		17		18		19		20		21		22		23		24		25		26		27		28		29		30		
	Pre-Test (I) / Post-Test (II)	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II			
	Marks	2	4	1	3	3	4	1	3	1	3	1	2	2	3	1	3	2	4	2	4	1	3	2	4	1	4	1	3	3	4	
1	Simple present tense							√													√	√									√	
2	Present perfect tense																√															
3	Active voice (present tense)														√																	
4	Passive voice (present tense)							√													√											
5	Subject Verb Agreement					√		√			√			√		√					√			√							√	
6	Noun (Singular)														√																√	

7	Noun (Plural)	√			√	√									√	√														√		
8	Auxiliary verb(is)												√			√																
9	Adjective (quality)												√																			
10	Preposition(about)																															
11	preposition(in)	√																														
12	Preposition(on)	√																														
13	Preposition(at)																															
14	Preposition(between)	√																														
15	Preposition(with)																															
16	Preposition(by)																															
17	Preposition (for)																															
18	Preposition (through)																															
19	To infinitive																															
20	Conjunction(and)																															
21	Articles(a)																															
22	Articles(an)																															

		Analysis of Spoken English Communication Skills – Pre & Post-Tests Matrix (Page 4 of 4)																														
		16		17		18		19		20		21		22		23		24		25		26		27		28		29		30		
Sr. No.	Student Number	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	
	Pre-Test (I) / Post-Test (II)	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	
	Marks	2	4	1	3	3	4	1	3	1	3	1	2	2	3	1	3	2	4	2	4	1	3	2	4	1	4	1	3	3	4	
23	Article(the)											√																				
24	Superlative(the)											√		√																		
25	Redundancy(words)						√										√	√				√										√
26	Repetition(words)																															
27	Wh-words(who)														√	√			√													
28	Wh-words(which)														√																	



## Appendix-VI

### Analysis of Essay Writing in English– Pre & Post-Tests Matrix (2 Pages)

Analysis of Essay Writing in English– Pre & Post-Tests Matrix (Page 1 of 2)																																					
Sr. No.	Student Number	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15							
	Pre-Test (I) / Post-Test (II)	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II						
	Marks	3	4	1	4	1	3	1	2	1	3	1	4	1	3	1	2	1	3	1	2	1	3	1	2	1	3	1	2	1	3	1	3	1	3		
1	Adjective																																				
2	Adverb					√																															
3	Article (the)														√																						
4	Article(a)							√														√															
5	Articles (an)																																				
6	Auxiliary Verb			√															√			√															
7	Conjunction (and)																					√														√	
8	Exclamation Mark		√																																		
9	If+will							√																													
10	Modal (can)																																				
11	Noun		E									√															√										
12	Omission of Article (a)															√	√																				
13	Omission of Article (an)																																				
14	Omission of Article (the)																																				
15	Omission of 'be'																																				
16	Omission of Preposition (to)	√				√				√					√		√	√				√															
17	Omission of Preposition (in)																																				
18	Omission of Preposition (on)																																				
19	Omission of Full Stop																										√	√									
20	Passive Voice					√										√																			√	√	
21	Possessive																					√															
22	Preposition with																																				
23	Preposition (for)																																				√
24	Preposition (in)																										√										√
25	Preposition(on)							√																													
26	Preposition(to)									√		√																									√
27	Present continuous tense																																				√
28	Present perfect tene									√																											
29	Punctuation(Apostrophe)														√																					√	
30	Punctuation(Comma)																√						√													√	
31	Punctuation (Full Stop)							√															√					√								√	
32	Redundancy (words)																					√															

29	Required Capital	√			√			√	√	√	√				√			√	√	√		√	√	√		√	√	
30	Simple present tense		√	√									√			√			√									
31	Spelling	√		√	√			√	√	√		√	√		√			√	√			√				√	√	√
32	Starting Capital			√									√															
33	Sub+verb+Agreement		√	√	√															√								√
34	Subject Plural	√	√	√					√							√												
35	Substitution of has/as																											
36	Substitution of words												√										√					
37	To infinitive								√																			
38	Unnecessary Capital		√								√	√	√					√										
39	Use of Hindi language																											
40	Use of Short and (&)																											
41	Use of should																											
42	Word order							√							√					√	√	√	√				√	

Analysis of Essay Writing in English– Pre & Post-Tests Matrix (Page 2 of 2)

Sr. No.	Student Number	16		17		18		19		20		21		22		23		24		25		26		27		28		29		30		
	Pre-Test (I) / Post-Test (II)	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	
	Marks	1	3	1	2	2	4	1	4	1	3	1	2	2	4	1	3	1	4	1	3	1	3	1	3	1	2	1	2	1	3	2
1	Adjective													√																		
2	Adverb																															
3	Article (the)																															
4	Article(a)																															
5	Articles (an)							√				√																			√	
6	Auxiliary Verb	√																														
7	Conjunction (and)																															
8	Exclamation Mark																															
9	If+will																				√								√			
10	Modal (can)								√																							
11	Noun																		√													
12	Omission of Article (a)													√																		
13	Omission of Article (an)																													√		



## Appendix-VII

### List of Language Errors Found in Essay Writing in English Tests

Sl.No	List of Language Errors found in Essay Writing in English Tests		
	Language Items	Number of Language Errors	
		Pre-Test (I)	Post-Test (II)
1	Adjective	1	0
2	Adverb	1	0
3	Article (the)	2	0
4	Article(a)	2	0
5	Article (an)	2	1
6	Auxiliary Verb	5	0
7	Conjunction (and)	0	2
8	Exclamation Mark	0	1
9	If+will	2	1
10	Modal (can)	0	1
11	Noun	2	2
12	Omission of Article (a)	1	1
13	Omission of Article (an)	0	0
14	Omission of Article (the)	1	0
15	Omission of 'be'	4	1
16	Omission of Preposition (in)	0	1
17	Omission of Preposition (to)	6	1
18	Omission of Preposition (on)	0	0
19	Omission of Full Stop	1	1
20	Passive Voice	5	1
21	Possessive	0	1
22	Preposition (for)	1	0
23	Preposition (in)	2	1
24	Preposition (on)	2	0
25	Preposition (with)	1	1
26	Preposition (to)	4	0
27	Present continuous tense	1	0

28	Present perfect tense	1	0
29	Punctuation (Apostrophe)	2	0
30	Punctuation (Comma)	0	3
31	Punctuation (Full Stop)	2	2
32	Redundancy (words)	2	0
33	Required Capital	14	9
34	Simple present tense	6	2
35	Spelling	19	15
36	Starting Capital	4	4
37	Sub-verb Agreement	8	3
38	Subject Singular	0	1
39	Subject Plural	7	3
40	Substitution of has/as	0	0
41	Substitution of words	3	2
42	To infinitive	1	0
43	Unnecessary Capital	6	10
44	Use of Hindi language	1	0
45	Use of Short and (&)	0	1
46	Use of should	3	0
47	Word order	9	0



## **Appendix-VIII**

---

### **Department of English**

Maulana Azad National Urdu University

Hyderabad – 500 032

Doctoral Candidate's Name: Nagaraju Mandly

---

### **Opinionnaire for Polytechnic Students - Oral Interview**

---

Name of the student:

Course with roll no:

1. Did you like videos play to you to teach English? Yes/No-Mention reasons.
2. What did you feel about teaching English using course textbooks and videos?
3. What did you learn from speaking tasks?
4. What did you learn from writing tasks?
5. How were the clarity and volume of the videos played to you?
6. What was your comfortable duration for watching video?
7. Did you need repetition/replaying of videos? Yes/No, if 'Yes'-mention your required time.

(a) Was playing time of videos sufficient to you?

8. Did you require translation while teaching English to you? Yes/No, if 'Yes'

please mention preferences:

a. English to Hindi

b. English to Urdu

9. What was your opinion on tasks conducted to you?

10. What are your suggestions to improve this teaching better?

---

## Appendix-IX

### A Sample of Essay Writing Scripts of Students – Post-test

①

Department of English  
Maulana Azad National Urdu University  
Hyderabad - 500 032  
Doctoral Candidate's Name: Nagaraju Mandly

Grade 4  
(a few essays in  
grammar etc)

Name of the student: Gulam Nabi Azad Course with roll no: Civil - II

Dear Student,

Write an essay on the way you wanted to be taught the English language. Write it in 500 words.

Dear sir,

The way of your teaching was very good. In this period, we learnt more things, you run some good classes, like video class, role play etc. By which

HT-CA (The English of all the students who come regularly improved. (many + plural)  
Sir, so far as I know, I have seen many spoken institutions. And I attended the class near about 1 year. There, I saw, the student who joined the class during one month, that student <sup>was able</sup> to speak English. I think you should also run those classes which <sup>is run</sup> in spoken institutions. Like in starting time, there should be introduction class then after

GR - plus

- Daily routine - (2 days practice in only beginning classes)
- talk show - (one day in a week)
- Assignment - (one day in a week)  
(in assignment, there are some questions in a paper which is asked to speaker, after completing this assignment student got second assignment in which there are questions whose answers are long and completing this, got next.....)
- Topic - (one day in a week)  
(student got easy topic in beginning, like newspaper, television, Dowry system. Those topics on which all students spoke more and more)
- conversation - (one day in a week)  
(In this class - two students are sent to the dice. They go and meet like strangers and talk about any matter remaining students

only see. they take only 3 minutes after they, other two students get chance. And in the last both student handshake and say good bye)  
Gr - both + plural

- Debate - (One day in a week) - (In this class students should be given those burning topics of our society or easy topics on which they can easily fight against another team like (i) who will be the PM of our country Modi or Rahul Gandhi (ii) which is the best love marriage or Gr - noun arrange marriage (iii) which is the best town or village (iv) Teenagers should get study in co-education or not because, they learnt some bad activities. etc.

- Role play - (one day in a week)
- Picture chatting class - (One day in a week)
- (In this class all the students set different pictures of actors, actresses, leaders, scientist and they spoke on it).

- Group discussion. etc.

Gr - these + plural  
dear sir, I am not saying that these class should be seen in our college and I am not forcing. here, I am saying that in spoken centers. These classes are seen and students are learnt English. One more thing, daily five words are given to all the students. And weekly there is a test written and oral both.

Sir, These are my view to learn English, Because, In my batch, There are different types of students present. Some are good and some are weak. Sir, you know better than me. ~~And~~ And you always try your best to improve our English.

Gr. Pundarikoti  
- !  
That's all!  
thank you!