DEVELOPMENT OF SELF LEARNING MATERIALS ON SELECTED STUDY SKILLS IN ENGLISH FOR HIGHER SECONDARY STUDENTS

Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION

by

SHAHILA N.

Under the guidance of

Dr. BAIJU K. NATH
Assistant Professor

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

2018

DECLARATION

I, Shahila N., do hereby declare that the thesis **"DEVELOPMENT OF SELF LEARNING MATERIALS ON SELECTED STUDY SKILLS IN ENGLISH FOR HIGHER SECONDARY STUDENTS"** has not been submitted by me for the award of Degree, Diploma or Recognition before.

CU Campus

.09.2019

SHAHILA N

Dr. Baiju K. Nath
Assistant Professor
Department of Education
University of Calicut

CERTIFICATE

This is to certify that the thesis entitled **"DEVELOPMENT OF SELF LEARNING MATERIALS ON SELECTED STUDY SKILLS IN ENGLISH FOR HIGHER SECONDARY STUDENTS"** is an authentic record of research work carried out by **Ms. SHAHILA N.,** for the degree of Doctor of Philosophy in Education, University of Calicut under my guidance and supervision and no part of it has been presented before for any other University Degree, Diploma or Associateship in any other University.

Calicut University   **Dr. Baiju K. Nath**
      .09.2019.   (Supervising Teacher)

ACKNOWLEDGEMENT

Giving an opportunity to pursue and complete Ph.D is one of the innumerable blessings showered upon me by the Almighty Allah. I praise Allah for strengthening me with confidence and determination during the tenure of my research.

I express my esteem and profound sense of gratitude to my worthy supervisor, Dr. Baiju. K. Nath, Assistant Professor, Department of Education, University of Calicut, for his adept guidance, genuine compassion, extreme patience, timely support and sustained availability. With his guidance, seemingly difficult things became easy for me. Being erudite and considerate, he always heightened my motivation while piloting through my research journey. I experienced his untiring guidance throughout my research work. His timely and efficient scholarly input helped me shape this thesis in to its final form.

I am extremely indebted to Prof. (Dr.) P.K.Aruna , Head of the Department, Department of Education, University of Calicut, for providing necessary assistance to accomplish my research work.

I offer my humble and respectful appreciation to Prof. (Dr.) C.Naseema for inspiring comments and constructive suggestions. I am grateful to Prof. (Dr.).P.Usha for expert suggestions during my research.

I am thankful to Prof. (Dr.). K.P. Meera and Prof.(Dr.) K. Abdul Gafoor, former Heads of the Department of Education, University of Calicut for their timely support and encouragement. I express my earnest thankfulness to my beloved teachers Dr. T.Vasumathi, Dr.A.Hameed, Dr.Muhammedunni alias Musthafa.M.N and Prof. (Dr.) Bindhu. C.M for their valuable advice and willingness to share their bright thoughts with me.

C.U. Campus   Shahila .N

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Appendix No.	Title
I A	Questionnaire on Study Skills in English for Higher Secondary Students
I B	Response Sheet of Questionnaire on Study Skills for Higher Secondary Students
II A	Study Skill Test I (Listening Skill Test)
II B	Scoring Key for Study Skill Test I (Listening Skill Test)
III A	Study Skill Test II (Reading Skill Test)
III B	Scoring Key for Study Skill Test II (Reading Skill Test)
IV A	Study Skill Test III (Writing Skill Test)
IV B	Rubric for Valuing Writing Skill – 1 (Notice)
IV C	Rubric for Valuing Writing Skill – 2 (Travelogue)
IV D	Rubric for Valuing Writing Skill – 3 (Letter)
IV E	Rubric for Valuing Writing Skill – 4 (Curriculum Vitae)
V A	Study Skill Test IV (Reporting Skill Test)
V B	Rubric for Valuing Reporting Skill
VI A	Study Skill Test V (Paragraphing Skill Test)
VI B	Rubric for Valuing Paragraphing Skill – 1
VI C	Rubric for Valuing Paragraphing Skill – 2 (Introductory Paragraph)
VI D	Rubric for Valuing Paragraphing Skill – 3 (Concluding Paragraph)
VII A	Study Skill Test VI (Note-taking Skill Test)
VII B	Rubric for Valuing Note-taking Skill

Appendix No.	Title
VIII A	Study Skill Test VII (Note-making Skill Test)
VIII B	Rubric for Valuing Note-making Skill
IX A	Study Skill Test VIII (Information Transfer Skill Test)
IX B	Rubric for Valuing Information Transfer Skill
X A	Study Skill Test IX (Summarising Skill Test)
X B	Rubric for Valuing Summarising Skill
XI	SLM Evaluation Form for Experts
XII	List of Experts
XIII	Questionnaire on SLM on Study Skills in English for Higher Secondary Students
XIV	Self Learning Materials on Selected Study Skills in English for Higher Secondary Students
XV	Copy of Certificate on Plagiarism Check
XVI	Articles Published in the Area of Research

CHAPTER I
INTRODUCTION

- ❖ Need and Significance of the Study
- ❖ Title of the Study
- ❖ Definition of Key terms
- ❖ Objectives of the Study
- ❖ Methodology in Brief
- ❖ Scope and Limitations of the Study
- ❖ Organization of the Report

Language is a means of communication. Its development is generally dependent on, and stimulated by, the need to communicate. However, language is not to be considered merely as a medium of communication. It is also an apparatus that reflects the socio- cultural aspects and activities of a society. It is also essential to weave the threads of social life and understand and analyse the ways of the world. Language has always played a crucial role in the evolution and progress of humankind. As such, language learning has great significance in empowering the individual.

English is a global language. Accordingly, it has been given due importance in the curriculum. "In the current scenario, an understanding and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities". (National Knowledge Commission, 2006)

In the day-to-day life, English has become more or less indispensable. In the international business community, the use of English is very widespread. English acts as an essential factor in communication across national borders and in carrying out and maintaining correspondence with overseas businessmen and professionals. In the field of higher education and specialized training also, English has its own important place. English is used to write most of the books on different subjects. It is also increasingly used in translating books and articles written in other languages. In most universities and centres of higher education all over the world, English is the medium of instruction.

In the job market, too, adequate competence in English is considered to be very necessary. It is, therefore, imperative that our students acquire a reasonable amount of proficiency in it. According to Kothari Commission, "No student will be considered to have qualified for a degree unless he has acquired a reasonable proficiency in English…." To have easy access to any latest information, English is essential. The United Nations Organisation has given English the status of being an official language. The prominence of English is evident even in the media across the world. In official communications, English is widely used. In the promotion of international relations and cultural understanding, English is of use. Pandit Jawaharlal Nehru considered English as "our major window on the modern world". English is the language of international politics and diplomacy, and also of international meetings and conferences. Gandhiji said, "English is a language of international commerce, it is the language of diplomacy and contains many a rich literary treasure, it gives us an introduction to Western thought and culture". For all these reasons, it is evident that English cannot be avoided in the present scenario. It may even be said that in the years ahead, it will be of far more importance.

There are a number of factors which make learning of English quite important and necessary in the present context. Some of them are given below:

- The language most spoken in the world may not be English. Nevertheless, in a large number of countries, English is the official language.

- English acts as the dominant business language all over the world. So, it becomes compulsory to use it in cross-border business communication.

- Large numbers of books are annually published in English. To access the vast amount of knowledge and information embodied in these books, proficiency in English is very necessary.

- Internet is one of the most useful and powerful media today. Most of its content is in English. So, no user of the Internet can help having some knowledge of English, if she/he is to access the needed material and information.

There are innumerable skills and the young people in schools and colleges are increasingly being persuaded and encouraged by the government and other competent agencies to train them adequately. Language as a skill subject requires training. The four basic skills associated with and organic to language are listening, speaking, reading, and writing. These skills together with certain other skills of a general nature come under what is normally termed 'study skills' which are applied in language classrooms.

Study skills are learning strategies. They help students to organize, process, and use information effectively. "Study skills are those abilities that enable students to systematically organize, plan and encode information they need to learn" (Rafoth and De Fabo, 1990).

Need and Significance of the Study

Study skills are pivotal in language classrooms. Learners need help, not only with what they learn but also with how they learn it. Study skills are

valuable in academic learning, as well as in everyday life. On the one hand, they help individuals to be well organized and successful lifelong learners; on the other, they help them manage their jobs, households, and finances. Mastering the skills for studying and learning increases their self-efficacy and empowers them to change their approach and try other strategies when one fails.

Study skills are processes of metacognition, which is self-awareness of one's thinking and learning (Anderson, 2002). They are learning strategies that facilitate processing of information. They help us organize and process information. They help us remember what we have learned. (EMSTAC, 2001). Study skills encompass a wide range of behaviours that students can perform before, during, and after learning to help them retain and apply information presented in the classroom or at home. "Emphasis must be laid on study skills, note-making, note-taking and reference skills". (Position paper on Teaching of English NCERT, 2006).

Study skills can be considered as 'lifetime skills'. "Students who have learned how to learn - the essence of study skills – will be the ones who can process this information and use it in school, the world of work, and personal life". (Thomas, 1993).

Many educators and researchers have sought after the reason behind the academic difficulty encountered by students during their school years or later in college. A major reason identified by them was the inadequacy of study skills for the learning tasks assigned to the students. When students properly acquire study skills, they learn a subject. At the same time, they also

learn 'how to learn'. In the learning process, the learner's knowledge of 'how to learn' is of paramount significance.

There is enough of research evidence to show that study skills invariably enhance student achievement.

- Successful completion of study skills course increased fall-to-fall retention for students (Windham, 2012).

- Study skills that involve higher order thinking skills were most beneficial to students. Many middle school teachers did not possess a clear understanding of study skills and were ill-equipped to provide study skills instruction within their classrooms. Consequently teachers may need to receive more formalized study skills training. (Thorpe, 2010)

- The academically struggling groups displayed weaknesses in study skills relative to their comparison groups (Proctor, Prevatt, Adams, Hurst and Petscher, 2006).

- Majority of students in the online survey felt they could benefit from improved study skills and a course of seminar teaching study skills. Both instructors and students felt the need for improved study skills and habits. (Simmons, 2006).

Many teachers realize that in the classroom, a number of their students, even at the higher levels of education, cannot cope with basic school tasks such as organizing their notebooks, using a dictionary, studying a text book chapter, or taking and using notes. As these basic skills have high cross-curricular values, they can be useful and are indeed necessary in studying any

school subject. Most of the teachers usually expect students to develop and use them, but some teachers don't give enough attention regarding this area.

All teachers should take care to give time for students to help them learn 'how to learn'. If students are equipped with good study skills, they will be able to understand the subject taught the first time around. Teachers can reduce the time spending for re-teaching the same lessons. Hence, equipping students with study skills is the need of the hour.

Self learning material (Hereafter self learning material will be denoted as SLM) will really be a boon for students due to its enriched features. It can lead them to be independent and responsible learners. It can undoubtedly boost their self-study habits and their self-confidence.

There are a number of research studies which underscore the effectiveness of SLM.

- Using self study resources enabled learners to develop speaking skills and build considerable self-confidence. (Kim,2014)

- Self learning modules on Environmental Awareness in Elementary school students proved effective when compared to conventional teaching. (Puri, 2009).

- Science learning with computer animation self-study material was helpful for students to understand science.(Tannu, K, 2009)

- Self Instructional material Educational Statistics for B.Ed students was proved to be more effective than traditional classroom teaching strategy. (Rastogi & Sahare, 2003).

The system of conventional schooling does not attach as much importance as is actually required to study skills training which is central to proper language learning. There are obviously practical difficulties which make it rather impossible for teachers to train their students in study skills. One of the constraints on them is preparing students for examinations. This presupposes finishing, within the stipulated time- frame, the teaching portions allocated to them. It is in such a context that SLM becomes useful and important. The self-contained learning units provide the learners with opportunities to expand their knowledge level and skill proficiency. Hence, SLM was selected as the appropriate medium to develop study skills in English.

Higher education faces many crucial issues today, quality being the main concern. If its expected standards are to be achieved, efforts should be begun at the lower levels. Higher secondary education is its springboard. As such it is imperative that higher secondary students acquire adequate standards in all the subjects that they study. One of the subjects, that has always been a source of fear to students including those at the higher secondary level and beyond, has been English. The anxiety expressed by teachers, educators, academicians and even policy- makers primarily relates to the inability of students to communicate effectively in English. Accordingly, efforts are being made and policies formulated to raise the standard of English at all levels of schooling including the higher secondary level. It is in this context that SLM on study skills in English for higher secondary students has been prepared. It would be highly beneficial for the students if they are

provided with SLM.   Hence, this research on developing self learning materials on selected study skills in English is highly relevant and significant.

Title of the Study

The study is entitled**, "DEVELOPMENT OF SELF LEARNING MATERIALS ON SELECTED STUDY SKILLS IN ENGLISH FOR HIGHER SECONDARY STUDENTS".**

Definition of key terms

Self Learning Materials (SLM):

"Self-study materials are learning materials designed for use by students, without help from a teacher". (A dictionary of Education, Rowntree, 1981).

In the present study, Self Learning Materials (SLM) means the materials developed on the basis of the principles of self learning in print for higher secondary students to learn selected study skills in English independently.

Study Skills:

Study skills are defined as competence in acquiring, recording, organizing, synthesizing, remembering, and using information and ideas, and are among the skills that can be modified for learners of all ages. (Harvey, 1995).

In the present study, the term, 'study skills', is used to denote those capacities which are required of higher secondary students in order to learn English proficiently.

Higher Secondary Students:

Higher Secondary Students are those students who are studying in standards XI and XII.

Objectives of the Study

The study has the following objectives:

- To identify the study skills in English required of higher secondary students.
- To develop self learning materials in print on selected study skills in English for higher secondary students.
- To validate the self learning materials (SLM) on study skills in English developed for higher secondary students.

Methodology

Design of the study

The study followed mixed methods research design. The study aimed to develop, self learning materials on selected study skills in English for the students at higher secondary level. The SLM prepared for this study was divided into nine self contained units, one on each of the nine selected study skills. The medium chosen for the SLM was print because of its easy preparation and handling. The methods employed in the study were document

analysis, survey, developmental research method and experimental method. The study proceeded through three phases such as i) Survey phase, ii) Developmental phase, and iii) Validation phase. Identification of study skills required of higher secondary students was done in the first phase of the study through document analysis, need analysis survey using a questionnaire to the students, and expert suggestion. In the second phase of the study, the developmental phase, SLM was prepared from the syllabus outline developed for the nine identified study skills by following the principles of distance education. In the third phase, the phase of validation, tests for assessing study skills, an SLM evaluation form for experts and a questionnaire for higher secondary students were the tools developed for validation of SLM.

A pretest posttest non-equivalent group design was adopted for the administration of the self learning material to the selected higher secondary students. There were forty students selected by purposive sampling for the experimental group and an equal number for the control group. For each study skill, the test of significance of difference between means was used for comparing the gain scores of the twin groups. The data obtained through SLM evaluation form supplied to experts and also through questionnaire for students were analysed qualitatively.

Methods adopted for the study

The present study is a descriptive type of research. Document analysis method was the main method used in the present study. In the present study, document analysis method was used in the first and second phases of the study, to identify the required study skills in English, and to gather necessary

content of SLM on study skills in English for higher secondary students. Survey was used in the first and third phases of the study. In the first phase, survey was employed for the conduct of need analysis to study the requirement of study skills in English among higher secondary students. In the validation phase, survey was adopted to gather data on various aspects of SLM from the students of experimental group of the study, through a questionnaire. Since the aim of the present study was to develop SLM in print on nine selected study skills in English, procedure of developmental research was inevitable for the study. The procedure of developmental research method enabled the investigator to follow a comprehensive procedure for the developmental phase of the study. Experimental method was adopted in the study to design the validation of the SLM. The design involved nine pretests and posttests for the experimental and control groups of the study. Each group comprised of forty higher secondary students.

Sample

In the study, population considered was higher secondary students. The sample for need analysis survey comprised of 385 higher secondary students in Malappuram district who were selected using stratified random sampling technique. The researcher used purposive sampling method in the validation phase of the study. Sample was selected from IUHSS, Parappur, an Aided Higher Secondary School in Malappuram district. Two intact divisions of class XI served as sample. Forty students from one division, who were willing to make use of the SLM and take study skill tests, constituted the experimental group, while forty students from the other division made up the

control group. This made a sample of eighty higher secondary students available.

Even though there were 40 students as sample in each of the two groups, the number of students who appeared in each study skill test was different. This was due to the absence of certain students on the scheduled days of the tests. As such, the students who were present for the concerned tests alone were considered as the final sample. Nevertheless, the number of students in each group was, on an average, well above 30.

Sample for questionnaire on SLM consisted of forty higher secondary students in the experimental group of the study. The experimental group alone was selected because the SLM was given to that group only.

Several experts were consulted during the process of research. The investigator conducted unstructured interview with experts in the field of English language and Education. SLM evaluation form was given to three experts in English.

Techniques and tools employed in the study

The technique employed in the study was document analysis. However, a variety of tools were used in this study. The tools were the following:

- Questionnaire on study skills in English for higher secondary students (Need analysis survey) (Shahila & Nath, 2015).
- Study skill test I (Listening skill test) (Shahila & Nath, 2017)
- Study skill test II (Reading skill test) (Shahila & Nath, 2017)

- Study skill test III (Writing skill test) (Shahila & Nath, 2017)

- Study skill test IV (Reporting skill test) (Shahila & Nath, 2017)

- Study skill test V (Paragraphing skill test) (Shahila & Nath, 2017)

- Study skill test VI (Note-taking skill test) (Shahila & Nath, 2017)

- Study skill test VII (Note-making skill test) (Shahila & Nath, 2017)

- Study skill test VIII (Information transfer skill test) (Shahila & Nath, 2017)

- Study skill test IX (Summarising skill test) (Shahila & Nath, 2017)

- SLM Evaluation Form for experts (Shahila, 2017)

- Questionnaire on SLM on study skills in English for higher secondary students (Shahila, 2017)

Techniques used for analysis

- Computation of statistical indices like Percentage, Mean and Standard Deviation (Preliminary analysis)

- Test of significance of difference between means

- Thematic analysis for qualitative data

Scope and Limitations of the study

English is a global language. As such, the present study on development of SLM on selected study skills in English for higher secondary students has an international significance. Study skills equip the students to use their maximum potential in the process of learning. Hence, this study paves the way for making them aware of the pivotal position study skills hold in the process of learning English. Study skills shall help them apply these

skills while learning English and achieve better standards of communication using it.

As the higher secondary level acts as the basis for higher education, proficiency in English is quite essential for the higher secondary students. The application of study skills in English among these students will be highly beneficial in their future education. These skills, however, need not be restricted to their academic pursuits alone. They can be of great service to them in their life itself.

Self learning material on study skills was organized in nine different units. So the students can take their own time to learn each unit. This, obviously, is of great convenience to them, since they can engage in self-paced learning. Self learning material has the capacity to guarantee self-sufficiency. SLM has a common structure. Students get a lucid presentation of the content. Learning activities presented in SLM are helpful to get the response of the students. Illustrations given in SLM make the learners' grasping of the content easy. Summary in SLM reinforces learning. Self learning material can make a learner "think, write and do". For all these reasons, the present study becomes quite beneficial to the students.

The study, however, has some inevitable limitations.

- Though there are various study skills required for learning English, the study was limited to the most important study skills only. Speaking skill and reference skill were not included in the study because of the practical difficulties in administration.

- Print medium alone was the medium used for preparing SLM. Printed learning materials were used as it was easy for the students to handle it whenever they got time without any requirement of equipments.

- The sample used in the validation phase was selected from one school only.

- The experiment was limited to the higher secondary class XI students only.

- Retention tests were conducted in Listening skill and Reading skill only. In the case of the other seven tests, retention tests were not conducted because of the time schedule of the study and on the assumption that other skills also might be retained at a high level by the students as performed in the retention tests in Listening skill and Reading skill.

In spite of these limitations, utmost care has been taken to make the study as perfect as possible.

Organization of the Report

This thesis is organised in five chapters.

The first chapter consists of introduction, need and significance of the study, title of the study, definition of key terms, objectives of the study, methodology, scope and limitations of the study.

The second chapter includes two parts-theoretical overview and review of   related literature of the study.

The third chapter explains methodology in detail. It consists of the design of the study, methods, tools and techniques used for the study, selection of sample, procedure of the study and techniques of analysis.

The fourth chapter contains analysis, discussion and interpretation of data collected through various tools and techniques.

The fifth chapter includes summary of the study, major findings, conclusion, educational implications of the study and suggestions for further research.

CHAPTER II

THEORETICAL OVERVIEW AND REVIEW OF RELATED LITERATURE

❖ Theoretical Overview

❖ Review of Related Studies

❖ Conclusion

THEORETICAL OVERVIEW AND REVIEW OF RELATED STUDIES

This chapter has two sections, Section I Theoretical overview and Section II Review of related studies. Theoretical overview deals with the conceptual details of study skills, theories of self learning and theoretical aspects of rubrics. A literature review puts forward an understanding of the existing research and debates relevant to a particular topic or area of study. Conducting a literature review helps the researcher to improve her/his knowledge in the respective field. The literature review also shows the reader where the research community is up to in conducting the research in that particular topic and highlights gaps in the existing research.

Section I

Theoretical Overview

Theoretical overview contains the definition and description of study skills, the different aspects of the selected nine study skills, characteristics, types and theoretical basis of self learning materials.

Study Skills

Study skills are strategies and techniques that enable the learner for making the most efficient use of time, resources, and academic potential.

Development and improvement of study skills can help

- To make more efficient use of study time - in less time, more work can be done.

- To make learning easier, and help retain what has been learned for longer.

- To feel the work and effort involved is worthwhile.

Study skills are defined as competence in acquiring, recording, organizing, synthesizing, remembering, and using information and ideas, and are among the skills that can be modified for learners of all ages (Harvey, 1995).

Study skills include a variety of activities, including time management, setting appropriate goals, selecting an appropriate study environment, employing appropriate note-taking strategies, concentrating, selecting main ideas, self-testing, organization, and managing anxiety.

Study skills involve the capabilities for acquiring, recording, organising, synthesising, remembering and using information and idea.

Study skills include many behaviours that pertain to various school and home related situations. These include preparing to learn (eg. personal discipline, organizational skills, attitude, ability to self monitor), how do learners acquire knowledge (eg. listening, note-taking, outlining, and organizing), and applying knowledge (eg. test taking, writing, remembering, and self-monitoring.

Study skills can be described as 'learning how to become an effective learner and how to manage one's own learning'.

It is very evident from different studies that there is a positive relationship between academic achievement and study skills of a student. During the education process from elementary to higher education, students use some study skills. But that study skills may be inefficient and inappropriate.

Study skills are learning strategies which help students organize, process, and use information effectively. Learners need help, not only with what they learn but also with how they learn it. So acquiring study skills is considered to be very pivotal in the process of learning. Importance of study skills is not restricted in the field of academic learning, instead it is useful for everyday life also.

Study skills help individuals to be organized and successful lifelong learners and manage their jobs, households, and finances (EMSTAC, 2001).

Study skills' enhancement will increase the self-efficacy of the learners which will empower them to change their approach and try different strategies if one fails.

Students may believe that they can learn if they use study skills effectively. Study skills facilitate the processing of information. They help the learners remember what they have learned. When the learners are aware of their own learning processes, study skills work best. Study skills include a wide range of behaviours which can be performed before, during, and after learning to help the students retain and apply information presented in the

classroom or at home. When students use study skills to come up with their own ways of organising their studying, study skills will be most effective. Hence teachers and parents should promote and monitor the development of these skills. Study skills can be applied to any learning situation.

Nowadays learners have opportunity to acquire vast amount of information. Developments in technology have opened different information sources such as computer-based resources and internet connections. There are significant changes in the field of education also. A greater variety of teaching methods are used by teachers. Independent work from the part of the learners is encouraged. Due to these changes, it is very important for the learners to have effective study skills to use in different learning situations.

In the field of education, the trend towards self-directed, independent learning has gathered pace. So the development of effective study skills is crucial.

Most researchers agree that study skills are necessary for success in school (EMSTAC, 2001). Students can learn 'how to learn' by mastering study skills.

Listening Skill

Receiving spoken (and sometimes unspoken) messages and processing them to develop an understanding is known as listening. Identifying the sounds of speech and processing them in to words and sentences are involved in listening. While listening, ears are used to receive individual sounds and brain converts these into messages or meanings.

Focus and attention are required for listening in any language. Greater focus is required for listening in a second language. In order to become a fluent speaker in English, strong listening skills should be developed. It helps us learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences.

Types of listening

General listening types : Discriminative listening and comprehensive listening

Discriminative listening : The most basic form of listening is discriminative listening. Here the understanding of the meaning of words or phrases is not involved. The different sounds that are produced only are involved.

Discriminative listening develops through childhood and into adulthood. Example for discriminative listening: A distinction is made between the sounds of the voices of the parents.

Comprehensive listening: It includes understanding the message or messages that are being communicated. For using comprehensive listening, suitable vocabulary and language skills are needed. Sub-messages from non-verbal communication compliment comprehensive listening. Example : The tone of voice, gestures etc.

Specific listening types

- Informational listening(listening to learn)
- Critical listening(listening to evaluate and analyse)
- Therapeutic or empathic listening(listening to understand feeling and emotion)

Informational listening: If listening is for learning something, it will be termed as informational listening. In formal settings informational listening is accompanied by note-taking.

Critical listening: The aim of critical listening is to evaluate or scrutinize what is being said. Critical listening is concerned with analyzing opinion and making a judgement. During critical listening, it is better to have an open-mind.

Therapeutic or empathic listening: Trying to understand the feelings and emotions of the speaker is included in empathic listening. Empathic listening generally encourages the speaker to explain and elaborate on their feelings and emotions. Counsellors, therapists and some other professionals use empathic listening.

Other listening types: Appreciative listening: It is listening for enjoyment. Example: Listening to music.

Rapport listening: While trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us.

Selective listening: A more negative type of listening is selective listening. Here the listener is somehow biased to what they are hearing.

Principles of listening

- Stop talking.

    Don`t talk, listen.

- Prepare to listen.

    Relax. Concentrate. Put other matters out of mind.

- Put the speaker at ease.

    Help the speaker to feel free to speak. Eye contact may be maintained.

- Remove distractions.

    Concentrate on what is being said.

- Empathise.

    Attempt to understand the other person`s point of view.

- Be patient.

    Allow the speaker to continue in their own time.

- Avoid personal prejudice.

    Attempt to be impartial.

- Listen to the tone.

    Volume and tone both add to what someone is saying.

- Listen for ideas – not just words.

    The whole picture should be got, not just isolated bits and pieces.

- Wait and watch for non- verbal communication.

    Gestures, facial expressions, and eye- movements are all important.

Reading Skill

Reading has a pivotal role in almost every sphere of study. Depending upon the purpose of reading, there are different types of reading skills.

Predicting: study the title

The titles of academic books or articles are factual as well as informative. They might be considered as very brief summaries of the contents of the text. So in order to read in a more focused and efficient way, the titles of books or articles can be very helpful.

Surveying a text's beginnings and endings

There are some tips to survey a text quickly.

Using first and last chapters of books

The first chapter and the last chapter are worth looking for surveying a text quickly. In the first chapter, the author sometimes gives an outline of what topics he is going to deal within the book. This will be helpful for the reader.

The writer may summarise his main arguments and list conclusions in the last chapter. Hence it is invaluable for survey purposes.

Surveying journal articles and book chapters

Abstract of the article or chapter will give a helpful summary of the content of the article/chapter. This will be extremely useful. Hence read abstracts very carefully. It is also helpful to read the first and last paragraphs in the article or chapter.

Careful reading and finding structure

Using text organisation: An awareness of text organisation – the way in which the text is organised or structured will help to understand text. To know how a text is organised is important.

If the reader is aware of text organisation, it will be easier to identify the main ideas in the text. This is an important task when reading academic texts.

Critical reading

In the process of reading, the reader should not be passive. That means the reading process should not be a one-way process. The reading process should become an active and critical process.

The first steps to become a critical reader are :

- Establish our own interim position : Ask questions like, Have I any views of my own on this topic, and if so what are they?

- Sometimes after reading the text, views of the reader may be changed.

- Be receptive to the author's ideas and also critical of them simultaneously. It is a difficult process.

- Decide how far one agrees with a particular expert.

- The evidence which the authors bring forward to support their case should be looked carefully.

Developing Reading Skills

It is significant to develop skills for making the process of reading more manageable. In developing reading skills,

- Develop skills in identifying what is best to read.

- Develop skills in how we read.

Some reading techniques are given below:

Skim-reading: This denotes running through a text quickly to get an idea of what it's about. A sense of the tone and content of the text will be given by this.

Scanning: Scanning involves looking for specific information in a text. For example, using the index to look for sections that mention an author whose work is required by the reader.

Reading the first and last sentences of each paragraph

Usually important information comes at the start and end of paragraphs. By reading just the first and last sentences of each paragraph, how the argument of a text as a whole is developing can be gauged or important sections can be identified.

Reading to improve writing style: An author's style can be looked closely to see how they structure sentences or paragraphs, how long sentences are, or how they are linked. Then structuring some of the work in a similar way can be tried out to develop writing that 'flows'.

Effective Reading

To sharpen study skills, **SQ3R** method is very helpful. SQ3R denotes the initial letters of the five steps that should be taken in studying a text. The five steps are:

● Survey   ● Question   ●Read   ● Recite   ●Review

Survey: It indicates a quick glance through the text. It helps to save time by directing straight to the relevant pages.

Question: Ask certain questions regarding the content. Answers to questions will be the important things to learn. Questions that are asked should lead to the five Ws (what, why, when, who and where) of study content. The 'how' of a particular subject will also be explained by it.

Read: An active participation is required for reading. At the reading stage, it is neither advisable to make notes nor underline words or phrases. One must just read to get the idea at this stage. Start underlining or marking the important points only after reading through the entire text.

Recite: Units / chapters which have been read need to be retained. After reading, recite or mentally recollect the key information and concepts.

Review: It includes a quick repeat of survey, question, read and recite. During review, go over the notes which have been written to help clarify points.

SQ4R Technique

SQ4R denotes the initial letters of the six steps that are taken in studying a text. The six steps are:

• Survey   • Question   • Read   • Reflect   • Recite   • Review

Reflect is the new step. While learning, one should reflect on the study materials, because it helps to develop more ideas about the content and the meaning of the text. Reflecting helps to remember information that is contained in the text.

SQ5R Technique

The seven steps in studying a text are:

• Survey   • Question   • Read   • Reflect   • Record
• Recite   • Review

When the text is surveyed, there will be some questions regarding the text. Writing down the questions will be important for reference later on.

Intensive reading

The purpose of intensive reading is to arrive at a detailed and thorough understanding of the text. The material for intensive reading is taken with a view to develop the student's power of judgement and discriminative reading of interpretation and appreciation. Students read with careful attention and concentration.

Extensive reading

It involves reading in quantity for one's own enjoyment. This helps to increase reading speed, developing reading interests and reading habits. It provides valuable reinforcement of language already presented in the classroom and gives students useful practice in skills.

Stages of Reading

In the process of reading, there are four stages.

- Perception and word recognition

- Comprehension

- Evaluation and reaction

- Application

Perception and word recognition

This is also known as mechanical aspect of reading or 'reading on the lines'. In this stage the reader first perceives the right word and its

pronunciation. The concept of the word is formed in her/his mind with the association of form, sound and meaning of the word together.

Comprehension

The abilities of crucial thinking and reading are required for comprehension. In this stage the reader goes deeper into literal meaning of the material read. Interpretations are necessary for higher order of reading. The reader considers the relevance, authenticity and utility of a factual material at critical level of comprehension. Divergent thinking skills are used at creative reading level.

Evaluation and Reaction

In this stage, the reader determines the utility, appropriateness and reliability of the information and ideas received. A good reader evaluates the events, ideas, characters or intentions of the author. The by-product of critical and creative reading is evaluation and reaction.

Application

This stage denotes the application of acquired knowledge, ideas, experience, skill, attitude and values in one's own life. The transformation of the personality of the reader by assimilating the positive ideas and values and applying the same in her/his day to day life is the goal of any fruitful reading.

Writing Skill

Good writing has certain processes which lead to a successful piece of written work. After writing the first draft, the writer constantly reviews,

revises and engages in the creative process. In this process, there are certain stages. They are given below:

●Planning   ●Translating   ●Reviewing/Editing

Planning

Before starting writing, some questions come to the mind of a good writer. The questions are:

- What subject matter, format and style should be selected for the writing?

- Who is going to read this?

This stage is also known as the prewriting stage. While writing, the plan need not be a strict one.

Translating

Putting one's thoughts into appropriate language and style can be considered as translating. In translating, the right words, sentences and style of presentation are chosen. The chosen form of writing will be prose or poetry. If it is written in prose form, its format may be essay, story, letter, dialogue, one act play, biography or autobiography etc. The style of presentation will be descriptive, reflective, critical or creative. In this way, the first draft of writing is prepared as per plan.

Reviewing/Editing

This can be considered as post writing stage. Many good writers review their work as they write. Rethinking and reorganisation of ideas and

language will be needed. According to the demand of the subject matter or the requirement of the reader, the content or linguistic expression can be added or deleted.

Writing Assignments

Two elements are there in most assignment titles. They are the topic and the frame.

• The topic relates to the content of what is going to be written. Key words in the topic can be highlighted.

• The frame directs to organise/ structure the content.

Frames

Frame 1: Process description

In process description, how something works or is organised or arranged is described. If one has to do process description, he should know the process very well. Then it should be explained clearly. A diagram can be used to make it vivid.

Vocabulary guide: Process descriptions

• First of all   • If this happens • This does not mean that   •The result is • The reason for this is • Hence, ... • when .....then • finally • The first (second) stage •   some adverbials of time.

• before • at the same time • next • previously •simultaneously

• subsequently • earlier •concurrently • after that.

Frame 2: Compare and contrast

When things are compared, the ways in which they are similar or the same are looked for. When things are contrasted, the ways in which they are dissimilar or different are looked for. In these two basic ways, assignments can be written. Write down all the main points about the subjects to be compared/contrasted, then take all the main points about the other subject as seen in figure 1.

```
┌──────────────────────────────────────────────────┐
│                       TOPIC                        │
│                                                    │
│   Item X  ◄─────────────────────►  Item Y          │
│                  \                                 │
│                   \                                │
│                    ▼                               │
│   Same (comparison)          Different (Contrast)  │
│                                                    │
│   Point 1                    Point 1               │
│                                                    │
│   Point 2  ─────────────────►Point 2               │
│                                                    │
│   Point 3                    Point 3               │
│                                                    │
│   Point n                   ╱Point n               │
│                            ▼                       │
│              CONCLUSION                            │
└──────────────────────────────────────────────────┘
```
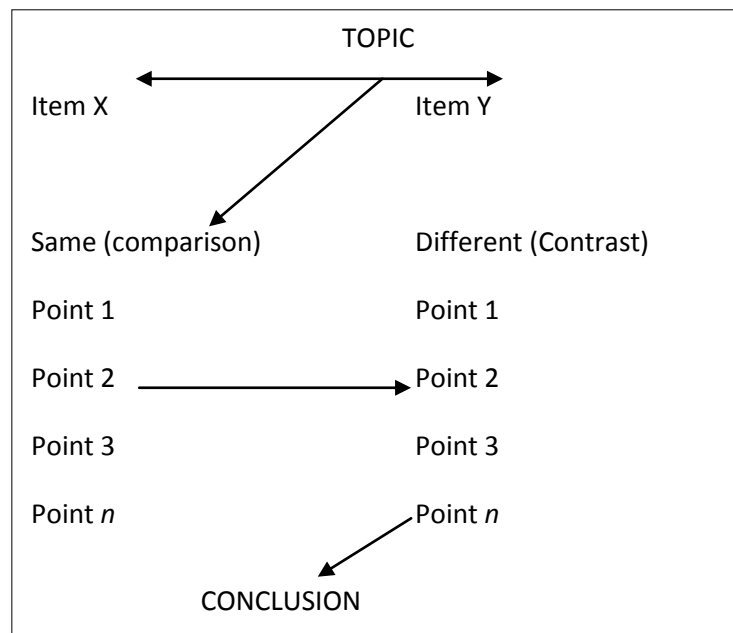
(Wallace, 2004)

Figure 1: Assignment frame of 'Compare and Contrast 1'

The second way is take each point in turn and contrast them immediately.
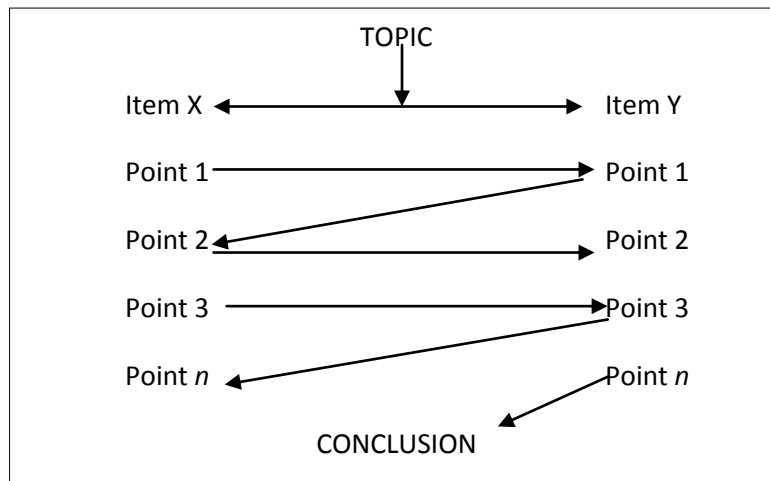
(Wallace, 2004)

Figure 2: Assignment frame of 'Compare and Contrast 2'

Vocabulary guide: Comparison/Contrast

•the same as ....in that   • corresponds to

•similar to.......because   • similarity

•not unlike   • resemblance

•resembles ....in that   • correspondence

•seems like ....because

•different from ....in that   • on the other hand

•dissimilar to ....because • in contrast

•bears no .... because

Frame 3: Cause and effect

Why things happen are discussed in the frame of cause and effect.

Simple and complex causes: In simple cause, there will be one cause and one effect. In complex cause, there will be more than one cause.
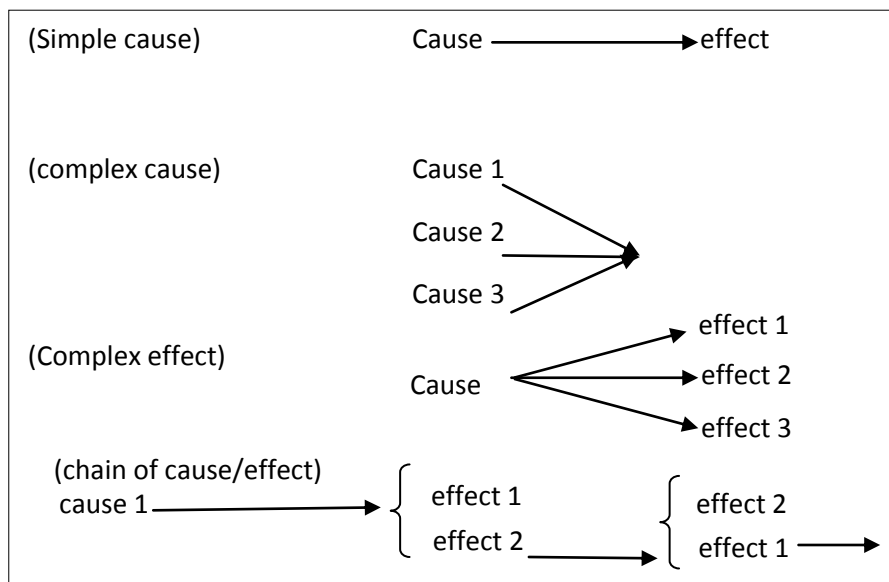
(Wallace, 2004)

Figure 3: Assignment frame of 'Cause and Effect'

Vocabulary guide: Cause and effect

- As   • Because   • since

- consequently   • As a result

- for this/that reason   • This explains why

- So

- The effect ....that

- one result...............

- Resulting from

- owing to   • due to

- The cause of • one reason for

- ....cause of...............

- ....reason for ....

Frame 4: For and against

In this type of assignment, take up a position either for or against something. So assignment could follow either the structure on the left or the one on the right as in figure 3.

Statement of issues and your view

Arguments for your view
Arguments 1
Arguments 2
Arguments 3
Arguments *n*

Counter-arguments (C/a)

C/a 1......... Refutation

C/a 2 .... Refutation

C/a 3 .... Refutation

C/a n .... Refutation

Counter-arguments (C/a)

C/a 1
C/a 2
C/a 3
C/a n

Refutation of C/a 1-n

Summing up
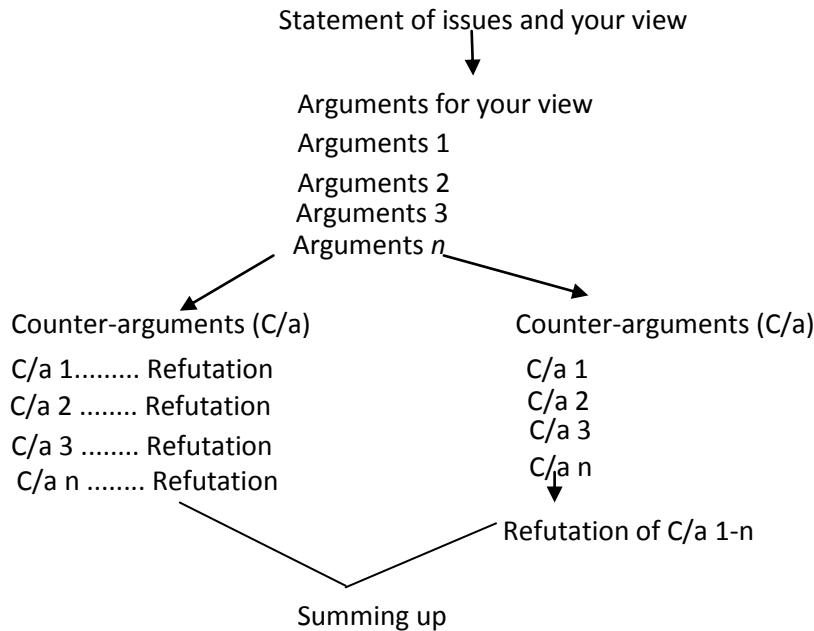
(Wallace, 2004)

Figure 3: Assignment Frame of 'For and Against'

Vocabulary guide: For and Against

Stating one's position

Personal (p)

I would like to agree with the proposition ....

I cannot support idea

suggestion

view

Impersonal (I)

....................argument ....

...................view ....

.................proposition ....

................idea ....

Presenting evidence

Evidence which supports this view is as follows:

backs up

confirms

disproves

refutes

undermines

Firstly, ...

Secondly, ...

Thirdly, ...

Finally, ...

The first (second.......final) point (p) I'd like to make is that........

(I)   to be made

that can be made

Counter-arguments

On the other hand, it (also) could be argued that..................

As against this,

However,

Let us take each of these points in turn.

<div align="center">

arguments

views

issues

</div>

In response to the first (second......final) point, it would be argued that...............

<div align="center">

argument

view

</div>

Frame 5: Problem/Solution

In this type of assignment, a problem is described and a solution to it is proposed.   There will be more than one possible solution.   Consider all noteworthy solutions and then evaluate them.   Then one or two preferred solutions will be tested.

This frame uses the type of structure as in figure 3.

<div align="center">

Problem
⇓
Solution 1
Solution 2.....
Solution n
⇓
Evaluation solutions 1..... (n)
⇓
Conclusion (Preferred solution)

(Wallace, 2004)

</div>
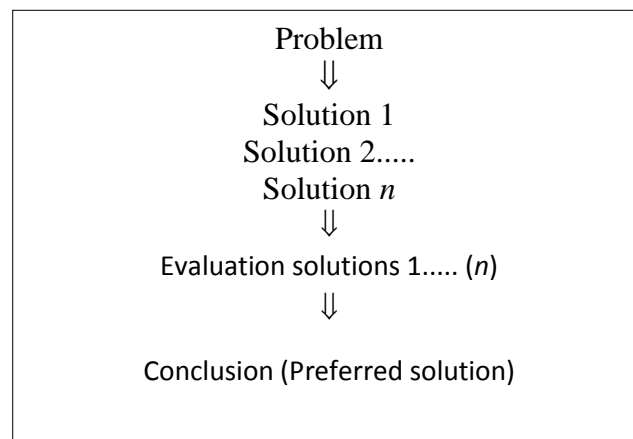
Figure 3: Assignment frame of" Problem/ Solution'

Reporting Skill

A report is always expository writing; that is, it can be either informative or persuasive. A report can be defined as a document in which a given problem is examined for the purpose of conveying information, reporting findings, putting forward ideas and, sometimes, making recommendations. Report writing can be considered as a specialized form of written communication. A report is a document designed to deal with the real world. This is the essence of the report. A practical document that describes, details or analyses a situation in the real world is known as a report.

Reports are helpful for giving practice at developing different aspects of written communication skills. Hence they can be considered as another form of written assessment.

Length of reports can vary, from a single paragraph to many pages. Reports can be either formal or informal in tone.

Basic Characteristics of a Report

- All reports are factual

- All reports organize facts in to a meaningful presentation.

- Most reports interpret the information gathered.

- Many reports make recommendations.

- Almost all reports are assigned or requested.

Types of Reports

- **The Form Report**

Repetitive reporting is done on forms that are designed to record the

required information in a convenient way. Eg: Filling in a time sheet or attendance register.

- **The Informal Report**

The form of letters, memos, and written presentations can be taken by informal reports. Informal reports do not follow the very strict rules that apply to the formal report. Normally they are quite short (two-three pages). To record information permanently about accidents and incidents that happen in the workplace, informal reports are used. Other examples are:

Progress reports

Sales reports

Trip reports

- **The Formal Report**

The formal report is a specialized kind of book. It is more like a book and is often bound in covers. Usually they will have more than 2000 words. They deal with subjects of importance.

Forms of report

There are three main forms of report. They are factual, instructional and persuasive.

Factual

Here the factual or informative report is expected to define or establish a current situation. The school report can be considered as belonging to this category.

Instructional

A situation is explored and a range of options for further action is suggested in the instructional or explanatory report. The 'which report' belongs to this category.

Persuasive

A problem is investigated and a specific course of action is suggested in the persuasive or leading report. A surveyor's report belongs to this category.

Overall, if the report is factual, gather information to fully explain or define a situation. In the case of instructional report, gather the information to explain a problem and offer a range of solutions. If the report is persuasive, gather the information to explain a problem and recommend just one solution

Stages in Report Writing

In writing a report, the following stages are involved.

- Clarifying the terms of reference
- Planning the report
- Collecting information
- Organizing and structuring information
- Writing the first draft
- Checking and re-drafting

Clarifying the Terms of Reference

The terms of reference of a report can be considered as a guiding statement which is used to define the scope of the investigation. In order to

help to communicate the information more clearly, it is better to know the purpose. Knowing the purpose will help to be more selective while collecting the information.

Planning the Report

To write a clear, concise and effective report, careful planning will be helpful. Careful planning will give adequate time to each developmental stage.

- The report should be considered as a whole.

- The task of writing the report should be broken down into various parts.

- Consider the time available for the task of writing the report.

- Deadlines should be set for the various stages.

Collecting Information

A number of questions are there to ask at this stage:

- What is the information which is needed?

- From where can it be found out?

- How can it be collected?

- In what order will the information be arranged?

- Make a list of what information is needed.

- Make an action plan which states how the information can be gathered.

Organizing Information

In order to organize information into topics, it is better to brainstorm ideas in to a 'spider diagram'.

- The main theme should be written down in the centre of a piece of paper.

- All the ideas and key words related to the topic should be written down starting from the centre and branching out along lines of connecting ideas.

- Circle or link by lines each idea as appropriate.

- After finishing, any related ideas can be highlighted and then topics can be sorted.

- Main headings will be formed by some ideas, and sub-sections will be formed by some ideas, and sub sections will be formed by other ideas under the main headings.

- Then a pattern will be emerged and main headings can be arranged in a logical order.

Structuring the Report

There are some common elements which can be found in many different reports. They are given below:

- Title page

- Acknowledgements

- Contents

- Abstract or summary

- Introduction

- Methodology

- Results or findings

- Discussion

- Conclusion and Recommendations

- References

- Appendices

Title Page

Title page includes the title of the report, the author's name, module, course and the date.

Acknowledgements

Any help which has been received in collecting the information for the report should be acknowledged.

Contents

All the main sections of the report in sequence with the page numbers they begin on should be listed. In the case of charts, diagrams or tables included in the report, these should be listed separately under a title together with the page numbers on which they appear.

Abstract or Summary

Abstract is a short paragraph which summarizes the main contents of the report. A short statement of the main task, the methods used, conclusions reached and any recommendations to be made should be included in abstract. The abstract should be concise, informative and independent of the report.

Introduction

The context, scope of the report and terms of reference should be included in introduction. Objectives, the limits of the report, the method of

enquiry, a brief general background to the subject of the report, and the proposed development should also be included in introduction.

Methodology

In this section how the enquiry was carried out should be stated.

Results or Findings

Findings should be presented in as simple a way as possible. The following are the different ways in which results can be presented.

∙Tables   ∙Graphs   ∙Diagrams

Discussion

The results can be analysed and interpreted in this section. Important issues can be identified and explanations can be suggested for the findings.

Conclusions and Recommendations

This section draws together the main issues. Any new information should not be presented here.

References

Precise details of all the work by other authors which have been referred to within the report should be given. Details should cover the following:

- author's name and initials
- date of publication

- title of the book, paper or journal

- publisher

- place of publication

- page numbers

- details of the journal volume in which the article has appeared.

- List references in alphabetical order of the authors' names.

Appendices

An appendix includes additional information related to the report but which is not essential to the main findings. Details of interview questions, statistical data, a glossary of terms, or other information which may be useful for the reader can be included in this section.

Style of Writing

Active or Passive

Short, punchy sentences can be written with the help of active voice. The passive looks more formal and considered. Be careful to avoid mixing the two voices.

Simplicity

Don't use overly complicated language. Unnecessary jargon should not be used. Abbreviations should be standardized.

Use of Language

Subjective language should be avoided.

Lay out

A progressive numbering system is used in most reports. The decimal notation system is the most common system.

Single Arabic numbers are used in the main sections - 1, 2, 3, and so on.

A decimal number is used in sub-sections - 1.1, 1.2, 1.3 and so on.

If sub-sections are further divided - 1.11, 1.12, 1.13 and so on.

An example structure is given below:

1.   Introduction

1.1 ....

1.11 ....

1.2 ....

1.21. ....

2.   Methodology

2.1 ....

2.11 ....

2.22 ....

Presentation

- Wide margins should be left for binding and feedback comments from the tutor.

- Short and concise paragraph should be used.

- Clear headings should be used - highlighted in bold or underlined.

- Label and number all diagrams and illustrations.

- List all standard units, measurements and technical terminology in a glossary of terms at the back of the report.

Redrafting and Checking

Once the first draft of the report has been written, it is needed to check it through. The work should be assessed in the following areas:

- Structure

- Content

- Style

Clarity and precision of the work should be looked at.

Paragraphing Skill

A paragraph is not just a collection of connected sentences. It acts as a building block of essay development, and paragraphs give the structure needed to develop the thesis of a paper. In fact, a paragraph can be considered as a "mini-essay, with its own mini-thesis (the topic sentence), middle or body (the supporting details) and end or conclusion (the concluding sentence).

Types of Paragraphs in a Basic Essay

There are four types of paragraphs in an essay—introductory, body, transitional and concluding—and each has different function in the paper. In the simple terms, introductory paragraphs introduce the thesis, body paragraphs develop it, transitional paragraphs move readers from one aspect of it to another, and concluding paragraphs sum up the development of the

thesis and restate it. All four types support the thesis, but they support it in different ways.

Introductory Paragraphs

An introductory paragraph engages readers' interest with a strong opening sentence. Opening sentence should be relevant to the subject. An introductory paragraph should support the thesis by giving relevant background information and context, such as important facts or theory.

Body Paragraphs

Body paragraphs can be used to develop the ideas fully. At first a sub-topic of the thesis can be introduced in a topic sentence. The topic sentence doesn't provide details, just the general topic of the paragraph. The way of relating the paragraph's topic/main idea to the essay's core thesis can be presented in the topic sentence. A topic sentence gives an interpretation about the fact. The topic sentence is one's own idea, based on the interpretation of the sources. With the topic sentence in place, the idea can be developed with sentences that provide supporting details. In well-developed body paragraphs, evidence should be provided to support the topic sentence. Interpretation of the topic sentence should also be provided. Signposts are to be provided. Body paragraph also contains a concluding sentence that *sums up* the point of the paragraph and ties it clearly to the thesis. The main point of the paragraph can be summed up by a good concluding sentence.

Transitional Paragraphs

In order to shift from one sub-topic of the thesis to another or from a general discussion to a more detailed treatment of an idea, a transitional paragraph can be used. Thus transitional paragraphs act as signposts that guide readers to the next part of the essay. Transitional paragraphs serve a specific function. So they will be less in an essay.

Concluding Paragraphs

The conclusion reasserts the core idea of the paper. An effective concluding paragraph reinforces the central idea of the paper. One way to ensure that you have written an effective conclusion is to ask. If the conclusion paragraph strengthens the main message of the paper, it will be an effective conclusion.

Writing Effective Paragraphs

In order to create an effective paragraph, three characteristics are mandatory: unity, development and coherence.

Unity

Unity is the first characteristic of an effective paragraph . Unity means that all sentences in the paragraph explain, develop, and support a central idea in some way. In a unified paragraph, a writer's purpose and the connections between the sentences can be clear.

In order to achieve unity, commence with a clear topic sentence. It is not necessary that it has to appear at the beginning of the paragraph. The purpose stated in the topic sentence, sets the agenda for the rest of the

paragraph. The topic sentence gives the unifying idea. Hence the topic sentence should be clear, concise and make a point about the thesis. A good topic sentence gives the bones of a paragraph that support the skin and muscle of all the sentences that follow.

Development

Effective paragraphs are fully developed. In order to make the paragraphs fully developed, there are three ways to be ensured. They are :by giving the right level of supporting detail, selecting the right kind of evidence and selecting the right pattern of development for the purpose.

Developing paragraphs with the right *level* of detail

Details should be provided for fully developing the sub-topic of the essay's main idea in a paragraph. To include the right level of detail, answers to questions using the 5Ws can be added in the paragraph. 5Ws stand for what, when, who, where and why.

Although these questions have not been answered fully, enough supporting detail to answer questions of any engaged, informed reader should be provided by a fully developed paragraph.

Developing paragraphs with the right *kind* of detail

Depending on the purpose of the essay, it is significant to give the right kind of detail. The demands of the assignment and the discipline also should be considered to include the right kind of detail.

Developing paragraphs with the right *pattern* of development

The pattern of development in a paragraph depends on the purpose of the essay. A process pattern might be used in order to explain, step by step, how something is done. The key is in selecting the right pattern of development, keeping in mind that you can use a variety of patterns in the same essay.

If different types of arrangements or patterns are on a continuum from the types most likely to be found in creative writing to the types found in analytical writing, then 'narration' would be on the most creative end and 'cause and effect' and 'definition' on the analytical end:

Creative---Narration---Description---Process---Exemplification---
Comparison/Contrast---Definition---Cause and Effect---***Analytical***.

Narration - Transitions of time and space are used in narrative. Sensory words are also used in this pattern to develop ideas .Topic sentence is near or at the end of the paragraph. The unique feature of narrative type of development is that it tells a story.

Description- Vivid sensory description is used in this pattern. Sense words (e.g., *bitter, light, bright, pungent, loud*), vivid action verbs, (e.g., *dive, drip, rip*) and transitions of space (e.g. *here, there, to the left, up*) are used to give sense impressions of a scene. To create a dominant sensory impression, this pattern is useful.

Process- This pattern is usually used to explain a process or how to do something. Transitions of enumeration (e.g., *first, second, third*) and/or time

(e.g., *then, next, finally*) are used in this pattern. A process paragraph relies on clear communication of the instruction or steps .

Exemplification- Examples (or one longer, extended example) are used in this pattern to support the topic sentence. Proof of a more general statement (the topic sentence) with the weight of the specific instances (supporting details) are given here.

Comparison/Contrast- This pattern of development is useful when you want to make readers understand a concept by pointing out similarities and differences between it and another concept. The comparison is simply a means to an end and that the conclusion of the paragraph should be drawn from the comparison.

Definition- A complete, working definition of a term, concept or idea are given in a paragraph of definition. One central feature of this pattern is that it tells both what the term is and what it isn't, that is, it defines the boundaries of a term. This pattern is useful when new or specialized terms are used , or when a key concept is defined, this pattern will be useful.

Cause and Effect- The causes or the effects of something or the relationship between both are presented in cause and effect paragraphs. Transitions of logic (e.g., *thus, therefore, consequently, as a result*) and words and phrases of cause and effect (e.g., *because, for the reason that, given that, in effect*) are used in this pattern prominently. If there is more than one cause to a particular effect, do not restrict the analysis or explanation.

Paragraph Length

Although there are no hard and fast rules concerned with paragraph length, there are a few principles that can be used to determine proper paragraph length:

- The paragraph should be long enough to fully develop the topic.

- One topic should be focused in the paragraph.

- The paragraph length should support the effect which is being created. Keep in mind that longer paragraphs slow readers down and shorter paragraphs are easier and quicker to read.

- A paragraph of over 12 sentences in an academic essay needs to be divided.

- A paragraph of 5 or fewer sentences in an academic essay needs to be developed further or combined with another paragraph.

- Paragraph length can vary significantly from discipline to discipline.

Coherence

A coherent paragraph flows because it is arranged according to a definite plan. All the sentences "stick together" and lead readers smoothly from the topic sentence to the concluding one. This "stickiness" results from sentences that follow, one from the other, in a way that makes sense. There are a number of ways to achieve coherence. It can be achieved through different ways. They are using ordering principles, pronouns, transitional words, and repetition.

Using an Ordering Principle to Achieve Coherence

An ordering Principle for the ideas in the paragraph can be decided to achieve the flow of coherence. A chronological ordering principle is used in narrative paragraphs. Narrative paragraphs relate events connected by time. In narrative paragraphs, transitions of time like "then", "next", and "finally" are used.

Using Pronouns to Achieve Coherence

Using pronouns to refer to nouns in previous sentences in the paragraph will be helpful to achieve coherence. While using pronouns, make sure that it is clear what noun (antecedent) the pronoun is pointing to and to create coherence, use them judiciously.

Using Transitional Words and Phrases to Achieve Coherence

Transitional words and phrases are helpful to create coherence by providing bridges between sentences within the paragraph and between paragraphs. Words and phrases like "also", "in addition to", "additionally" and "furthermore" signal the readers that the relationship between two sentences is one of addition.

Relationships of detail or example ("for example", "that is", "more specifically"), logic ("therefore", "thus", "in conclusion"), contrast ("yet", "nevertheless", "on the other hand") or similarity ("likewise", "similarly", "in other words") can be created by other word and phrase groups. While using transitional words and phrases, don't stick one or two in without thinking about the meaning.

Using Repetition to Achieve Coherence

Judicious repetition of key words and phrases and synonyms provide the readers with necessary signposts and strengthen the flow of the essay.

More than two separate terms or phrases per paragraph may not be used. In the case of a short paragraph, that number is usually enough to create variety without creating confusion.

A Good Paragraph

The Principles listed below should be followed in order to create a good paragraph:

- The paragraph should contain a topic sentence.
- The topic sentence should be supported and developed by all remaining sentences.
- Only one main idea must be developed.
- The flow of sentences should be smooth and logic.
- A concluding sentence may be included but is not necessary.

Paragraph Structure

A paragraph has a definite structure which consists of a topic sentence, supporting sentences, and a concluding sentence.

- **A Topic Sentence**: The main topic and the controlling idea of the paragraph are stated by a topic sentence.
- **Supporting Sentences:** The topic sentence is developed by supporting sentences.

- **A concluding Sentence**: The end of the paragraph is signaled by a concluding sentence. Sometimes a concluding sentence leaves the reader with important points to remember.

Writing the Topic Sentence

While writing the topic sentence, it is good to state the main point of the paragraph as clearly and as accurately as possible. The topic sentence should not be too general or too specific.

A topic sentence contains a topic and a controlling idea (what is said about the topic). The topic is best placed at or near the start of the sentence. A pronoun (he, she, his, this, it) cannot be used as the topic because starting with a pronoun often makes the focus of the paragraph unclear. Everything else in the paragraph is controlled by the controlling idea. The controlling idea indicates what is going to be said about the topic.

Linking Ideas between Paragraphs

Language which helps link the topic sentence to other paragraphs may be contained in the topic sentence.

Eg: Firstly,

The most important reason,

The addition to ....

In addition to ....

The result of ....

Indicating the Structure of the Paragraph

Language which indicates the structure of the paragraph may be contained in the topic sentence.

Eg: ....for two main reasons

.... in the following respects...

There are four methods of ....

.....has three advantages and one disadvantage.

Concluding Sentences

Concluding sentences are not mandatory. They are optional only. But they are helpful by summarizing the main point of the paragraph.

A concluding sentence may be begun with signals as :

- In short
- In summary
- Indeed
- Therefore, it is clear that .....

Language to Develop Ideas within Paragraphs

The usages given in Table 1 will help to structure the paragraphs in the appropriate ways.

Table 1

Examples of usages to structure the paragraphs

Classification	Comparison/Contrast
• is a kind of .... • can be divided in to .... • is a type of ..... • falls under .... • belongs to .... • is a part of ... • fits into ... • is grouped with ... • is related to .... • is associated with	• is similar to .... • On the other hand .... • Both.... • However .... • But.... • While ... • in contrast .... • as well • differs from .. • Unlike .....
Process	**Definition**
• First (ly) /Second (ly)... • Recently ... • Previously.... • Before ..... • When ..... • After .... • Finally ... • Subsequently ...	• Is a kind of .... • Can be defined as ..... • Is like .... • Is similar to ...

Description	Choice
• Is like ... • Resembles ... • Above the ... • Below the .... • The purpose .... • Besides/next to .... • Near/near by	• In my opinion .... • I like/dislike ... • I believe ... • I feel .... • I think that .... • I consider ... • I believe .... • I prefer ...
Explanation	**Evaluation**
• Because ... • Therefore ... • Since .... • Thus .... • As a result of .... • consequently ... • ......is due to .... • Hence .,...... • It follows that .... • If ...then	• I suggest • I recommend • I advise

Paragraph layout

There are two methods to signify where a paragraph begins and ends. They are given in Table 2.

Table 2

Two methods of paragraph layout

1	**Indent the Paragraph**	2	**Leave space between Paragraphs**
	text text text text text text text text text text text text text text text text text text text text text text text text text text text		text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text

Note-Taking Skill

Note-taking can be described as the process of writing down important information from a text, lecture, or other learning opportunity in order to review and remember the information later. Note-taking helps the learner to be active and alert during class and to focus on the important information. It allows the learner to remember significant ideas over time.

Importance of Note-taking

- The core of important ideas in the lecture can be identified with the help of organized notes.
- To learn and remember later, a permanent record will be helpful.

- Note-taking will be the only chance to learn the information presented in the lecture which may not available anywhere else.

- In the lecture, class assignments are usually given.

- The lecture's underlying organization and purpose will become vivid through note-taking.

  There are five steps in note-taking.
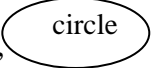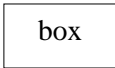
- **Preview:** Interests and needs of the learner should be related with what the lecturer is saying. It is better to have some idea about what the lecture will contain by reading outside assignments before class. Note-taking should be organized in such a way that it should have some connection with previous knowledge.

- **Select:** There is no need to copy everything. The core of the lecture and the important ideas should be emphasised and selected while taking notes.

- **Question:** Note-taking should be focused around questions.

- **Organize:** While taking notes, a logical outline form should be followed. Trying to see the material as a whole with all its relationships and interconnected parts is the most important part of note taking. Organized notes are found to be easier to remember. During studying for exams, organized notes will be more helpful. While organising notes, concept tree and logical outline can be used.

- **Review:** After taking notes, it is important to reread and revise the notes.
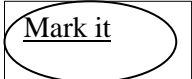
Note-taking Hints

- Shorthand notation and abbreviated words can be used.

- When the speaker goes too fast, dashes for words can be used. Space can be left for filling it later.

- Attention to important words can be drawn by using symbols.

  Eg: <u>Underline,</u> CAPS, (circle) , [box] *, !, ✓, →
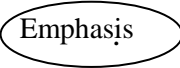
- When the instructor says "this is important", it should be got exactly and * (Mark it) [ ] ←

- A mistake should not be erased. It should not be blackened completely. Instead a single line through a mistake can be drawn. This saves time and the mistake can be seen later.

Review

Immediately after the class, the notes should be reviewed. Make the notes readable and clean them up. Abbreviations, illegible words, unfinished sentences etc. should be written out.

At the time of review, try to make the notes clear. For making it clearer, add comments, fill in details, add examples and restate ideas. Underline or otherwise [mark] important points for * (Emphasis)

A summary can also be added.

Make the notes better organized by fixing up logical outline. Notes left unreviewed for a day are worth much less later. Notes of most below-average students are disorganized. They review their notes only just before an exam. That may be the reason for their below-average level. If the notes are not reviewed in time, there will be a chance to get a lower grade or work hard later to make up for not reviewing.

Place notes on a divided page. Take classroom notes on the left side of the page. At the time of review, our own comments, questions, examples or summaries can be added on the right side of the page.

During class, notes can be joted down on the right side. Important ideas can be marked on the right side of the page. If the instructor comments on earlier material during later lectures, it can be taken on the right hand part.

The notes of outside assigned reading can also be taken on the right side of the page. Review the notes selectively either weekly or as often as possible during the semester. A few minutes of selective review will help the learner enormously on later examinations.

Note -taking Tips for Students

- Choose a note-taking format and adhere with it.
- Cornell-Interactive notes – Two- column.
- Split page – keyword.
- Sit where

- Teacher or – chalk board or white board or over head screen can be seen.

- Avoid distractions.
- Hallway noise – Friends – outside windows
- Taking notes from a text.
- Use text structure to identify key points
- Rely on titled, heading, subheadings and bold words.
- Use any end of chapter questions to signal important understandings.

- •   Start notes with new date

- •   Use chapter titles and sub headings as section breaks in notes.

- •   Use own words to capture the main ideas and key details.

- •   Use lots of space

- -   Skip lines – Leave extra wide margins

- -   Create space to add details/other information later.

- •   Develop abbreviations or shortcuts.

- -   Save time-keep a list to remember the abbreviations.

- •   Read and review notes frequently.

- -   At least once every couple of days.

- -   Use a highlighter to underline big ideas while reviewing.

- -   Add information that will clarify the topic.

Abbreviated Writing

It is better to listen more and develop shorthand writing. It will help to write faster. Some suggested abbreviations are given in Table 3.

Table 3

Abbreviations

lk	=	Like	wrt	=	write
e.g, ex	=	example	rt	=	right
p.	=	page	i.e.	=	that is
no. or #	=	number	∃	=	there is
nos. or # s	=	numbers	→	=	means
b/c	=	because	~	=	about (or c. for Latin "circa," mng. "about")
b/4	=	before			
wd	=	word	∴	=	therefore
ref	=	reference	etc.	=	and so on
diff	=	different	vs	=	versus, as opposed to
w/	=	With	ch	=	chapter
v/o	=	without	Q	=	question
2	=	to, two, too	lrn	=	learn
ibid	=	in the same place (in a box or article)	N.B.or n.b	=	notewell (something important)
et.al	=	and others (often used to mean other authors)	viz	=	namely, that is to say
cf	=	compare			

.

    Omit 'a', 'an' or 'the' and cross t's later. Use 1, 2, 3......instead of one, two, three. Omit the vowels in order to abbreviate any word.

    Some very common symbols and their meaning are given in Table 4.

Table 4

Symbols and Meaning

Symbol	Meaning
=	is equal to, the same as
≠	is not equal to, not the same as
∴	therefore, thus, so
∵	because
+	plus, and, more
-	minus, less, except
>	greater than
<	less than
>>	much greater than
<<	much less than
%	per cent
÷	divide, divided by
X	multiply, multiplied by
⋏	insert (something that has been omitted)
⇒	from...to, leads to, results in

Discourse Markers (The 'Signposts')

One useful way to understand a spoken or written input (source) is to be aware of the way it is structured or organized. If the structure is a map, discourse markers are like signposts. Signposts can be used to point out the direction in which the argument is heading. For the meaning and structure of the lecture, text etc. discourse markers serve as signals. Discourse markers help to understand how ideas are organised. So it is important to be on the look out for them.

Different discourse markers have different functions. Functions of discourse markers are given in Table 5.

Table 5

Functions of discourse markers

1. The discourse markers may be used for LISTING, for example first secondly in the first my next point is place another last/finally (issue...)	6. They may be used to indicate how important something is, that is as a mark of EMPHASIS. It is worth noting... I would like to direct your attention to.. A key/crucial issue is...
2. They may be used to show the CAUSE AND EFFECT relationship between one idea and another. so Because therefore Since thus (we see..)	7. They may be used to REPHRASE what has already been said, or to introduce a DEFINITION in other words to put it another way by this I mean that is to let me put it this say way
3. They can indicate that the speaker is going to illustrate his/her ideas by giving an EXAMPLE. for instance let's take.. for example an example/instance of this (is)	8. Speakers often have a number of related points to present, so they use discourse markers to show that they are adding another related idea (ADDITION). in addition furthermore

4.	They may introduce an idea which runs against what has been said, or is going to be said (CONTRAST).			as well	I may add that
	but	and yet		not only...but also	moreover
	nevertheless	Although	9.	They may be used to express a CONDITION	
	on the other hand	however		if	assuming that
	whereas	Despite		unless	on condition that
5.	They may be used to express a TIME RELATIONSHIP.		10	A very important kind of discourse marker to look out for is one which shows that the speaker is about to sum up her/his message, or part of it (SUMMARY),	
	then	previously		to summarise	it amounts to this
	next	While		if I can just sum up	what I have been saying is this
	after that	when		the gist/essence/core of my argument is....	

Possible note-taking strategy for different discourse markers is given Table 6.

Table 6

Possible Note-taking Strategy for Different Discourse Markers

Discourse function	Possible note-taking strategy
1. Listing	Use numbers (1, 2, 3, ...). Take new line for each item in list
2. Cause and effect	Use 'therefore' sign ($\therefore$) ; Use 'because' sign ($\because$); Use arrow sign ($\Rightarrow$) to mean 'causes'
3. Example	e.g; ex; e x x (examples)
4. Contrast	Use BUT; list contrasting items in two columns; use tick ($\checkmark$) for 'the same as' and (X) for 'is different from'; V. (=versus, 'against')
5. Time Relationship	Use arrow(s) to denote 'was followed by'
6. Emphasis	Use block capitals Underline Draw box around point
7. Rephrase/Definition	Use 'equals' sign (=) i.e
8. Addition	Use 'plus' sign (+) Use numbers
9. Condition	if.....then ......
10. Summary	Use box to contain summary

Note-taking has been found to be related to academic achievement. The amount of note taking is positively correlated with performance on tests of lecture material.

Note-taking skill includes taking notes from readings as well as recording skills that can be applied when taking notes from seminars or lectures. The process of note-taking can help to remember information and understand the topic. Notes should contain the required key points from a book or lecture in a format that is easy to record. Note taking should be done in a form which allows easy understanding of the information when it is read at a later date also.

There are two different formats for note-taking and recording information. They are linear and diagrammatic.

Linear Notes

The most usual method of note-taking may be linear notes. They are sequential notes. Hence they may be especially useful when notes are taken down in a seminar or lecture. But linear notes are not simply continuous prose. They are a series of notes highlighting key points. They are usually made under a hierarchy of headings.

Outline for Linear Note-taking

Linear notes are sequential. So they may be particularly useful when you are taking notes in a seminar or lecture. However, linear notes are not simply continuous prose; they are a series of notes that highlight key points. Linear notes will usually be made under hierarchy of headings.

Outline for linear note-taking is given below.

Main Headings for Notes

Heading for section of notes 1

Heading for sub-section 1

       Point 1

       Point 2

       Point 3

Heading for sub-section 2

       Point 1

       Point 2

       Point 3

Heading for sub-section 3

       Point 1

       Point 2

       Point 3

Heading for section of notes 2

Then continue as above......

Advantages of Using Linear Notes

- Notes can be made in the same order as the book or the lecture or seminar. Most of the academic texts will be in a format which consists of chapters subdivided in to sections.

- If notes are clearly organised, it will be easy to find and refer to specific points at a later date.

- To include a fair amount of written text and detail is easy with linear notes.

It is difficult to illustrate links between different sections or topics. This is the main problem with linear notes.

Diagrammatic Notes

Diagrammatic notes are also called 'spider' diagrams. Here an overview of the area can be given on just one side of paper. An overall understanding of a given topic can be gained with the help of diagrammatic notes.

Format of diagrammatic note is given in Figure 6.
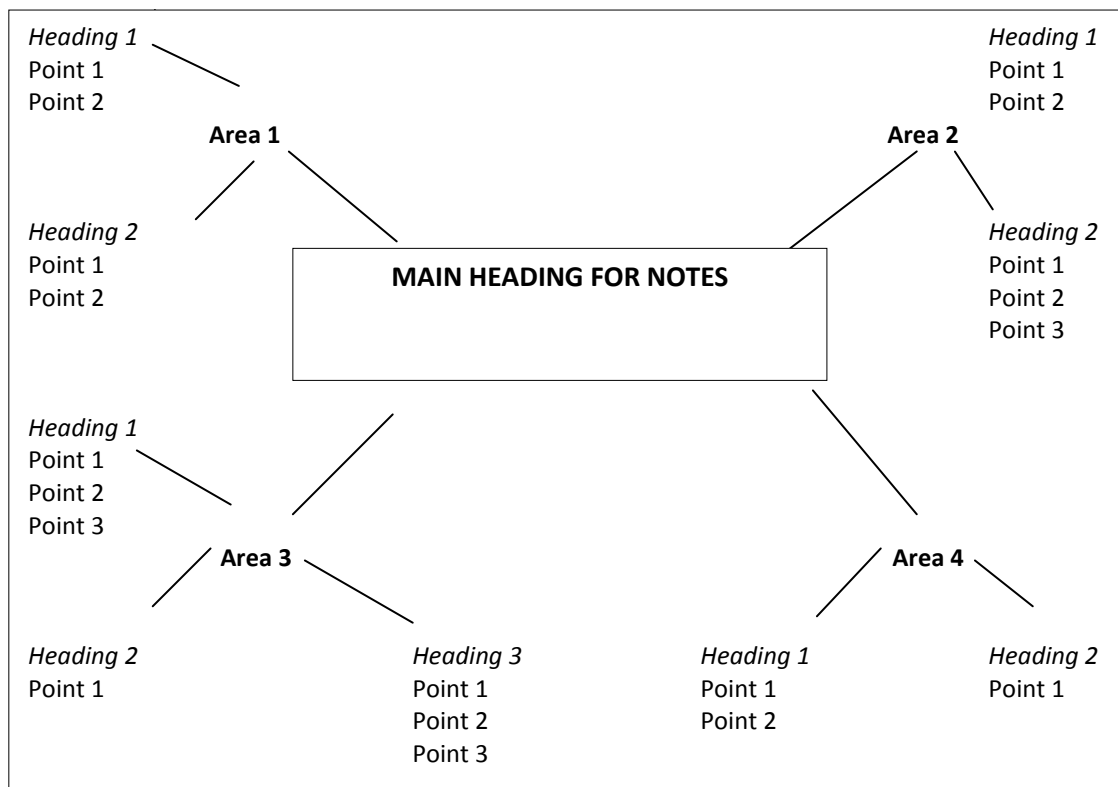
Figure 6: Format of Diagrammatic Note

- The topic 'as a whole' can be felt while looking at the page. Information is not presented in isolated 'chunks'.

- A lot of information can be presented in a diagram.

- The information has been organised in such a way that the key points can be remembered.

- Information can be linked in diagrammatic notes.

Note-Making Skill

Note- making has become a dying art. It is too passive to make too many notes. There is no need to take down pages and pages of information when in lectures or when reading. But new information should be taken down, preferably just in keywords or phrases, to seed further thought.

Making no notes-from lectures or reading-means that no learning takes place at all. A good note- making system will be helpful to record, understand, remember and use key information.

When notes are not taken down, there will be no active learning. This is not at all a good thing.

Note forms

There are different types of notes which can be utilized in note making.

- Outline
- Table
- Mind map

- Time line
- Flow chart
- Tree diagram

Outline

A linear style of presentation of notes (chronological) can be seen in outline form of notes. Key words and symbols are included.

Examples of outline note structures are given in Figure 7.

<table>
<tr><td align="center">I</td><td align="center">II</td></tr>
<tr><td>

Topic
1) Subtopic 1
      a) Point 1
      b) Point 2
      c) Point 3
2) Sub topic 2
      a) Point 1
      b) Point 2
      c) Point 3

</td><td>

Heading
A. Sub heading 1
   i. supporting Detail 1
  ii. Supporting Detail 2
 iii. Supporting Detail 2
B. Sub heading 2
   i. Supporting Details 1
  ii. Supporting Detail 2
 iii. Supporting Detail 3

</td></tr>
</table>
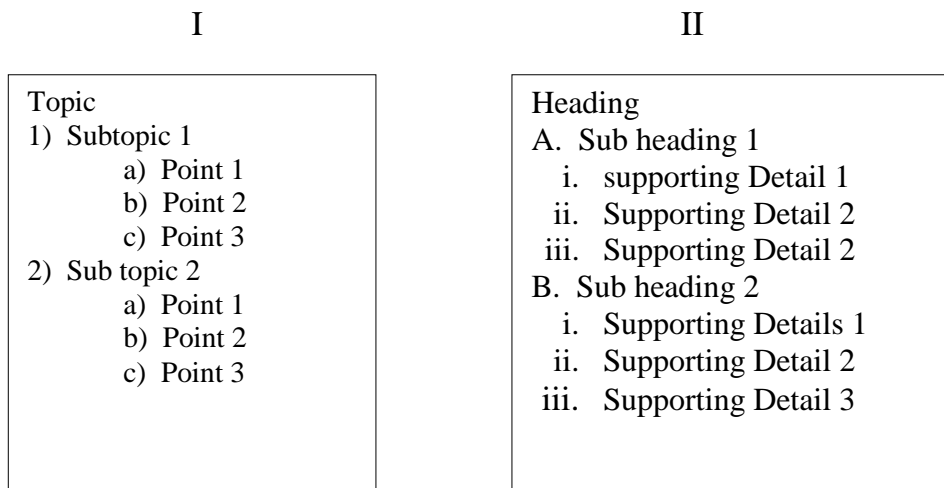
Figure 7: Examples of outline note-structures

Table

Different categories of ideas are presented in table. Different columns and rows are used. Table should contain short but clear information. It can be used to compare and summarise information. It is not appropriate for cause and effect.

Mind map

Relationship between concepts can be shown in a mind map.

Structure of a mind map is given in Figure 8.
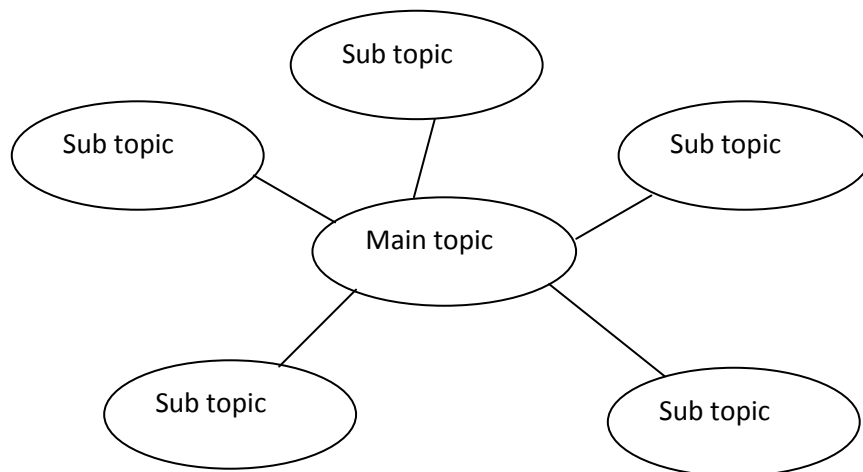
Figure 8: Structure of a Mind Map

Time line

Date and information on events can be included in a time line.

Example of time line is given in Figure 9.

Time line: Example
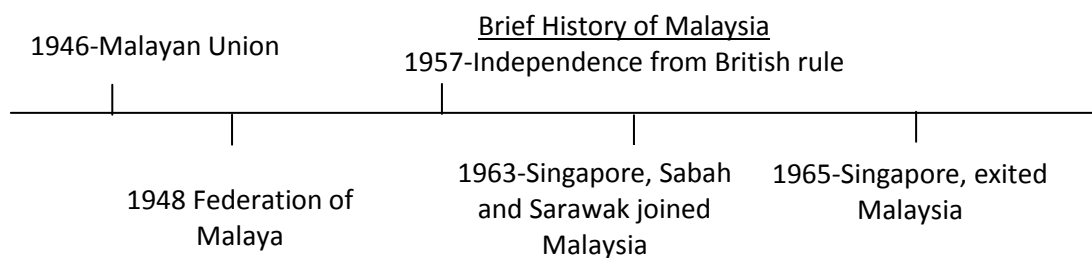
Figure 9: Example of Time line

Flow chart

Information that comes in a series of process can be represented in a flow chart.

Flow chart is given in Figure 10.
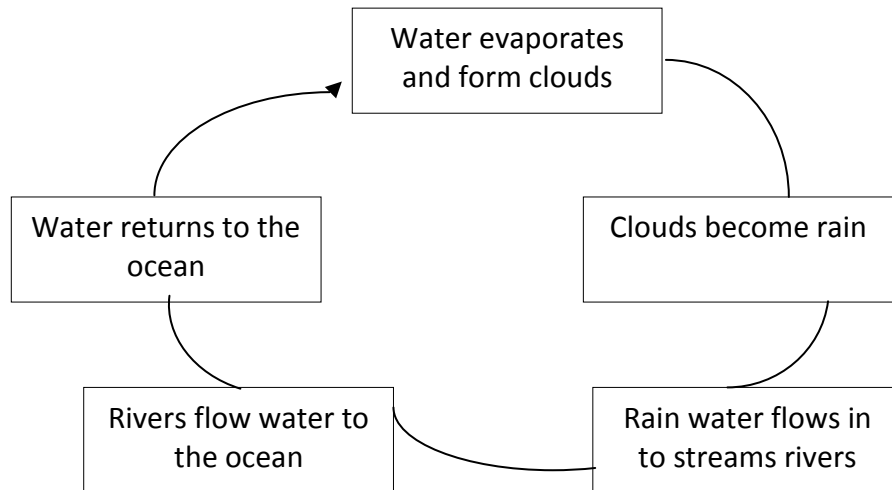
Figure 10: Flow Chart %

Tree diagram

Tree diagram can be used to represent ideas that come in a hierarchy.

Tree diagram is represented in Figure 11.
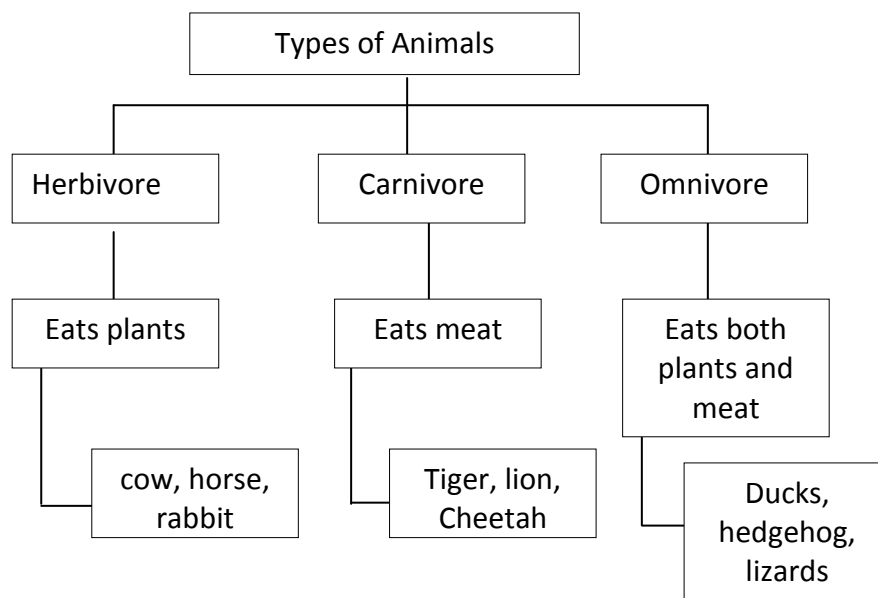
Figure 11: Tree Diagram

Different Approaches

There are mainly two approaches to make notes. They are: linear and non-linear (pattern notes).

Linear notes

Information one-item-underneath-another in a line down a page can be listed in linear notes.

Non-linear or pattern notes

Non-linear notes are diagrammatic in appearance.

Example of non-linear note is given in Figure 12.

70-80 ft (av)

Largest living creature

Length

80 years Life span — The Blue Whale — Species baleen whale mammal

Diet   Habitat

exclusively Krill

Migratory   world's oceans
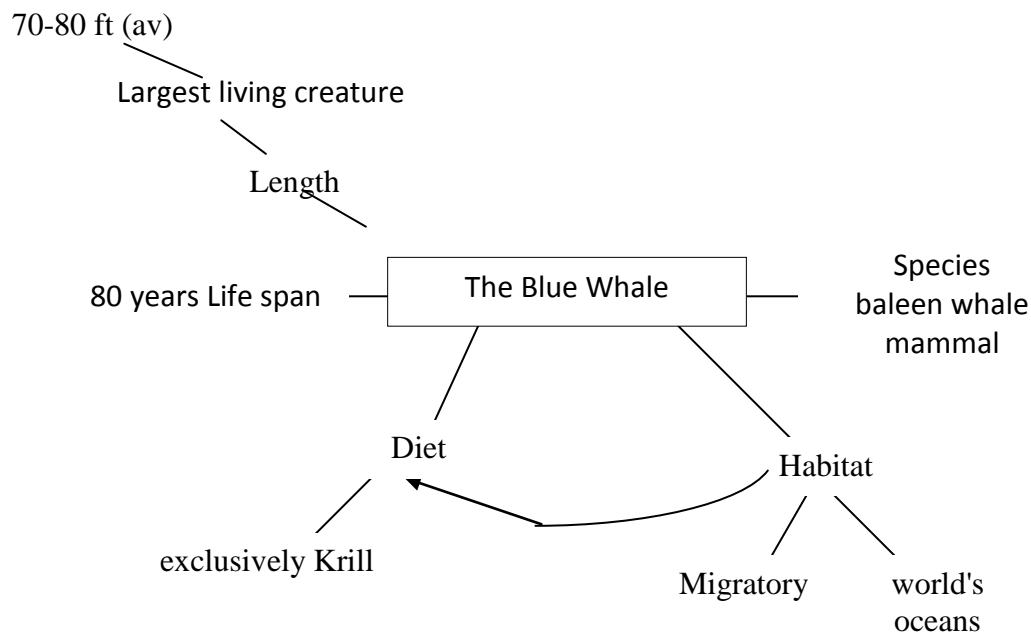
Figure 12: Example of Non-linear note

Information Transfer Skill

Transcoding data from the verbal mode to the visual mode and vice versa is known as information transfer. In the context of teaching and learning, visual representation of verbal information contained in a text, and verbal reconstruction of visual information contained in charts, diagrams, graphs, etc are involved in information transfer.

Significance of Information Transfer

If the information is presented verbally only, it will pose problems for learners in processing, comprehending and remembering new information. The verbal representation will be reinforced by visual representations of the information.

Verbal → Visual

- **Tree diagram**

Tree diagram contains a main stem with several branches. Key words or phrases on the stem and branches present crucial information. Tree diagram enables the learner to visualize the main points and the relations between them. So it is useful for providing support to the passage in a book. Tree diagram will stay longer in the memory of the learner. Hence it is useful for the revision for an examination.

Example of Tree diagram is given in Figure 13.

Eg:

Food Substances

Organic   Inorganic

Energy Producing Cell building

Carbohydrates fats Proteins Phosphorous
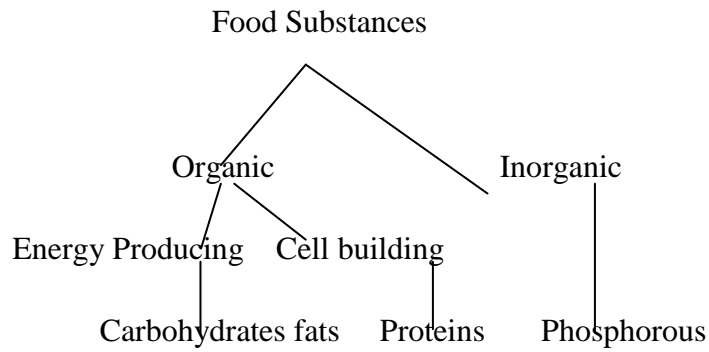
(Kumar, 2009)

Figure 13: Example of Tree Diagram

- **Matrix**

The information present in the text can be converted in to a tabular form. It is called matrix. The matrix can contain more information and details than a tree diagram. Almost all the information contained in a text can be represented in a matrix.

For showing similarities and differences, matrixes are beneficial.

Example of matrix is given in Table 7.

Table 7

Example of Matrix

Name	Age	Build	Hair	Height	Looks	Hobbies/ Past time	Character	Marital status	Occupation
Sudhakar	62	slim	short grey	5' 8"	handsome	reading	sophisticated serious	widower	dentist
Madhavan	27 to 29	well built	long black	6'	good looking	bird watching	warm friendly	single	stockbroker
Arundathi	50+	fat	curly black	5'	unattractive	watching TV	mean dreadful	married	housewife
Christina	23 to 26	thin	long blond	5' 7"	pretty	cooking photography	honest hardworking	unknown	teacher

(Kumar, 2009)

- **Flow Chart**

For representing descriptions of linear processes, the flowchart acts as a convenient tool. A logical, step by step sequence can be found in a flowchart.

The entire process from start to finish can be represented in a flow chart effectively. Flow chart is a sequence of written statements which are linked by arrows to indicate the line of reasoning.

Example of flow chart is given in Figure 14.

```
┌─────────────────────────────────┐
│      Peel and slice potatoes     │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│  Boil with a bit of salt for 20 minutes │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│        Mash boiled potatoes      │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│  Mix it with flour & butter in a bowl │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│       Make cakes with mixture    │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│  Fry cakes until brown on both sides │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│    Cover them with gratedcheese  │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│  Put in a dish and keep warm in oven │
└─────────────────────────────────┘
```
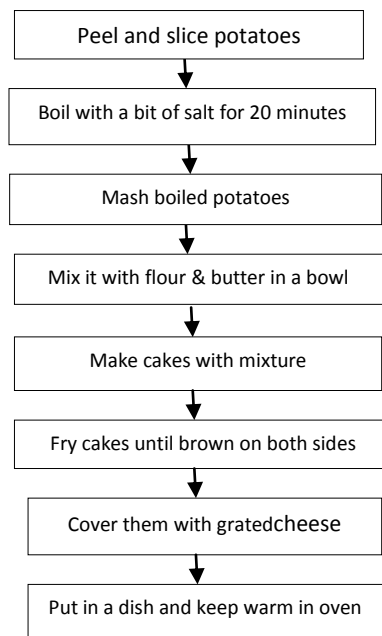
(Kumar, 2009)

Figure 14: Example of Flow Chart

Algorithm

Here all processes are not totally linear. Making decisions at different stages in the process are involved in algorithms. A breakdown of this decision-making element is included in an algorithm. A thousand words of text may be convertible into a page of algorithm.

Symbols in algorithm are presented in Figure 15.

Start/Stop	A start or stop box to begin or end a sequence.
Process	A Process box in which instructions may be placed to initiate action.
No / Yes / Decision	Arrows to lead the reader through the algorithm stage by stage. Decisions made are written on the arrows.
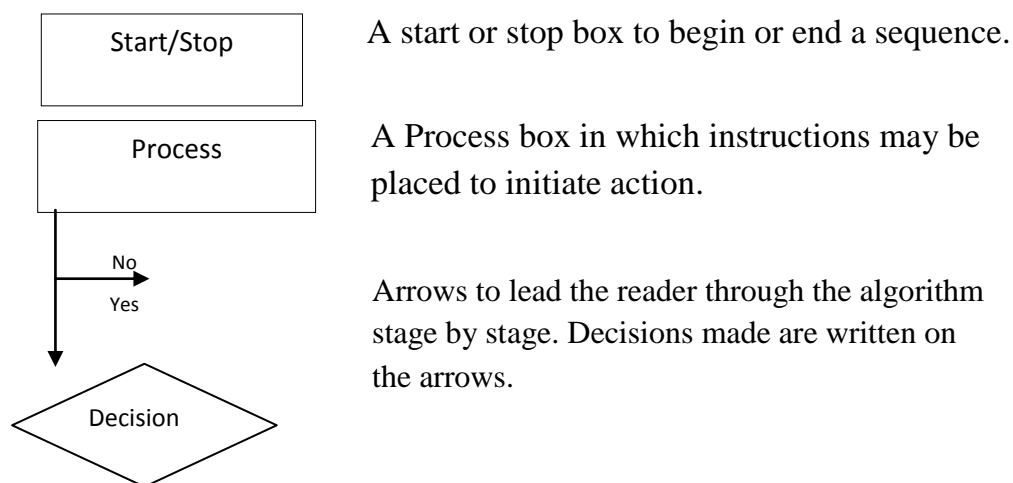
Figure 15: Symbols in Algorithm

A completed algorithm shows all the possible choices and routes. It resembles a tree with various branches. So algorithms are known as 'Decision Trees'.

Example of algorithm is given in Figure 16.
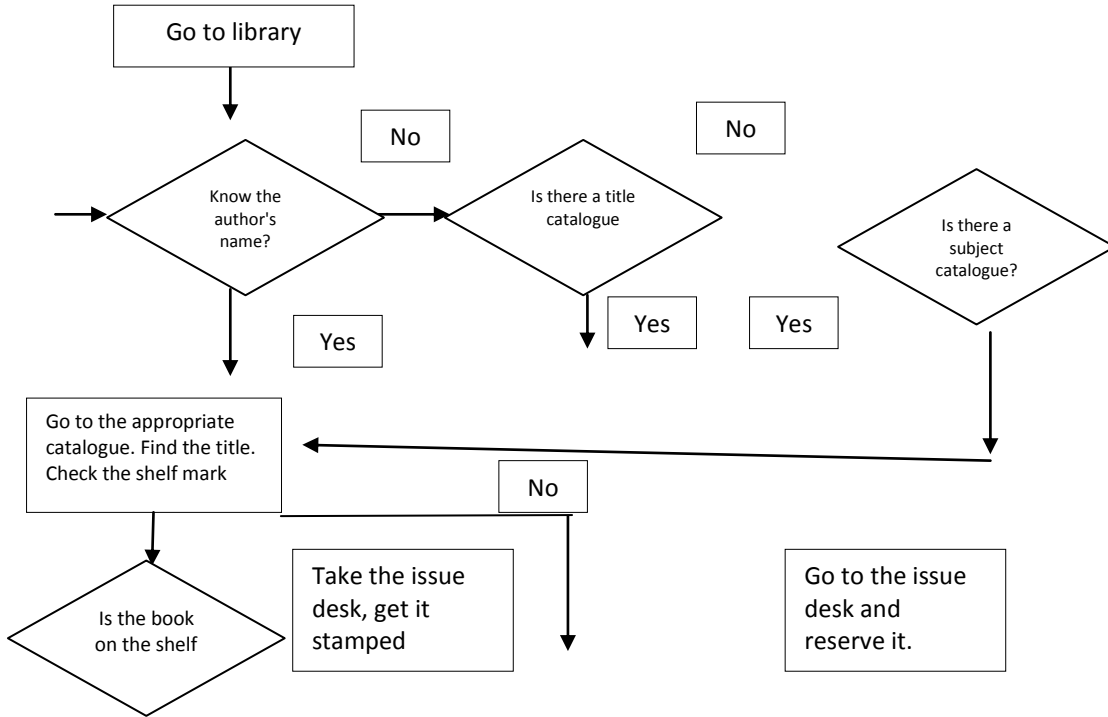
(Kumar, 2009)

Figure 16: Example of Algorithm

- **Cyclical charts**

The description of a cyclical process is visually represented in a cyclical chart.

Example of cyclical chart is given in Figure 17.
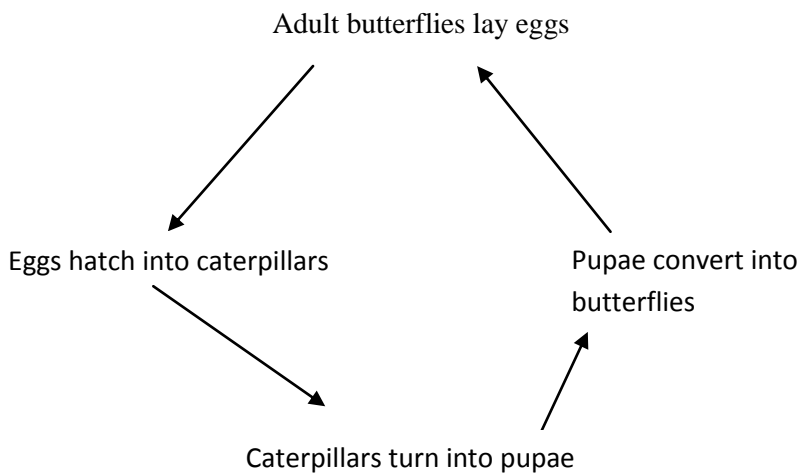
(Kumar, 2009)

Figure 17: Example of Cyclical Chart

- **Graphs**

Line Graphs: Line graphs are used to show continuous change over specified period of time. Here a changing variable is plotted on the Y (or upright) axis against a fixed variable on the X (or horizontal) axis.

Bar Graphs: Bar graphs show data as 'bars' proportional to the figures. They are suitable for comparing several items, especially over time, as differences show up sharply.

When the graph represents more than one variable, different colours and/or designs are used to highlight the difference.

Pie graph: For visually illustrating one factor and comparing parts to the whole, pie graphs are good.

A particular segment is detached from the pie and referred to as the 'floating wedge', when there is a need to emphasize.

If any segments are too small to notice, don't use pie graph.

Visual → Verbal

The ability to interpret visuals and convert data stored into appropriate verbal descriptions is very important.

Semantic Markers

Words or phrases which serve as signals for the meaning and structure of the text are considered as semantic markers. They play an important role

in transferring information from visual to verbal mode. Some semantic markers are given below:

a)   The semantic markers which can be used for listing, sign posting, sequencing, etc.

first . then . next .   after this . finally .

initially. before this . to begin with .

firstly . secondly . subsequently . at the same time

simultaneously

b) They can be used for expressing classification:

There are Y types/kinds/classes/categories of X .

These are A, B, and C.

X includes/consists/is divided into Y categories/areas/ types/kinds.

c) They can indicate comparisons:

much . very much . considerably .   smaller/bigger.....

much more . rather more . somewhat . a little . a bit

slightly . just . hardly . more or less . precisely

. practically . approximately . nearly

d)   They can show the cause and effect relationship between one idea and another:

so . therefore . because .   since . thus

e)   They can introduce an idea which runs against what has been said, or is going to be said:

but . nevertheless . and yet .   although

f)   They can indicate that the writer is about to sum up message, or part of it:

to summarize . it amounts to this . in other words

g)   They can be used to re-phrase what has already been said, or to introduce a definition:

. to put it another way

. that is to say

Summarising Skill

A summary can be considered as a condensed version of a passage, report, chapter, book, letter, speech etc. Through summarising, information can be stored and presented in an extremely useful way. The main ideas of a text in a nutshell are provided in a clear manner by summarising. Summaries are always a bit shorter than the original texts. When a summary is written, the readers are given an idea of the content of an article or book.

Summary can be made from

•   One or more paragraphs.

•   An entire article, chapter or complete work.

•   A combination of readings with similar ideas.

A summary can be considered as an overview of a piece of writing. In a summary the main ideas are presented from the original text, but the details or examples given by the author are left out. A summary is useful when:

- To present someone else's ideas from a longer section of work such as a paragraph, page or chapter.

- To include the author's ideas in less words than the author has used.

- To give brief examples of different points of view.

- To back up something one has said in the essay or assignment.

Uses of a Summary

1. To present the main gist of an article, a chapter or a book, it is very helpful.

2. For preparing for an examination, it is very useful.

3. For reporting on an article, an experiment, a project or a study, it is useful.

4. For making brief presentations on what one has read, it is useful.

5. For making notes from lectures, it is useful .

The Skills Involved in Writing a Summary

Summarizing is not an easy task. Accurate reading, the ability to find the main idea, supporting evidence in a piece of writing and the ability to present ideas briefly and clearly are required for writing a summary. Skill and practice are essential for accomplishing all these things.

For creating a good summary, the following things are to be kept in mind:

- The given passage should be read carefully at least twice.

- The theme of the passage should be stated briefly.

- Then, think of a suitable title to the passage.

- At the beginning of the summary, the source and the author should be mentioned.

- All the main points of the passage should be listed in note form.

- A summary of the passage based on the notes and not on the original text should be drafted.

- The summariser's our own words should be used as far as possible. Summariser's own ideas and comments shouldn't be included.

- Summary should be checked against the original. Make sure that the summary has been drafted accurately. The author's ideas should not be distorted.

- The number of words in the summary should be counted. Make sure that the summary is neither too long nor too short. In the case of short paragraph, check whether all points are included.
  In the case of long paragraph, rephrase or condense further.

- The style, grammar and punctuation of the writing should be checked. If essential, make necessary changes.

- The summary should be rewritten starting with the heading. Then a final check for errors should be made.

Summarising is a process that demands the ability to

- read a text closely and comprehend it.

- pick out key ideas from a text and represent it accurately.

- condense information and present it clearly.

Checklist for a Good Summary

- Contains a mention of the source

- Correctly interprets the original without any distortion.

- Contains no editorial comments/suggestions.

- Contains only the most important points, without details.

- Uses the summarizer's own words, not those of the original author (unless in quotation marks).

- Is shorter than the original.

Steps for Summarising

- If longer texts (e.g. a chapter, a journal article) are being read, the information should be skim read. Sub-headings, the first and last paragraphs and topic sentences should be noted.

- Using a dictionary, the text should be read carefully.

- A difficult text should be read several times.

- Using key words and ideas, the notes should be written in point form.

- The text should be put away and the summary should be written from the notes.

- The original should be referred back to make sure that the summary truly reflects the writer's ideas and strength of opinion.

- Use an in-text reference at the start or end of the summary.

Assessment of the Summary

- The meaning should be the same.

- The degree of certainty of the writer should be kept by the summary.

- The summary should be a much shorter version of the original writing.

- The source/s of information should be clearly indicated by giving reference.

How to Summarise?

Understanding of a written text can be increased and a good summary can be written by following the points given below:

- At first, the purpose of the summary should be identified.

- The original should be read carefully. Check the meanings of unfamiliar words. The text should be read at least twice or till it should be understood.

- The important idea/s and information should be selected by highlighting the original or taking separate notes. The important definitions of key terms that are to be included should be selected.

- The main claim/thesis of the text to be summarised should be selected. Although it is not explicitly expressed, try to write one's own understanding of the author's claim.

- Gather groups of details, examples and minor ideas under more general terms, a phrase or single word.

- Repeated ideas/information from the original should be excluded.

- The attitude of the authors should be included, whether they are critical, praising, certain or uncertain.

- After writing a summary, it is important to check that the meaning and attitude of the original text is unaltered.

- Quotation marks should be used ("") for unique/specialist phrases which have been retained from the original.

- Accurate bibliographical details should be kept for in-text references/footnotes and the reference list.

Why Summarise?

Summarising is a useful skill to develop as it can:

- Show that the material has been understood

- Help to take written information and integrate it into the assignment.

- Demonstrate critical thinking ability.

- Demonstrate writing skills.

- Enable to use other people's ideas to back up the summariser's own ideas.

- Help to avoid plagiarizing.

Tips for summarising

- Read over the text which is to be summarised.

- Read the text once again, highlighting the main points the author is making.

- The main points of the text should be noted down, leaving out examples or evidence presented by the author.

- Re-write notes about the main points, in the summariser's own words, into a sentence or paragraph. Make sure all the main ideas from the original text have been included.

- Give reference of the original source.

Self Learning Materials

Self learning materials are learner-centered materials. Open, distance and flexible learners depend on SLM. The reason is that they want to learn on their own, at a time, pace and place of their own choice. There are different forms of SLM. They are books, workbooks, worksheets, audio tapes, videotapes, computer based packages, web based packages, CD-ROMS etc.

Self learning material can make a learner "think, write and do". This is the difference of SLM from other learning materials.

By setting questions thinking can be stimulated. Before moving to the next step, the learner has to stop and think for answering the questions. Writing exercises give learners chance to consolidate what they learnt. A learner will become more attentive and active if she/he writes notes/points. Learning will be enhanced by doing something practical. It helps in developing skills.

Special features of Self Learning Materials (Rowntree,1994) are given below:

- Objectives will be clearly stated.
- There will be advice about how to study the material.
- It will be user friendly.

- It will provide short and manageable chunks of learning.

- It will contain fewer words than usual per page (or screen).

- A lot of helpful examples will be there.

- It will contain reference to the learner's experience.

- There will be illustrations where they are needed.

- Headings will be there to help learners find their way around.

- Space for learners will be provided to write down their own ideas.

- Feedback will be there to help learners check their own progress.

- Summary and glossary will be provided at the end of every unit.

Characteristics of Self Learning Materials

Self-explanatory: Without external support, learner can understand. There is no need of any intermediary to explain the content. In order to help learners assimilate the content by reading and working through the instructions, the content is written in simple language and in simple chunks. In this way, a teacher is built in, into the text.

Self –contained: There is no need of additional materials for the learner to learn the concepts/subject matter.

Self-directed: At each stage of learning, learner is given necessary guidance, hints and suggestions. It will help the learners to study and progress. A variety of techniques can be used for making SLM self directed. They are hints, notes, graphics (icons) and explicit directions on how to do, what to do and what is expected of the learner. The elements of self-direction which are used to facilitate learning are the use of learning objectives, guidance in

introduction, a conversational style of writing text, instructions to do and how to answer the self-assessment questions.

Self-Motivating: Materials arouse curiosity. Materials are related to familiar situations. The materials should arouse interest, in-depth study and critical thinking in the learners. The materials motivate the learners to question, reflect on their own experiences and practices, and also provide reinforcement on learning process. For providing all these, a personalized style of writing, use of anecdotes, examples, illustrations from real-life, feedback on self-assessment questions etc. are used.

Self-evaluating: In order to provide feedback on performance, self-assessment questions/exercises, activities, unit-end questions, etc. are included in the material. The self-evaluating characteristic of SLM imagines that the learners use the learning material in an active manner. Learning activeness is pivotal in the process of learning. Self-assessment questions, use of in-text questions; unit end exercises, reflective action-based activities and feedback play important roles. Another way to empower the learner is the use of learning objectives in behavioural action verbs to measure the achievement of learning.

Self learning materials are with inbuilt teacher. Self learning materials are prepared in such a way that they arouse interest. But text books assume interest. Textbooks are written mainly for teachers' use. But SLM is for learners' use. Self learning materials give estimates of time. Textbooks do not show study time. While SLM is prepared for a particular learner group, textbooks are designed for a wider market. Self learning materials state aims

and objectives. Textbooks rarely give aims and objectives. Self learning materials are presented in such a structure that they will satisfy the need of the learner. At the same time textbooks are structured for teachers and specialists. In textbooks, little or no scope is there for self-assessment. In SLM, major emphasis is on self-assessment.

Format of SLM (IGNOU)

- P- Programme

- C- Course

- B- Block

- U- Unit

- S- Section

- SS- Sub-section
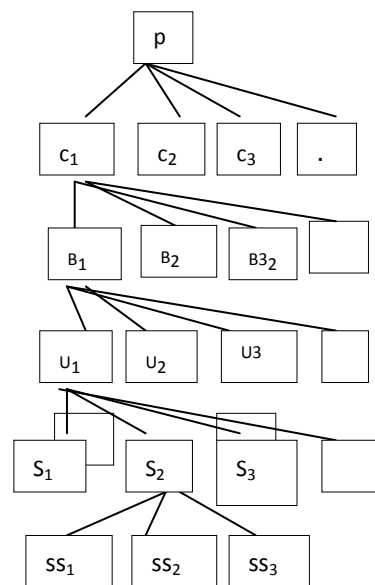
Figure 18: Format of SLM

Developing a Unit

Unit 1 – (Title of the Unit)

Structure

1.0   Objectives

1.1   Introduction

1.2   ....

    1.2.1……

Check your Progress/Activities

1.3...............

      1.3.1..............

      1.3.2..............

      1.3.3...............

Check your Progress/Activities

1.4   Let us sum up

1.5   Glossary

1.6   suggested Readings

       Possible answers

       References

Objectives of Self Learning Materials

Objectives of SLM should be SMART

S - Specific

M – Measurable

A – Accurate

R – Realistic

T – Time/Testable

Components of Objectives

Conditions (situation) – condition under which the behaviour will occur.

Performance (Action) – Behaviour is described in observable and measurable terms (by using a verb).

Standards (Level) – Expected level or standard for successful performance.

Introduction:

The content being discussed is explained. The unit is related with the existing knowledge of the learners. It should be brief.

Main body contains thematic content, illustrations/ photos/ diagrams/ graphics, tables/charts and activities. Content is presented in small steps and with logical arrangement. Personalized style is used**.**

Content is organized from known to unknown, simple to complex, concrete to abstract, particular to general, from actual to representative, from specific to general and from earliest to latest. Simple and clear sentences are to be used. Vocabulary should be simple. One paragraph should contain only one idea. Content should be interactive and personalized.

In-text self-assessment questions, exercises and activities can be included. Ending of the unit (Let's sum up) includes summary/recapitulation of important points and motivation for further learning.

Types of Self Learning Materials

Based on the five basic characteristics, learning materials can be developed.   Three types of self-learning materials are there (Lockwood, 1997).

- Tutorial – in- print
- Reflective Action Guide
- Dialogic

- **Tutorial-in-print**: These are also called 'tell and test' type of learning materials. The Learning Materials simulate a situation where a tutor is

teaching a student through print. While studying and working through the in-text questions and self-assessment questions, the lesson predicts, a priori, the possible responses of the learners. Thus feedback to students is given by tutorial – in – print. These materials are presented as highly conversational. Principles of 'guided didactic conversation' (Holmberg, 1986) were the basis of these materials.

- **Reflective Action Guide**: Reflective- action -based activities that the learners are expected to do are used in these self learning materials. Here the learners are encouraged to think critically and use skills of reflection to develop their own construct or conceptions of knowledge. These activities are more learner centered. More time and effort on the part of the learner is demanded by these activities. Thus, these materials give the scope of increased personalization of learning experiences.

- **Dialogic**: The principles of multiple perspective dialogue between the teacher and learner act as the basis for these learning materials. They are presented in such a way that the learners are allowed to critically question what is presented and simulate a real form of communication with commentaries from the course writers to interpret the view points and thinking of the teacher and learner. The root of dialogic materials is Park's (1975, 1976) conversation theory of learning. Conversation theory takes learning as a process of meaning making through conversation of two individuals through natural language, symbolic language and meta-language. A good conversation in the dialogic type of self learning material should cover:

  ➢ Conversation about the why and how of the topic.
  ➢ Conversation about the how of learning the topic.

> ➤   Conversation about improving the personal autonomy and responsibility of the learner.

Theoretical basis of SLM

Behaviourism believes that a learner begins with a clean slate, and behaviour is shaped by positive and negative reinforcement. The application of a stimulus can be considered as positive reinforcement. Skinner developed the theory of operant conditioning. The use of consequences to modify the occurrence and form of behaviour is operant conditioning.

According to this theory, immediate feedback should be given to the learner. The task should be broken down into small steps. Positive reinforcement should be given.

Behaviourists put forward the principle of active learning. So different techniques are used in the preparation of SLM.   Another behaviouristic principle 'self-pacing' also influences the development of SLM. Other two principles the 'nature of feedback' and 'reinforcement' influence the structure and presentation of SLM. Self – check exercises are used to provide feedback and reinforcement. Another principle is learning through small short steps. So in SLM the content is divided into small sections.

Cognitive approach (Bruner, 1966)

Principles of Bruner's Theory are:

•   Instruction should be concerned with the experiences and contexts that make the student willing and able to learn (readiness).

- Instruction should be structured so that it can be easily grasped by the student (Spiral organization).

According to Bruner, learning is an active process and learners construct new ideas or concepts based upon existing knowledge. Thus this theory puts forward discovery learning. This is used in the presentation of SLM. So active involvement of the learners, reinforcement, feedback and transfer should be ensured while preparing SLM.

Information is to be presented in simple terms which will help for using learner's experiences. This will be directed towards problem solving.

Conditions of Learning (Gagne, 1974)

Gagne was of the opinion that there were several different types of learning. He presented five categories of learning. He also gave nine phases of learning and instruction events that served as a basis for the sequencing of information. According to Gagne, different instruction is required for different learning outcomes. He recommended individualized instruction systems and independent learning for compensating individual difference.

Learning proceeds from simple to complex. So SLM are prepared following this principle. Knowledge in different units should be linked. It is to be taken care of while preparing SLM. Another implication of this theory is that of continuous assessment. Continuous assessment can be done through self-check exercises in SLM.

Classification of level of learning outcomes (Bloom, 1971)

According to Bloom, there are three domains of learning outcomes. They are cognitive, affective and psychomotor. Intellectual abilities and intellectual skills come under cognitive domain. Emotional development comes under affective domain and physical skills come under Psychomotor domain. Different media can develop different domains. Print medium is more appropriate for the development of cognitive domain. Face-to face interaction is essential for affective domain. Practice and direct consequence are more appropriate for psychomotor domain. So the selection of media of SLM is influenced by this classification of levels of learning outcomes by Bloom.

In order to formulate objectives, the specific behaviours given by the classification of the three domains are helpful. So the formulation of objectives of the SLM are also influenced by Bloom's classification of levels of learning outcomes.

Mathematical theory of communication- Shannon and Weaver (1948)

Shannon and Weaver developed Mathematical theory of communication. To develop the effective communication between sender and receiver, this model is designed. The factors which influence the communication process are found out by them. They are called 'noise'. Various concepts like information source, transmitter, noise, channel, message, receiver, Information destination, encode and decode are there in this model.

The medium for communication is crucial. The communication area will be small in face-to-face communication. If medium is used, the communication area widens. So the selection of medium of SLM is influenced by this theory.

Information Theory

Information theory is considered as a branch of applied mathematics. Claude E. Shannon developed this theory. According to this theory, "a message conveys a quantifiable amount of information to the recipient". Information should be new to the recipient. This is the underlying concept.

So it is evident from this theory that the content should be relevant o the receiver. Hence this theory has impact on the selection of the content for SLM. The content of SLM should be new and relevant to the receiver.

Thus, the development of SLM are influenced by these theories.

Principles of writing SLM

Preparing SLM depends on the synthesis of learning theories and communication theories. Instruction consists of gaining and controlling attention, stimulating recall, facilitating learning, providing feedback, arranging for remembering, and assessing outcomes. Hence the following pedagogical points are to be considered while preparing SLM.

- Drawing and maintaining attention

The attention of the learners on the topic has to be attracted and sustained. Attention can be ensured by bringing change, novelty, and

attractiveness to the stimulus. Maintaining attention relates with achieving a set related to individual goals, which motivate the learners read the text attentively.

- Ensuring recall of previously acquired knowledge.

Recall of prior knowledge is an essential condition of learning. When the learner reads something new, she/he should have an association with what she/he already knows so as to comprehend the concepts of the units being studied. According to Piaget, this helps in the assimilation of the learned content.

- Guiding learning

Guiding learning can be done by verbal or pictorial material that provides 'clues or hints' to new principles. The instructional function of guiding the learners can be done with the help of advance organisers presented at the beginning/introduction stage.

- Providing feedback

It is essential that the learner should be given feedback on her/his accomplishments. This can be mainly done by defining the objectives of instruction clearly to the learners so that they become fully aware that they have attained. There are other provisions also to provide feedback such as self-check questions/exercises, assignments, academic counseling, tutorial etc.

- Assessing outcomes

Frequent assessment of the outcomes of learning is to be conducted. Self learning material should provide as much help as possible in the function of testing oneself.

- Asking appropriate questions

The questions set in the 'self-check exercises' and activities help the learners to go through various stages of reading comprehension. Through these exercises or activities the learners can infer ideas from the text and react to what is presented in the text. The in-text questions, which are usually incorporated within the texts of SLM, lead the learners to derive ways to solve problems, and to find analogies between certain problems/views. They are helpful for the learners to analyse, synthesise and evaluate the learning materials. In SLM, the questions are either presented in the body of the text itself or presented at the end of the unit so that the learners will get a chance to reflect on what they have learnt in the unit. If a learner considers these questions seriously and honestly, her/his learning improves considerably.

- Providing nonverbal aids

Illustrations, diagrams, charts, tables etc. play a significant role in making SLM effective. But nonverbal items should not be considered as an alternative technique of presenting knowledge, and they are not a substitute for written exposition. They should be complementary or supplementary aids to the interpretation of verbal representations. Learners can comprehend learning concepts and develop the skill of transfer of learning by going through the nonverbal aids.

- Summarising

  In order to help the learners integrate what they have studied, 'Sum up' section presented at the end of each unit will be helpful. To grasp the main ideas/points presented in the unit, the learners can go through the summary instead of going through the whole unit. The summary is also useful for the learners by helping them to know whether they have achieved the objectives of the unit.

- Using conversational/narrative style

  A conversational/narrative style is used to write SLM. It will be helpful to create a feeling among the learners that they are interacting with an invisible teacher. In addition to this, narratives are more easily read and better learned than expository texts.

- Appropriate language

  In order to make communication effective, simple and clear language should be used. If difficult and ambiguous words/sentences are used, the discussion will become complicated. Such materials will create difficulty in the learners. The readability of the text can be promoted with the use of simple and conversational language.

Preparation of SLM

The following considerations are to be ensured while preparing SLM.

- Small steps

  The content should be presented in small, manageable learning steps/activities. Each activity should be given under a section or sub-section.

- Logical arrangement

The content should follow logical arrangement. There should be connection among different learning points. The logical arrangement will be helpful to maintain both the continuity and consistency of what is presented.

- Ordering the content

Based on the researches in educational psychology, some principles in ordering the content for optimum learning are followed.

- From known to unknown

Each unit should have a link with the previous knowledge of learners. The new knowledge will be meaningful if it is related with their previous experience.

- From concrete to abstract

It is better to begin with concrete materials and introduce the abstractions gradually. To initiate understanding, illustrations, experiments, demonstrations should be used.

- From particular to general

A particular concept has to be generalized after particular cases have been discussed.

- From actual to representative

The learners learn quickly with the help of actual objects/events. If exposure to real events is difficult, the help of representative forms such as

graphs, diagrams, etc. can be taken to make content more easy for self learning.

- Personalised style

In SLM, learners are generally addressed by the word 'you'. This gives the learner a feeling of getting individual attention. The learner should be given a feeling through SLM that she/he is being taught by a teacher who is not present physically. More personal and interactive style of writing in SLM will influence the attention and interest of the learners.

Process of course production

Course Planning: Firstly, needs should be assessed. Then objectives are to be defined. Then the most important objectives should be identified. Objectives are to be stated in comprehensive terms. Resources and constraints should be analysed. Budgetary provision is to be considered. Availability of media (print, audio, video, face-to-face contact) should be considered. Approaches (independent, complementary, supplementary, integrated) should be selected. Then course planning consists of delivery of teaching materials.

Course Development

The topics should be arranged. Logical sequence is to be followed. Textual body covers a topic called unit/lesson. Then unit outlines are to be prepared. Then the text can be written.

Course production

Either print material or non-print material can be selected. Then

editing in content, language and format can be done. Then printing can be done.

Programme Structure

It consists of the curriculum or combination of courses in a particular field of study.

Course: It includes teaching materials and other components of study – text, audio, video, contact session, project, laboratory work, assignments.

Block: It is in the form of booklet. One unified theme is presented in it. It consists of around 60/80 printed pages.

Unit : It is a self-contained portion of a distance teaching text, distinct from other portions. It contains approximately 5000-6000 words. It should give orientation for the student, introduce her/him to the content, give explanations of the topics covered and give exercises to help the student learn the material. For the clarity of the presentation of concepts, information, illustration etc. unit is divided into sections and sub-sections.

Beginning of a unit

At first, structure of the unit should be given. Then title can be presented. Title should be very precise, clear and communicative. Then contents outline consisting heading and subheadings of main themes can be presented. Then objectives and introduction can be given.

Unit structure

It presents a clear outline of the content (main themes, sub-themes, and

their logical linkages). It helps the learner to overview the text and locate the desired content. It also makes the text more learner oriented.

Introduction of Unit

The content being discussed in a particular unit is explained. The unit should be related with the previous unit or existing knowledge. Introduction should motivate the learner.

Body part of a Unit

Headings or subheadings with numbering can be included. In text questions and check your progress will be there in the body part. Fixed symbols can be used as sign posts. Illustrations can be used in the form of graphics, pictures etc.

Check your progress questions

Items under this heading meant for checking level of acquisition of objectives by the learners themselves. Check your progress questions can be true-false, matching, fill in the blanks, completion of sentences, sequencing, multiple choice, problem solving, descriptive, crossword puzzle and graphic based questions.

Ending a unit

Summary in various forms (Paragraphs, matrices, table, diagram etc) should be presented towards the end of a learning unit. Answers to self-assessment questions, glossary, reference materials, assignments and suggested readings also can be included in this part of the learning unit.

Rubrics

Rubrics were used in the validation phase of the study, in order to score study skill tests.

"A rubric is a particular format for criteria – it is the written down version of the criteria, with all score points described and defined" (Arter and McTighe, 2001) . The best rubrics are worded in a way that covers the essence of what the teachers look for when they are judging quality, and they reflect the best thinking in the field as to what constitutes good performance.

There are two types of rubrics – holistic rubric and analytical trait rubric. A holistic rubric provides a single score or rating for an entire product or performance based on an overall impression of a student's work. In essence, one combines all the significant ingredients of a performance or product to arrive at an overall, single judgement of quality. "An analytical trait rubric divides a product or performance into essential traits or dimensions so that they can be judged separately – one analyses a product or performance for essential traits. A separate score is provided for each trait" (Arter and McTighe, 2001).

Constructed response assessment questions were used in the study. Since, the descriptive responses of different respondents varied considerably, it is essential to develop essential criteria for proper assessment. Hence, holistic rubric was prepared for the study skill tests in English.

Section II

Review of Related Studies

Studies Related to Study Skills

Alexander (1985) conducted a study entitled "The Effect of Study Skill Training on Learning Disabled Students' Retelling of Expository Material" to determine the effects of a study skill training procedure on oral retelling of printed expository material read by three intermediate-grade learning disabled students. The findings revealed the existence of a functional relationship between the use of the study skill procedure and improved retelling.

Bianco and McCormick (1989) investigated an instructional plan for teaching a reading study skill, outlining, to high school-aged students with learning disabilities. A multiple baseline experimental design was used to measure the effectiveness of a specially designed program which contained three categories of outlining. Students increased their performances on tasks used to assess generalization.

Rawat (1995) studied the effect of parental absence on adjustment, study habits and academic development of students of high school classes in his study entitled "A Study of the effect of parental absence on adjustment, study habits and academic development of students of high school classes". The study revealed that the parent present students differed significantly from the parent absent students on their personality and adjustment, while they did not differ on the study habits except on comprehension and concentration dimensions of study habits.

Verma (1997) found out the following thing in their study entitled

"Study habits of adolescent students as related to academic achievement and test anxiety": Adolescent students having high level of academic motivation scored more on study habits than adolescent students possessing average level of academic motivation and low level of academic motivation.

Gettinger and Seibert (2002) were of the opinion that effective study skills were associated with positive outcomes across multiple academic content areas and for diverse learners. An information processing perspective on the contribution of study skills to academic competence was described. Evidence-based strategies for improving the study skills of English were identified.

Robbins et al (2004) examined the relationship between psycho social and study skill factors (PSFs) and college outcomes by meta-analyzing 109 studies. Meta analyses indicated moderate relationships between retention and academic goals, academic self-efficacy, and academic related skills. Academic self-efficacy and achievement motivation were the best predictors for GPA. There were the incremental contribution of the PSF over and above those of socio economic status, standardized achievement and high school GPA in predicting college outcomes.

White (2004) opined that the formal teaching of reading and study skills in a nursing course took second place to the teaching of required nursing skills. The reason was that nursing teachers were not academically prepared to teach reading and the related skills. In his article, a brief overview of the kinds of activities that nursing instructors can use to help their students to improve their reading and study skills was provided.

Shylaja (2005) conducted a study entitled "Study skills and achievement motivation of higher secondary students in Palakkad district". Major findings of the study were:

- There existed moderate relationship between study skills and achievement motivation of higher secondary students in the total sample.

- There existed moderate relationship between study skills and achievement motivation of Male-Humanities students of higher secondary school.

- There existed moderate relationship between study skills and achievement motivation of Male-Science students.

Philips (2006) examined the use of open-book tests to encourage reading and to assess the improvement of college students' study skills. It was observed that students enrolled in first-year college Biology courses often had weak study skills. The findings of this study revealed that students with weaker study skills benefited more from open-book tests.

Proctor, Prevatt, Adams, Hurst and Petscher (2006) used profile analysis to compare the study skills of academically struggling college students to their normal-achieving counterparts using the Learning and Study Strategies Inventory (LASSI; Weistein & Palmer, 2002). This study found out that the academically struggling groups displayed weaknesses in study skills relative to their comparison groups in five areas. When compared to the normative population of the LASSI, the groups displayed weaknesses in seven of ten areas assessed.

Shemi (2006) studied effect of study skills training on achievement in Biology of standard VIII students. The results of the study showed that there was a marked effect on achievement in Biology in study skills trained group as a result of study skills training in the total sample. The same result was obtained from the analysis of subsamples based on gender and levels of achievement.

Simmons (2006) conducted two online surveys to survey the responses and determine a need for a study skills course. One survey was for instructors and the other one for students. It was clear from this study that both instructors and students felt the need for improved study skills and habits. The majority of students felt that they could benefit from improved study skills and a course or seminar teaching study skills.

Wingate (2006) argued that the widespread approach to enhance student learning through separate study skills courses was ineffective. It was argued that learning how to study effectively at university could not be separated from subject content and the process of learning. Finally, this paper considered effective approaches to the enhancement of learning at university and beyond.

Yuksel(2006) investigated reasons why students showed resistance to the course of study skills and habits. A qualitative design utilizing retrospective interviews was employed. The findings revealed the reasons students showed resistance behavior were: students did not want to change their study habits, they could not change their study skills, and they believed that the new study skills were meaningless and perceived that teaching study skills to the students in schools was not the responsibility of their counselor.

Allan and Karen (2007) used a phenomenographic approach and explored variance in how first year undergraduate students experience the learning of generic, subject related and metacognitive skills within a study skills module integrated into education programs.   This study revealed responses ranging from a lack of engagement in the module to evidence of increased confidence, criticality, self-reflection and change as a learner.

Meyer and Kelley (2007) compared the effectiveness of self-and parent-monitoring of home work and study skills completion in middle school students with ADHD. Training in the SQHR (survey, Question, Read, write, Recite) study strategy and home work completion skills were given for the students. Students monitored their homework and study behaviour in one group. In the other one, monitoring were under parents. Home work problem checklist (HPC) were used to evaluate homework and classroom problems. This study revealed that both interventions improved HPC and CPS scores, and percent of completed homework compared to a wait-list control group.

Rozalski (2008) opined that students with emotional and behavioural problems were reminded of how difficult learning was. These students were not equipped with basic study skills such as listening, note taking, thinking and analysis, memory and test taking skills. In order to succeed academically, students should develop these skills. Some simple strategies for developing listening, note-taking, thinking and analysis, memory, and test-taking skills were provided in this paper.

Kayler and Sherman (2009) described a large-scale psycho educational study skills group for at-risk ninth-grade students. For development, delivery,

and evaluation, the ASCA National Model [R] (American School Counselor Association, 2005) was used. The study revealed that a small-group counseling intervention strengthened studying behaviors as measured by pretest-post test design. School counselor visibility was promoted and school counselor relationships with students, parents, and other stake holders were increased and improved.

Groves, Bowd and Smith (2010) considered the use of experiential learning tasks to facilitate the development of study skills. A Level 1 module was designed to facilitate the development of study skills in a way that is consistent with Kolb's experiential learning cycle. As a result, student engagement was encouraged and certain students had developed a deeper understanding of knowledge and had moved away from the epistemological position.

Ellen, Jansen and Suhre (2010) investigated the impact of pre-university study skills preparation on students' first year study experiences, academic achievement and persistence. The findings showed that the perceived study skills preparation concerning time management learning skills had a positive impact on college students' first-year study behaviour and academic achievement. This study also showed that the impact of perceived college preparation was far less important for college retention than other factors such as satisfaction about the chosen degree programme and tutorial attendance.

Kale (2010) conducted "An Investigation related to Study Habits of the Secondary and Higher Secondary School Students". The result showed

that there was no significant difference in the study habits of male and female students.

Richardson, Robnolt and Rhodes (2010) systematically analyzed the research conducted on study skills from 1900 to the present. Several themes emerged including: (a) motivation and affect; (b) activities described (c) metacognition (d) programs described (e)assessment created and (f) the use of study skills in electronic environments. The final theme had made an impact on how students study. The authors made the case that students must learn how to study in a different environment, specifically the electronic environment, to be competitive in today's world.

Thorpe (2010) conducted a study entitled "Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction". This study focused to find out the most useful study skills for middle school students and strategies for integrating study skills instruction into the four main content area classrooms at the middle school level. Twenty nine in-service middle school teachers took part in the study. Results showed that study skills that involve higher order thinking skills were most beneficial to students. Many middle school teachers did not possess a clear understanding of study skills and were ill-equipped to provide study skills instruction within their classrooms. Consequently teachers may need to receive more formalized study skills training.

Valadas, Goncalves and Faisca (2010) examined the validity of the 'Approaches and Study Skills Inventory for Students-Short Version" (ASSIST; Tait *et.al* in "Improving student learning: Improving students as

learners", 1998), to be used with Portuguese undergraduate students. The three main factors that correspond to the original dimensions of the inventory (deep, surface apathetic and strategic approaches to learning) were reproduced using exploratory factor analysis. Acceptable internal consistency indexes for the main scales and subscales were revealed when the reliability analysis was done. Thus this inventory can be taken as a valuable research tool for the assessment of approaches to learning among Portuguese higher education students.

Damer and Melendres (2011) presented a session-by-session description of a four week group intervention to address the heterogeneous nature of test anxiety. Along with study and test-taking skills, cognitive-behavioural anxiety management techniques were taught in the context of a supportive group environment. It helped the students to learn skills to manage their test anxiety.

Gadelrab (2011) evaluated the factorial structure of Approaches and Study Skills Inventory for Students (ASSIST) as a measure of approaches to learning with bilingual Egyptian higher education students by testing the plausibility of reproducing its intended three-fact structure. This study tested the predictive validity of ASSIST. The structure of ASSIST was tested using confirmatory factor analysis. This study confirmed the underlying constructs of three distinctive approaches to learning. From this study it was revealed that ASSIST is a valid research tool for the assessment of approaches to learning.

Kirwan and Leather (2011) conducted case studies of 22 university students receiving study skills development at an independent dyslexia consultancy. Data were collected using indepth semi-structured interviews. The primary benefits of the tuition identified by the students were: developed an understanding of dyslexia and specific learning difficulty as part of the process of self-development; normalised their experiences; and developed their critical analysis and problem-solving techniques to support the skills needed for studying.

Sobha (2011) studied study skills and academic achievement of intellectually superior students at higher secondary level. Main findings of the study were:

- Academic achievement of intellectually superior students is highly correlated with their study skills. Students with good study skills achieve more than students with poor study skill.
- There was significant difference between study skills of students with respect to their SES, gender and stream of study.
- Female students had significantly higher mean score of study skill than male students.

Pryjmachuk, Gill, Wood, Olleveant and Keeley (2012) evaluated an online study skills course designed, using evidence based principles. It was found out that moderate to large positive and statistically significant changes between entry and exit measures of student knowledge and confidence in a variety of study-related skills. It was revealed that the unit was generally seen

as fit for purpose, there were some issues regarding feedback to students and the supporting face-to-face tutorials that were provided.

Rana (2012) studied the study habits of B.Ed college students in relation to their gender and locality. It was found that boys and girls of B.Ed college had no significant difference with respect to their study habits. In the case of rural and urban B.Ed students, there was no significant difference with respect to their study habits.

Sikhwari and Pillay(2012) investigated the effectiveness of the study skills training programme using a quantitative approach. A study skills training programme was introduced in the foundation programme at the University of Venda to enhance the academic performance of first year students who were considered to be at risk. The findings indicated that the academic performance of students in the foundation programme was lower as compared to that of mainstream students who were not exposed to the study skills training programme.

Smith (2012) described the design, trial and evaluation of a collection of ten practical activities which used a problem- based approach to laboratory instruction to deepen the students' understanding of the standard laboratory techniques. The students found the problem-based practical activities more interesting and better than typical laboratory instruction for making them think. For developing the students' independent study skills, team working and communication skills, scientific writing and research skills, the problem-based practical activities scored favourably.

Windham (2012) conducted a post-factor quasi experimental study to determine whether or not participation in a study skills course effected retention at a southeast community college. The findings of this study revealed that successful completion of study skills course increased fall-to-fall retention for students who enrolled in the institution with an ACT COMPASS ® score from those who did not participate in a study skills course. Ethnicity/race and socio-economic status were not significant factors of retention. But gender, age and ACT COMPASS ® Reading Score significantly predicted student retention.

Moreira (2013) evaluated the predictors of academic performance a) integrating educational persistence, motivational, and study skills indicators, b) combining approaches centered on the variables and approaches centered on the person. The profile analysis revealed that the two profiles with the best academic results registered higher levels than the two profiles with worst academic results both in the indicators of the educational persistence model and the indicators of the motivational models. The results of this study gave support for the integration of academic related skills, indicators of educational persistence theories and indicators of motivational models in secondary school students.

Pourshanazari (2013) evaluated the impact of study skills and the Problem-Based Learning (PBL), methods on short and long-term retention of information provided for medical students in the course of respiratory physiology and compared it with traditional learning method. Problem-Based Learning had no positive effect on the final term exam. But it yielded a more profound and retained understanding of the subject course.

Poyraz(2013) investigated some variables which are influential on the dimensions of distance education students' motivation, time management, exam preparation and coping with exam stress. Data were collected using a personal information form and the study skills scale. Survey model was used for this study. The research findings showed that distance education students' study habits did not usually differ in terms of gender. But there was a significant difference in the sub-dimension of motivation in favour of females.

Putwain, Sander and Larkin (2013) examined whether academic self-efficacy, when operationalized as confidence in study-related skills and behaviours, was a predictor of academic achievement and emotions and tested reciprocal relations between academic emotions and achievement. The findings of this study were self-efficacy in study-related skills and behaviours predicted: Better semester one academic performance, more pleasant and fewer unpleasant learning-related emotions at the beginning of the second semester directly and indirectly through semester one academic performance.

Urciuoli and Bluestone (2013) conducted a study entitled " Study skills Analysis: A Pilot Study Linking a Success and Psychology Course". An enriched study skills curriculum by linking a success course with a psychology course was provided. Students' progress was assessed by using The Learning and Study Skills Inventory (LASSI). Statistically significant findings were less. But there were interesting interaction effects. This emphasized the development of study strategies in existing success courses and also tying such courses with a content course.

Gonza' lez et al (2014) designed a combination of regular classroom teaching with the use of resources available on the Moodle platform to foster the development of skills for learning to learn for students in an undergraduate general chemistry course. The use of the Moodle platform aimed at strengthening the students prior knowledge of chemistry concepts and laws, and at enhancing self-assessment of their study skills. The findings of this study revealed a high degree of acceptance by students of the use of this combined approach, promoting an increase of self-awareness on their learning process, which is an essential prerequisite for developing self-learning processes throughout life.

Miller(2014) studied the impact of a study skills programme in his study entitled "Implementation of a Study Skills Program for Entering At-Risk Medical Students". The researcher created a Summer Prematriculation Program(SPP) to prepare at-risk students for the demands of medical school. It was found out in the presurveys that there was increase in the number of study hours per lecture hour. Interventions were made through lectures on study plans and modeling of appropriate study habits. A post survey was carried out at the end of the program and it was found out that there was a reduction in the planned hours of study. Students decreased their use of textbooks and increased their use of concept mapping, videos and peer teaching. The findings of the study revealed that at-risk medical students might have inappropriate study plans that could be improved through participation in a program that emphasized study skills development.

Sekar, Master and Rajendran (2015) found out the level of study skills of arts and science college students. The results revealed that there was no

significant difference between men and women, arts group and science group students and the students of rural and urban arts and science colleges in their study skills.

Al-Hilawani (2016) conducted a study on "Metacognition in Real Life Situations and Study Skills and Habits". One hundred and ninety one college students were taken as the sample. There was no significant relationship between the two variables. There was no significant relationship between study skills and reaction time as measured on the metacognitive test.

Thompson (2017) conducted a study which explored the relationship between use of communication technologies and self-reported study skills. It was found that there was a negative relationship between frequency of communications technology use and the Learning and Study Strategies Inventory measure of Concentration.

Orpinas, Raczynski, Hsieh, Nahapetyan, and Horne (2018) conducted "Longitudinal Examination of Aggression and Study Skills from Middle to High School: Implications for Dropout Prevention." The study's purpose was to describe dropout rates based on longitudinal trajectories of aggression and study skills using teacher ratings. The results showed the importance of early prevention that combined academic enhancement and behavioural management for reducing school dropout.

Studies Related to Self Learning Materials

Lambhate (1987) prepared instructional material for teachers teaching science to class VI in rural areas of Madhya Pradesh.

Indu (1996) studied the effectiveness of modular approach in the achievement of English by secondary students. This study showed that there was significant difference between the modular approach and conventional method in their effect on pupil's achievement in English. It was clear from the findings that there was no significant difference in the achievement of the pupils at knowledge and comprehension level. But there was significant difference in the achievement of the pupils at reproduction and expression level.

Ani (1997) studied effect of teacher assisted modular approach on achievement in Chemistry of pre-degree students. This study showed that the modular approach was more effective than conventional method on achievement in chemistry at pre-degree level.

A module on aquaculture was prepared by James (1997) for degree students. The study showed that the modular approach was more effective than the traditional approach.

Communicative learning materials in English were prepared by Kurian (1998). The purpose of these learning materials was to enhance operations of productive skills among secondary school students of Kerala.

Nath (1998) developed a self - instructional package for secondary school Biology Teachers for their in-service learning. The findings of the study revealed that the self instructional package was effective.

Roy (1998) explained how video based instructional materials could be designed and used in the classroom by producing a short video film and conducted a survey with some intermediate level learners in Pondicherry with

the video-based materials. The survey involved a comparative study of the outcomes of a video-based methodology and the more conventional ones prevalent in the classrooms. This study revealed the effectiveness of the video based methodology over the conventional Methodology.

Sasi (2000) prepared and validated self-learning package in the teaching of Chemistry at Secondary School Level. The findings of the study revealed that self-learning package was more effective than the traditional textbook method.

Shihabudheen (2000) developed programmed instructional material for tenses in English for standard IX pupils and studied its effectiveness in Learning English as a second language by secondary school pupils.

Kumari (2002) studied the effectiveness of the Physics module prepared for standard XI of Kerala state open school. This study revealed that:

- Coverage of the syllabus in the module was satisfactory.

- The Physics module was not suitable for self-learning.

- The module did not satisfy the major aims and functions.

- The module was appropriate to the age level of the learners.

- Mode of presentation of the module was not satisfactory.

Prakasa and Sudhakar (2002) presented the characteristics and development of self-learning material (SLM) in distance education. Structure of SLM and how SLM is helpful in self-study were discussed in this paper. The merits of print materials were also discussed.

A Self-instructional package on basic grammar in English for upper primary school pupils was developed by Babitha (2004). From this study it was found out that the self-instructional package was an effective material for the upper primary school pupils.

Beena (2006) prepared a multimedia package for acquisition of communicative competence in English among primary school learners of Tamil Nadu. This study revealed that the teaching Methodology and the multimedia package were effective. Portfolio assessment revealed that portfolio assessment definitely helped in the acquisition of the target language in a great manner.

Thomas (2006) studied effectiveness of teacher assisted modules in Biology on achievement of students at secondary level. The findings of the study showed that the teacher assisted modular approach was more effective than the text book oriented lecture method on Biology achievement of the Secondary School Students.

Rekha (2007) developed a training module for teachers to transact Biology curriculum for developing certain moral values in secondary school pupils. This study revealed that :

- Special lessons based on Jurisprudential Inquiry Model to transact Biology curriculum were capable of developing the select moral values with their components in Secondary School Pupils.

- The effect of training given for developing moral values and the components through the special lessons which was presented in the module was lasting to a partial extent.

Remani (2008) prepared teaching modules for instruction in Hindi language at secondary level. Then its effectiveness was tested. This study revealed that the modular approach was effective to increase achievement of pupils in Hindi language at secondary level.

Tannu (2009) tried to find out effectiveness and agreeability of computer animation as self-learning material among the school students in India for learning science. Twenty four students from class XI, Science were randomly selected and tested by pre-post test. The positive attitude of the students regarding the use of computer animation in Science teaching was reflected through the responses to questionnaire. Students believed that this was the agreeable method for Science Learning.

Angadi (2011) developed and validated a multimedia package in Bio-science and tested its effectiveness. This study showed that computer multimedia package was a better method of instruction for high school Biosciences as compared to the traditional method of instruction. It was also clear from this study that interactive self-paced and individualized modes of presentation as used in this study were better strategies to enhance student learning than the traditional method of teaching.

Tsai (2011) reported on the integration of English for specific purposes (ESP) multimedia courseware for oral presentations into a self-learning and elective program for non-English major students in an English as a Foreign Language (EFL) setting. The courseware played the role of a tutor. Most of the non-English major students clearly indicated they had made some progress and felt their learning effectiveness for preparing speech texts was significantly improved.

Lukose (2013) tried to understand the various self learning materials already included in the existing B.Ed curriculum, then studied the awareness of secondary level student teachers regarding the use of self-learning materials. The researcher prepared self learning materials for student teachers at secondary level and compared the performance of those secondary level student teachers who followed each of the prepared self learning materials. Experimental methods and survey were used in this study. Major findings were the following:

- The existing secondary level education curriculum covered only a part of theoretical and practical aspects regarding self learning strategies.

- The general awareness of secondary level student teachers regarding self learning materials was not adequate. This study also revealed that the performance of student teachers who used computer assisted instruction was slightly better than that of student teachers who used instructional module.

Manoj, Ghosh and Kumar (2013) analysed electronic media learning materials of Indira Gandhi National Open University. They found that the mixing of traditional printed self learning materials with electronic courseware was intended to increase the quality and effectiveness of learning.

Smith and Craig (2013) evaluated the effectiveness of a CALL Learner Autonomy (CALLLA) course. Its aim was to increase learner's autonomous use of CALL in the acquisition of English as a Foreign Language (EFL). Three learners support aids were used. The findings showed an improvement in learner's planning, organizing, tracking and evaluation of their autonomous

use of CALL resources. It was revealed that regular and critical learner self-reflection was a key factor contributing to a positive shift in study culture.

Takahashi (2013) studied the relationship between learner's motivation to learn a second language (L2) and persistence in their learning using self-ratio instructional ratio (SIR) materials. This study was conducted on Japanese high school students learning English. A questionnaire and two sets of interviews were used in data collection to examine self-instructed learner's motivational bases. The results showed that intrinsic motivation and identified regulation were important variables related to persistence, as well as the amount of effort made in learning using SIR materials and the quality of learning experiences with these materials.

Kim (2014) studied whether the oral proficiency of English as a second language (ESL) learners could be improved through independent study by using online self-study resources, online recording program and speech text program (STP) and feedback in an autonomous learning environment. Both qualitative and quantitative approaches were used to assess participant's autonomy for oral proficiency improvement. In order to assess the attitude of the participants toward this autonomous learning, three questionnaires were used. Findings showed that using self study resources enabled learners to develop speaking skills and build considerable self-confidence. It was also found that the instructor's feedback and role were also important.

Hora and Oleson (2015) studied 'Peering inside the Black Box of Undergraduate Study Habits: The Centrality of Self-regulated Learning in a Digitized World'. It was highlighted that the importance of self-regulation skills, particularly managing digital distractions.

Kanchan (2016) studied effectiveness of self learning modules on the achievement and retention of undergraduate students in Commerce. The finding of this study indicated that self learning modules proved effective for learning the selected topics of Business Management among undergraduate students.

Kocatepe (2017) conducted a study entitled "Female Arab EFL students Learning Autonomously Beyond the Language Classroom". It was found out that exercising choice and being intrinsically motivated were integral to autonomous out-of-class learning.

Nath (2018) studied effectiveness of self learning materials for supplementary instruction of secondary level pupils. The higher percentage of achievement by pupils in the experimental group indicated the effectiveness of the material.

Conclusion

Review of related studies pertaining to the fields of study skills and self learning materials was conducted. Although there are many studies in these fields, studies containing the development of self learning materials on study skills were very few in number. Hence in such a context, the present study tries to fill the gap by developing self learning materials on selected nine study skills in English. The review helped to prepare the design of the study. It also provided the direction which led to the preparation and validation of the SLM.

CHAPTER III
METHODOLOGY

- ❖ Design of the study
- ❖ Methods adopted for the Study
- ❖ Procedure of the study
- ❖ Description of Tools and techniques used
- ❖ Sample for the Study
- ❖ Statistical Techniques used for Data Analysis

METHODOLOGY

Methodology has a pivotal role to be played in the process of research. The reason is that it acts as the guiding path for the research. This chapter gives a detailed description on methodology. "If methods refer to techniques and procedures used in the process of data- gathering, the aim of methodology then is to describe approaches to, kinds and paradigms of research" (Kaplan,1973). The scope of research methodology is wider because research methodology considers research methods as well as the logic behind the methods used in the research. The reason for choosing a particular method or technique is also explained in research methodology. Methodology of this investigation includes description of the design of the study, methods, tools and techniques employed, sample and sampling, and procedure of analysis.

Design of the Study

The study followed mixed methods research design. The aim of the study was to develop self learning materials in print on selected study skills in English for the students at higher secondary level. The main component of the study comprised of nine SLM units, each one dealing with a particular study skill. The methods employed in the study were document analysis, survey, developmental research method and experimental method. The study proceeded through three phases such as i) Survey phase, ii) Developmental phase, and iii) Validation phase. Identification of study skills required of higher secondary students was done in the first phase of the study through document analysis, need analysis survey using a questionnaire to the students,

and expert consultation. In the second phase of the study, the developmental phase, SLM was prepared from the syllabus outline developed for the nine identified study skills by following the principles of distance education. In the third phase, the phase of validation, tests for assessing study skills, an SLM evaluation form for experts and a questionnaire for higher secondary students were the tools developed for validation of SLM. A pretest posttest   non - equivalent group design was adopted for the administration of SLM and study skill tests to selected higher secondary school students. There were forty students selected by purposive sampling for the experimental group and an equal number for the control group. The questionnaire was administered for the experimental group of students, and SLM evaluation form for three experts . Test of significance of difference between means was adopted for comparison of gain scores of the experimental and control group for each study skill. Thematic analysis was adopted for the analysis of qualitative data obtained through SLM evaluation form for experts and the questionnaire for students.

Methods Adopted for the Study

The present study is a descriptive type of research. "In descriptive research, we study the events or human behavior in natural settings, because sometimes it would be difficult to manipulate the variables, and because sometimes it is unethical". (Shastri, 2008). Descriptive research can be considered as a study of status and it is used in education very broadly.

Document analysis method

Document analysis method was the main method used in the present study. Documents serve as a significant source of data in many areas of investigation. "Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic". (Bowen, 2009). In the present study, document analysis method was used in the first and second phases of the study, to identify the required study skills in English, and to gather necessary contents of SLM on study skills in English for higher secondary students.

Survey method

The survey is a common descriptive research method. "Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events" (Cohen, Manion, and Morrison, 2008). Survey was used in the first and third phases of the study. In the first phase, survey was employed for the conduct of need analysis to study the requirement of study skills in English among higher secondary students. In the validation phase, survey was adopted to gather data about various aspects of SLM from the students of experimental group of the study, through a questionnaire.

Developmental research method

Developmental research comes under descriptive research. The body of research literature that directly pertains to instructional development comes

under developmental research. Developmental research has been defined as "the systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness". (Steels and Richey, 1994). Since the aim of the present study was to develop SLM on nine selected study skills in English, procedure of developmental research was inevitable for the study. The investigator prepared an outline of the syllabus first, which was then expanded to a detailed content outline. The content outline acted as the basis for SLM, which was developed by strictly adhering to the principles of self learning and distance learning, as the material was intended for self learning. Both content and format editing, pilot administration of the draft SLM to a few target students and expert evaluation of the materials were required for finalisation of the SLM. Three subject experts evaluated the SLM thoroughly and gave their feedback. The supervising teacher as an expert in distance education, acted as editor of format, style, and structure of the SLM.   The procedure of developmental research method enabled the investigator to follow such a comprehensive procedure for the developmental phase of the study.

Experimental method

"Experimental research provides a systematic and logical method for answering the question, 'if this is done under carefully controlled conditions, what will happen?'Experimenters manipulate certain stimuli, treatments or environmental conditions and observe how the condition or behavior of the subject is affected or changed." (Best and Kahn, 2011). In experimental method, the researcher manipulates what the subjects will experience. In other

words, the investigator has some control over what will happen to the subjects by systematically imposing or withholding specified conditions. The researcher then made comparison between the subjects who have had and others who have not had the imposed conditions or between subjects who have experienced different conditions. The purpose of experimental research design is to investigate cause and effect relationships between manipulated conditions and measured outcomes.

Experimental method was adopted in the study to undertake the validation of the SLM. The design involved nine pre tests and post tests for the experimental and control groups of the study. Each group comprised of forty higher secondary students.

Procedure of the Study

The study was conducted in three phases. They were:

➢ I - Survey phase: It included survey of research literature and documents and need analysis survey.

➢ II - Developmental phase: In this phase, SLM on selected nine study skills in print medium was developed.

➢ III - Validation phase: In this phase, the prepared SLM was validated by administering the following tools

1) Nine study skill tests as pre tests and post tests developed on the basis of constructed response tests

2) Expert judgement through SLM Evaluation Form

3) Questionnaire on SLM for the experimental group of the study

Thus the procedure of the study can be outlined as in the following steps:

- Document analysis – Survey of related studies and documents

- Need analysis survey and expert consultation

- Identification of Study skills

- Syllabus preparation for developing SLM

- Preparation of SLM

- Finalisation of SLM

- Administration of SLM

- Validation of SLM

Document Analysis

Document analysis was conducted to identify the required study skills in English for higher secondary students and the content required to be included in SLM on selected nine study skills in English. The following sources were selected based on suggestions of experts for identification of study skills and its content:

- 'Study skills in English' (Wallace, M.J, 2004, 2nd edition, Cambridge University Press:UK)

- The study skills hand book (Cottrell, S, 2003, Palgrave McMillan: New York)

- Study skills : What works – Evidence-based strategies for youth practitioners (Kerka, S, 2007, The Ohio State University: Columbus)

- Study skills for Language Students: a practical guide (Donald, S. G and Pauline, E.K, 2001, Arnold: London)

- Study skills: Managing Your Learning (Donogue, O'R ,2006, National University of Ireland: Galway.)

- Higher secondary course Part-I English (2014) – Class XI, SCERT:Kerala

- Higher secondary course Part- I English (2016)–Class XII, SCERT:Kerala

The selected materials were thoroughly read and the study skills and its components were identified.

From those study skills, the most relevant study skills applicable to higher secondary students were selected and a need analysis survey was conducted to find out the need for the study skills among higher secondary students.

Need Analysis Survey

Need analysis serves as the necessary stage, in any learning and performance improvement effort. "Needs analysis is an important means of conducting research prior to designing and evaluating lessons/materials/ syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English" (Richards, Platt and Platt 1992). "Needs analysis can be carried out in a number of different ways which can be classified as either inductive (case studies, observations etc.) or deductive (questionnaires, surveys etc.)" (Berwick, 1989). Thus the investigator developed a questionnaire on study skills in English.

The sample for need analysis survey comprised of 385 higher secondary students in Malappuram district who were selected using stratified

random sampling technique. Type of institution (government and aided), gender (male and female) and stream of study (Science, Commerce and Humanities) were the strata identified for the sample.

Questionnaire was distributed by the investigator in person and the students marked their responses in the response sheet which was collected from the students on completion. Data were consolidated and analysed using percentage analysis. The percentage of favoured responses was computed for each study skill and arranged in descending order to identify the requirement of study skills for higher secondary school students.

Identification of Study Skills

Based on document analysis and need analysis survey, the following study skills such as; Reading skill, Writing skill, Reporting skill, Paragraphing skill, Note-taking skill, Note-making skill, Information transfer skill, Summarising skill, and Reference skill were identified. Unstructured interview with experts was conducted to finalise the study skills for preparing SLM. Experts suggested to include Listening skill and to exclude reference skill and speaking skill as it may cause practical difficulties for administration and data collection along with other study skills.

Preparation of Syllabus for SLM

The syllabus outline was prepared for the nine study skills for developing SLM. The identified nine study skills were **Listening skill, Reading skill, Writing skill, Reporting skill, Paragraphing skill, Note-taking skill, Note-making skill, Information transfer skill, and Summarising skill.** The important aspects of each of the nine selected study

skills were gathered from the identified sources and organized in the syllabus outline. The syllabus outline for the SLM is given follow:

Listening Skill

- What is listening?

- Types of listening: General listening types- Discriminative listening and Comprehensive listening

  Specific listening types- Informational listening, Critical listening and Therapeutic or Empathetic listening

  Other listening types- Appreciative listening, Rapport listening and Selective listening

- Principles of listening
- Factors affecting listening
- Barriers to listening
- Ways to become a good listener

Reading Skill

- Stages in reading
- Developing reading skill - skimming, scanning, Reading the first and last sentences of each paragraph, Reading to improve writing style.
- Intensive reading and extensive reading.
- Types of reading skill :Predicting: Study the title, Surveying a text's beginning and ending , Using first and last chapters of books ,

Surveying journal articles and book chapters , Careful reading and finding structure , Critical reading

- Effective reading - SQ3R, SQ4R, SQ5R.

Writing Skill

- Stages in writing

- Key aspects of effective writing

- Writing assignments - Frames.

- Writing letter

- Writing notice

- Writing travelogue

- Writing Curriculum Vitae(CV)

Reporting skill

- Basic characteristics of a report

- Types of report - the form report, the informal report and the formal report

- Forms of report - Factual, Instructional and Persuasive.

- Steps in writing the report

- Stages in report writing

- Features of report writing

Paragraphing skill

- Structure of a paragraph

- Characteristics of an effective paragraph

- Principles of a good paragraph

- Types of paragraphs in an essay

- Paragraph lay out

Note-taking skill

- What is note taking?

- Importance of note taking

- Steps in note-taking

- Note- taking hints

- Abbreviated writing

- Discourse markers

- Methods of note -taking: Linear notes and Diagrammatic notes

Note-Making Skill

- Steps in note-making

- Forms of notes - Outline, Table, Mind map, Time line, Flow chart, Tree diagram

- Linear notes

- Non-linear notes or pattern notes or creative notes

- The Cornell method.

- Ideal notes

Information Transfer Skill

- What is information transfer?

- Information transfer from verbal to visual mode: Tree diagram, Matrix, Flow Chart, Algorithm, Cyclical charts, Graphs.

- Information transfer from visual to verbal mode: Semantic markers.

Summarising skill

- What is a summary?

- Uses of a summary

- The skills involved in writing a summary

- Checklist for a good summary

- Steps and tips for summarising

- How to summarise?

- Assessment of summarising

This outline of the syllabus was developed into an expanded syllabus. The expanded syllabus showed the detailed description on various aspects given in the syllabus outline.

Next step was to prepare list of contents for each unit, so that it can act as the stepping stone to SLM. Thus the list of contents for each study skill was prepared from the topics procured from the identified sources. The list of contents for the SLM on nine study skills is given below:

List of Contents - Study Skills

Listening Skill

- What is listening?
- Types of listening

  ➢ General listening types

    ▪ Discriminative listening
    ▪ Comprehensive listening

> ➢ Specific listening types

> ➢ Other listening types

- Principles of listening

- Factors affecting listening

- Barriers to listening

- Ways to improve a good listener

Reading Skill

- Stages in reading

  > ➢ Perception and word recognition

  > ➢ Comprehension

  > ➢ Evaluation and reaction

  > ➢ Application

- Developing reading skill

  > ➢ Skimming

  > ➢ Scanning

  > ➢ Reading the first and last sentences of each paragraph

  > ➢ Reading to improve writing style

- Intensive reading and extensive reading

- Types of reading

  > ➢ Predicting: study the title

➢ Surveying a text's beginning and ending

➢ Surveying journal articles and book chapters

➢ Careful reading and finding structure

➢ Critical reading

- Effective reading

  ➢ SQ3R

  ♦ Survey

  ♦ Question

  ♦ Read

  ♦ Recite

  ♦ Review

  ➢ SQ4R

  ♦ Survey

  ♦ Question

  ♦ Read

  ♦ Reflect

  ♦ Recite

  ♦ Review

  ➢ SQ5R

  ♦ Survey

  ♦ Question

♦ Read

♦ Reflect

♦ Record

♦ Recite

♦ Review

Writing Skill

- Stages in writing

  ➢ Planning

  ➢ Translating

  ➢ Reviewing/Editing

- Key aspects of effective writing

- Writing assignments – Frames

  ➢ Frame 1: Process description

  ➢ Frame 2: Compare and contrast

  ➢ Frame 3: Cause and effect

  ➢ Frame 4: For and against

  ➢ Frame 5: Problem/Solution

Writing letter

  ➢ How to write a formal letter

  ➢ Format of a formal letter

  ➢ Format of an informal letter

Writing notice

> ➢ Format of notice
>
> ➢ Ways to improve notice

Writing travelogue

> ➢ Steps for writing a travelogue
>
> ➢ Common mistakes when writing a travelogue

Writing Curriculum Vitae(CV)

> ➢ Preparing Curriculum Vitae (CV)
>
> ➢ What makes a good Curriculum Vitae (CV)?

Reporting Skill

- Basic characteristics of a report
- Types of report

> ➢ The form report
>
> ➢ The informal report
>
> ➢ The formal report

- Forms of report

> ➢ Factual
>
> ➢ Instructional
>
> ➢ Persuasive

- Stages in report writing

  - ➢ Clarifying terms of reference

  - ➢ Planning the report

  - ➢ Collecting information

  - ➢ Organizing information

  - ➢ Structuring the report

- Features of good report writing

Paragraphing Skill

- Structure of a paragraph

  - ➢ Topic sentence

  - ➢ Supporting sentences

  - ➢ Concluding sentence

- Characteristics of an effective paragraph

  - ➢ Unity

  - ➢ Development

  - ➢ Coherence

- Principles of a good paragraph

- Types of paragraphs in an essay

  - ➢ Introductory paragraph

  - ➢ Body paragraphs

➢ Transitional paragraphs

➢ Concluding paragraph

Note- Taking Skill

- What is note-taking?

- Importance of note-taking

- Steps in note-taking

    ➢ Preview

    ➢ Select

    ➢ Question

    ➢ Organize

    ➢ Review

- Note-taking hints

- Abbreviated writing

    ➢ Develop a short hand writing

    ➢ Usage of symbols

- Discourse markers

- Methods of note-taking

    ➢ Linear notes

    ➢ Diagrammatic notes

Note-Making Skill

- Steps in note-making

- Forms of notes

- Outline

- Table

- Mind map

- Time line

- Flow chart

- Tree diagram

- Linear notes

  - How to prepare linear notes?

  - Advantages

  - Disadvantages

- Non-linear notes or pattern notes or creative notes

  - Stages in preparing creative notes

    - Prepare

    - Brainstorm

    - Goal set

    - Be active

    - Draft

    - Review rough notes

  - Advantages

  - Disadvantages

- The Cornell method

- Ideal notes

Information Transfer Skill

- What is information transfer?

- Information transfer from verbal to visual mode

  - Tree diagram

  - Matrix

  - Flow chart

  - Algorithm

  - Cyclical charts

  - Graphs

    - Line graph

    - Bar graph

    - Pie graph

- Information transfer from visual to verbal mode

  - Semantic markers

Summarising Skill

- What is a summary?

- Uses of a summary

- The skills involved in writing a summary

- Checklist for a good summary

- Steps and tips for summarising

- How to summarise?

- Assessment of summarising

Preparation of the SLM

Self learning materials on selected study skills in English for higher secondary students were prepared based on the syllabus developed and detailed in the form of content outline. The SLM were organized as nine units, in which each unit dealt with a single study skill. All the units in the SLM followed a definite common structure.

Structure of the SLM

The units in the SLM have the following format:

Unit X*

X.0 Introduction

X.1 Objectives

X.2 Section 1 (Main Theme)

   X.2.1 Sub-section 1 of section 1

   X.2.2 Sub-section 2 of section 1

   …………………………………

   …………………………………....

   ………………………………….

   Check your progress

X.3 Section 2 (Main Theme)

X.3.1 Sub-section 1 of section 2

X.3.2 Sub-section 2 of section 2

…………………………………….

……………………………………..

Check your progress

X.n Let us sum up

Check your progress: possible answers

*`X` stands for the serial number of the unit concerned.

The content of each unit was divided into sections and, sub-sections and sub-sub-sections if required, which were incorporated to form the list of contents given at the beginning of each unit. The common structure of the units consisted of introduction, objectives, contents described in sections, (sub-sections, or sub-sub-sections if required), 'let us sum up' and 'check your progress-possible answers'.

Introduction gives orientation to the learner about the unit. It gives the learner an overall idea about the content in the unit. Introduction mentions different sections. In the next section objectives, the learner should get a clear picture about what shall be achieved after learning of the unit. Usually each section is formulated to achieve one objective stated at the beginning of the unit.

The description of contents as different sections and sub sections were given after objectives. The content of the unit was presented in a simple, vivid and personalized and 'teacher talking style' as specified by the

principles of self learning. The content includes learning activities at specific points which make the learner active while learning. Each learning activity item is followed by space for writing appropriate answer by the learner in due course of learning the SLM. There is also provision for self assessment by the learner, usually at the end of each major section under the title 'Check your progress' and model answers for those are given towards the end of that unit. This would give adequate feedback to the learner, hence, to keep the learner interested and involved in the process of learning. The diagrams and illustrations were also included to understand the ideas clearly. Since the unit is divided into sections, the learner need not sit at a stretch to learn the whole material. The learner gets a chance to take her/his own time and pace for learning.

'Let us sum up' section presents the summary of a unit. It contains main points presented in a unit. Finally 'check your progress-possible answers' are presented.

Finalisation of the SLM

The draft units were prepared at first by incorporating all required contents for the study skills. At first level, content editing of the draft was done by the investigator by comparing it with the concepts gathered from the sources identified for preparation of the SLM. Apart from conventional learning materials, editing of self learning material is a continuous process for level, format, style and structure editing. The supervising teacher, who is an expert in the preparation of self learning materials acted as the editor of the SLM, till its finalisation. The completed units of the SLM were given to a few

students of standard XI and their feedback was collected. Necessary modifications were made to the units based on the feedback obtained through pilot administration. Then the SLM was given for expert evaluation (detailed procedure is described under validation of SLM). Three experts in English evaluated the SLM using SLM evaluation form.   After incorporating suggestions of experts, the SLM was finalised for administration.

Validation of the SLM

The nine units of the SLM were validated through the following steps:

- Preparation of study skill tests
- Administration of study skill tests as pretest to the experimental and control group
- Administration of the SLM to the experimental group of the sample
- Administration of study skill tests as posttest to the experimental and control group
- Expert evaluation through SLM evaluation form
- Administration of questionnaire on SLM on study skills in English to the experimental group of   the sample

Nine study skill tests were prepared, one each for the study skill, which were employed for pretests and posttests. The nine study skill tests as pretests were conducted to the experimental and control groups in advance, and the SLM was administered to the experimental group as one unit of the SLM at a time. After a period of two weeks, post test for the respective study skill was conducted for both experimental and control groups. Hence, all the units were administered and post tests were conducted and the administration and testing

process was completed over a period of six months. Retention tests were also conducted in listening skill and reading skill to the experimental group of the sample using respective study skill tests. Retention tests were restricted to the two skills because of the time frame of the study. The two skills, Listening and Reading were selected for retention tests, because the tests developed were in the form of objective type tests, hence, to ensure reliability, this procedure was inevitable.

The questionnaire for students was administered to the experimental group of the sample after completion of learning the study skills and conduct of post tests. The data obtained from tests were analysed statistically. Thematic analysis was used for analysing the data obtained through SLM evaluation form and questionnaire.

The description of the procedure of validation of SLM is given under the sections: tools employed in the study, sample of the study, and techniques of analysis.

Tools Employed for the Study

Tools employed for the study include questionnaire for need analysis survey, nine study skill tests as pre tests and post tests, SLM evaluation form for experts and questionnaire on SLM on study skills in English for students.

Tool employed for Need Analysis Survey

- Questionnaire on study skills in English for higher secondary students(Shahila & Nath, 2015)

Questionnaire on study skills for higher secondary students was the tool used for need analysis survey. The dimensions of the questionnaire were selected from various books and documents which acted as the primary and secondary sources of data. The dimensions were the following:

Reading skill, writing skill, reporting skill, paragraphing skill, note-taking skill, note-making skill, information transfer skill, summarizing skill, and reference skill. The dimension reading skill contained items based on specific techniques of studying a text (SQ3R, SQ4R, SQ5R and SQW5R). The dimension writing skill contained different stages of writing and different structure in the assignment for preparing the items. In the dimension reporting skill, standard abbreviations, different leads and the principles involved in reporting skill were made use of and the items were prepared. The dimension paragraphing skill used different types of paragraphs in an essay and three characteristics to create an effective paragraph for preparing the items.

In the dimension note-taking skill, the items based on note-taking format and note-taking strategy were included. In the dimension note-making skill, different forms of note-making viz. tree diagram and time line were taken into consideration to prepare the items. The dimension information transfer skill made use of representation of cyclical process in a cyclical chart, transfer of information from a pie graph and semantic markers to prepare the items.

The dimension summarising skill considered the theme of the passage and a suitable title to the passage for preparing the items. The dimension

reference skill took guide words, head words, compound word and thesaurus as the elements to prepare the items.

The questionnaire was developed by the investigator and finalised with the help of the supervising teacher. A draft questionnaire with sixty items was prepared, which was finalised as a questionnaire on study skills comprising fifty nine items. Out of fifty nine items, fifty items demanded 'Yes' or 'No' response. The items fifty six to fifty eight comprised of two parts. The first part had to be answered with 'Yes' or 'No' and the second part was open-ended, depending on the answer of the first part. The last item of the questionnaire, put forward different options and it had to be answered by using the appropriate option. Dimension-wise distribution of the items in the questionnaire on study skills is given in table 8.

Table 8

Dimension-wise Distribution of items in the Questionnaire on Study skills in English for higher secondary students

Sl.No.	Dimensions	Item Numbers	Total Number of Items
1	Reading skill	37-43	7
2	Writing skill	54-55	2
3	Reporting skill	21-28,58	9
4	Paragraphing skill	44-50	7
5	Note-taking skill	1-8,56	9
6	Note-making skill	9-13,57	6
7	Information transfer skill	51-53	3
8	Summarising skill	14-20	7
9	Reference skill	29-36,59	9

A copy of questionnaire on study skills in English for higher secondary students is given as Appendix I A.

Tools Employed for Validation of the SLM

- Study skill test I (Listening skill test) (Shahila & Nath, 2017)

- Study skill test II (Reading skill test) (Shahila & Nath, 2017)

- Study skill test III (Writing skill test) (Shahila & Nath, 2017)

- Study skill test IV (Reporting skill test) (Shahila & Nath, 2017)

- Study skill test V (Paragraphing skill test) (Shahila & Nath, 2017)

- Study skill test VI (Note-taking skill test) (Shahila & Nath, 2017)

- Study skill test VII (Note-making skill test) (Shahila & Nath, 2017)

- Study skill test VIII (Information transfer skill test) (Shahila & Nath, 2017)

- Study skill test IX (Summarising skill test) (Shahila & Nath, 2017)

- SLM Evaluation Form for experts (Shahila, 2017)

- Questionnaire on SLM on study skills in English for higher secondary students (Shahila, 2017)

Study skill Tests

 Study skill test will help a learner to get a more vivid understanding of the status of her/his position as a learner.

The researcher has developed nine study skill tests (See Appendix) with the help of the supervising teacher. These tests were used as pre-rest and post-test. These tests were prepared to assess acquisition of study skills in English. The study skill tests in English were conducted to get evidence to the

effectiveness of the prepared SLM. The study skill tests were developed on the basis of the procedure of **Constructed Response Test** proposed by Livingston (Constructed-Response Test Questions: Why We Use Them; How We Score Them, 2009) and Baldwin; Fowels ; and Livingston (Guidelines for Constructed-Response and Other Performance Assessments, 2005). Each study skill test had a duration of forty minutes, comprised of items for a total score of twenty. Although all the study skill tests followed the procedure of constructed-response test, the tests for Listening skill and Reading skill were constructed as objective type tests due to the nature of the skills.

Theory of constructed response test preparation

A myriad of tests is there to measure different aspects. In this study, nine tests for measuring study skills in English were prepared.

"The term constructed-response is generally used to refer to any question format that requires the test taker to produce a response in any way other than selecting from a list of alternative answers. Constructed-response tasks may be given as simple as a short-answer question, or adding an arrow to a diagram. They may require the test taker to organize and write an essay, solve a multistep mathematics problem, draw a diagram or graph, or write an explanation of a procedure. The category even covers formats for evaluating musical performance, visual arts portfolios, and fluency in foreign languages" (Pollack, Rock, and Jenkins, 1992). Constructed response questions are assessment items in which students are required to apply knowledge, skills, and critical thinking abilities in real-world, standards driven performance tasks. Constructed response questions are called so because there shall be

more than one way to answer the same question correctly and students have to 'construct' or develop their own answers without the benefit of any suggestions or choices.

Constructed response test includes the following stages in planning of assessment:

- Clarify the purpose of the assessment and the intended use of its results.

Some questions like 'why the test is being conducted?' and 'what the test assesses?' are encountered in this stage.

- Define the domain (content and skills) to be assessed.

During the process of developing the constructed response test, the domain to be assessed shall be defined by analyzing relevant documents.

- Identify the characteristics of the population that will take the assessment and consider how those characteristics might influence the design of the assessment.

The characteristics of the population like the academic background, grade level, regional influences, or professional goals of the testing population have to be considered.

- Inform the test takers, and the public, of the purpose of the assessment and the domain of knowledge and skills to be assessed.

The selection of knowledge and skills to be assessed are related to the purpose of the assessment. The way in which they are related has to be explained.

- Explain why performance assessment is the preferred method of assessment and/or how it complements other parts of the assessment.

Considering the purpose of the assessment, the use of the assessment scores, the domain of the assessment, other parts of the assessment (where relevant), and the test taker population, the advantages and disadvantages of performance assessment are to be taken into account.

- Consider possible task format(s), timing, and response mode(s) in relation to the purpose of the assessment and the intended use of scores.

Each possibility has to be evaluated in terms of its appropriateness for the domain and its suitability for the population.

- Outline the steps that will be taken to collect validity evidence.

Usually performance assessments are direct measures of the behaviors which are intended to assess, high priority is given for content-related evidence of validity.

In this type of content-related evidence, experts judge the appropriateness of the tasks or problems in the assessment, the suitability of the tasks or problems to provide an adequate sample of the test taker's performance, and the ability of the scoring system to capture the essential qualities of that performance. It is also significant to make sure that the conditions of testing permit a good and standardized assessment.

- Consider issues of reliability.

It indicates that the assessment should contain enough independent tasks and enough independent observations. Independent observations denote number of raters independently scoring each response to report a reliable score.

In repeated assessments using various sets of tasks taken from the specified domain, the score of the test taker should be consistent. In evaluations conducted by various qualified scorers also, it should be consistent. In order to improve the reliability of the total score with respect to different tasks, increase the number of tasks taken by each test taker.

If the number of scorers who contribute to each test taker's score is enhanced, then the reliability of the total score with respect to different scorers will be improved. Provide scorers with specific instructions and clear examples of responses to define the score categories which will be helpful to improve the scoring reliability on each given task. A reliable scoring procedure and an adequate number of tasks are considered to be essential; neither is a substitute for the other. (Baldwin; Fowels; and Livingston, Guidelines for Constructed-Response and Other Performance Assessments, 2005).

The Assessment Specifications

Assessment specifications specify the content of the assessment and the conditions under which it is administered (e.g., the physical environment, available reference materials, equipment, procedure, timing, delivery medium, and response mode). For constructed-response items, the way in which the

responses will be scored also have to be described in the stage of writing the assessment specifications. The following information has to be included while writing the assessment specifications:

- The precise domain of knowledge and skills to be assessed.

Care should be taken to specify clearly the types of questions or tasks that should be in the assessment.

- The number and types of items or tasks in the assessment.

If the number of tasks is increased, it will give a better representation of the domain and produce more reliable scores. But it will increase testing time and scoring costs.

With respect to reliability, it is better to include several short tasks than one extended task. Anyway, if the extended task is inevitable to measure the skills comprehensively, the assessment planners may need to balance items according to requirements.

- Cultural and regional diversity.

It will be good to specify, where appropriate, the details of the material which will be included to reflect the cultural and regional background and contributions of major groups within both the population being tested and the general population.

- Choice, where appropriate, of tasks, response modes, or conditions of testing.

In some type of assessment, the test takers are given a chance to choose among two or more specific tasks. Likewise, test takers are given a

chance to select the response mode (e.g., writing with pencil and paper or word processing using a computer) or to select some aspect of the conditions of testing (e.g., which car to use for a driving test). Giving these types of choices will depend on the skills which are going to be measured and the intended interpretation of the assessment results.

- The relative weight allotted to each task, to each content category, and to each skill being assessed.

For giving these weights, there exists no single universally accepted formula. Really, the weights reflect the significance that content specialists give on the particular types of knowledge or skills. Usually the tasks are given weightage in proportion to the time they require. Complex tasks take more time than simpler tasks; hence, they get greater weight in the scoring. Another usual approach is to give weightage based on the significance of the particular task or, within a task, on the significance of a particular action, without considering the amount of time it needs.

- The timing of the assessment.

Timing of assessment means time required for the completion of a task. In many assessment tasks, speed in performing the tasks is not considered as a skill to be measured. But in some cases, it is considered. In both cases, it is important to set realistic time requirements. The age and abilities of the test takers, as well as the number and complexity of the tasks will affect the amount of time. The time required to give all instructions for taking the assessment should be included in the time allowed for the total administration of the assessment.

If the purpose of the assessment is to collect extensive diagnostic information or to replicate a process that occurs over time, then it will be good to conduct the assessment in more than one session.

- The medium and format of the assessment and the response form.

Specify the way in which the directions and tasks will be given to the test takers (e.g., in printed assessment booklets). It is also needed to specify how and where the test takers will respond (e.g., writing a paper pencil test).

- Permission to use responses for training purposes.

It is good to get signed permission statements giving in the programme the right to use their responses or performances for certain purposes (e.g., using their responses for research).

- Measures to prevent the scorers from being influenced by information extraneous to the response.

The scorer's evaluation of the response may be affected by seeing the test taker's name, biographical information, or scores given on this or on other tasks. So it will be advisable to conceal this information from the scorers.

- The intended difficulty of the tasks.

The purpose of the assessment determines the assessment difficulty. It may be suitable to specify the level at which the assessment should differentiate among test takers or the desired difficulty level of the test. In order to determine that the assessment and scoring criteria are at the suitable level of difficulty, the tasks or questions and their scoring criteria should be

pretested or use collateral information such as previous administrations of similar items. (Baldwin; Fowels; and Livingston, Guidelines for Constructed-Response and Other Performance Assessments, 2005).

The assessment specifications for the Study skill tests in English for this study were the following:

- The purpose of the assessment in this study was to assess the acquisition of study skills in English.

- The results of the study skill tests were used exclusively for research purpose. This was explained to the test takers.

- The domain to be assessed was defined as 'study skills in English'.

- There were five tasks in each test.

- The population who took the assessment was higher secondary students. The characteristics of the higher secondary students like the academic background and regional influences were considered.

- Choice of tasks was not given, i.e., all items were mandatory. The tests were of pen and paper type.

- Adequate time was given for the tasks in accordance with the weightage.

- The time given for each test was forty minutes and the maximum mark was twenty scores.

- The assessment form was printed and the response sheets were given to the students to write responses.

- The permission of the test takers to use their responses for research purpose was sought.

- In study skill tests, the details of the test takers were concealed to prevent the scorers from being influenced by this information. The score given by one scorer was also concealed from other scorer.

- Due representation was given to the three levels of difficulty to items, such as; easy, average and difficult.

Reliability

According to the theory of constructed response test, the reliability would be high when there is more number of tasks to assess a skill or performance, and more than one scorer for valuing each task. In order to ensure reliability of study skill tests, adequate number of independent tasks was included in each test. In study skill tests, five tasks were included for each domain in order to ensure more reliable scores. Two raters scored all the nine study skill tests (both pretest and posttest) independently. Hence, the reliability of study skill tests was properly established.

Validity

Experts judged the appropriateness and suitability of the tasks in the study skill tests. While preparing study skill tests, the characteristics of each study skill were carefully examined to cover entire content area and then the items were prepared. In these ways content validity was ensured. Face validity of the tests was also ensured on the basis of expert judgement.

Study skill test I - Listening skill test (Shahila& Nath, 2017)

There is little chance to prepare constructed response test for listening skill and reading skill. If constructed response test (descriptive manner) is

used to assess listening skill, or reading skill it may become the assessment of speaking skill or writing skill. Hence objective type tests were prepared for listening skill and reading skill.

In Listening skill test, five audio clips were given. The first test item contained true/false type questions. The other test items demanded answers to be written in a word or two. The number of questions varied for different audio clips and the questions were of difference in difficulty level.

Details of test items in Listening skill test are given in table 9.

Table 9

Details of test items in Listening skill test

Form of the audio clip and duration	Testing method	Questions	Marks	Difficulty level
Audio clip 1(Conversation) – 57 seconds	True/false type questions	5	5	Average
Audio clip 2(Talk)- 38 seconds	Write in a word or two	3	3	Average
Audio clip3(Announcement) – 39 seconds	Write in a word or two	3	3	Average
Audio clip 4(Talk)-26 seconds	Write in a word or two	4	4	Easy
Audio clip 5 (Talk) – 2 minutes and 45 seconds	Write in a word or two	5	5	Difficult

A copy of Study skill test I (Listening skill test) is given as Appendix II A. Scoring key for Study skill test I (Listening skills test) is given as Appendix II B.

Study skill test II - Reading skill test (Shahila& Nath, 2017)

The Reading skill test also was an objective type test. In Reading skill test, five passages were given. Under each passage, there was different number of questions of difference in level of difficulty. All items were multiple choice in nature.

Details of test items in Reading skill test are given in table 10.

Table 10

Details of test items in Reading skill test

Reading Passage type	Testing method	Questions	Marks	Difficulty level
Passage 1 (General, comprehension)	Multiple choice test type	4	4	Easy
Passage 2 (General, comprehension)	Multiple choice test type	7	7	Average
Passage 3 (General, comprehension)	Multiple choice test type	3	3	Average
Passage 4 (General, comprehension)	Multiple choice test type	3	3	Difficult
Passage 5 (General, comprehension)	Multiple choice test type	3	3	Average

A copy of Study skill test II (Reading skill test) is given as Appendix III A. Scoring key Study skill test II (Reading skill test) is given as Appendix III B.

Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. "Reliability refers to the consistency of scores obtained by the same persons when they are reexamined with the same test on different occasions, or with different sets of equivalent items, or under other variable examining conditions" (Anastasi & Urbina, 2002). In the case of Listening skill and Reading skill tests, reliability using test-retest method was estimated using the Pearson Product-Moment Coefficient of Correlation between two administrations of the same measure. As per this method, estimation was based on the correlation between two or more administrations of the same item, same scale, or instrument for different times, when the administrations do not differ on other relevant variables.

The same tests (Listening skill test & Reading skill test) were re-administered about five months after the first administration. The reliability coefficient in this instance is simply the correlation between the scores obtained by the same persons on the two administrations of the test. This was done using the Pearson Product-Moment Correlation Coefficient (r). The coefficient of correlation was calculated as 0.91 in Listening skill test and 0.78 in Reading skill test. This shows that the tests have high reliability.

Validity

Validity means that a test or instrument is accurately measuring what it is supposed to. Content validity is the representative or sampling adequacy of the content, the substance the matter and the topics of a measuring instrument. (Mark, 1996). In listening skill and reading skill tests, the items were prepared

on the basis of thorough analysis of the characteristics of both the skills. Experts judged the appropriateness of the tasks in the study skill tests. In these ways content validity was ensured. Face validity was also ensured with the help of experts.

Scoring of Listening skill test and Reading skill test

In order to assess students in Listening skill and Reading skill in English, scoring was done with the help of scoring key. One mark was assigned for each correct answer and no credit to an incorrect answer. Scoring key for Study skill test I (Listening skill test) is given as Appendix II B. Scoring key for Study skill test II (Reading skill test) is given as Appendix III B.

Study skill test III - Writing skill test (Shahila& Nath, 2017)

In writing skill test, there were five tasks. The score of each task was four. The tasks were of different nature – writing notice, travelogue, formal letter, informal letter, and curriculum vitae.

Details of test items in Writing skill are given in Table 11.

Table 11

Details of test items in Writing skill test

Item No.	Task type	Score	Difficulty level
1	Notice	4	Easy
2	Travelogue	4	Average
3	Formal letter	4	Average
4	Informal letter	4	Average
5	Curriculum vitae	4	Difficult

A copy of Study skill test III (Writing skill test) is given as Appendix IVA. Rubric for valuing Writing skill 1 (Notice) is given as Appendix IV B. Rubric for valuing Writing skill 2 (Travelogue) is given as Appendix IV C. Rubric for valuing Writing skill 3 (Letter) is given as Appendix IV D. Rubric for valuing Writing skill 4 (Curriculum Vitae) is given as Appendix IV E.

Study skill test IV - Reporting skill test (Shahila& Nath, 2017)

In Reporting skill test, there were five tasks. The score of each task was four. The tasks were of various types – writing reports on environment day celebrations, annual day celebrations, health awareness programme, a seminar, and a cultural evening in the school.

Details of test items in Reporting skill test are given in Table 12.

Table 12

Details of test items in Reporting skill test

Item No.	Task type	Score	Difficulty level
1	Report on environment day celebrations	4	Easy
2	Report on annual day celebrations	4	Average
3	Report on health awareness programme	4	Average
4	Report on a seminar	4	Difficult
5	Report on a cultural evening in the school	4	Average

A copy of Study skill test IV (Reporting skill test) is given as Appendix VA. Rubric for valuing Reporting skill test is given as Appendix V B.

Study skill test V - Paragraphing skill test (Shahila& Nath, 2017)

In Paragraphing skill test, there were five tasks. The tasks were to write paragraphs on best friend, turning point in life, "The effects of technology on learning", introductory paragraph of an essay on "If I were president…" and concluding paragraph of an essay on "My mother". The score of each task was four.

Details of test items in Paragraphing skill test is given in Table 13.

Table 13

Details of test items in Paragraphing skill test

Item No	Task type	Score	Difficulty level
1	Paragraph on best friend	4	Easy
2	Paragraph on turning point in life	4	Average
3	Paragraph on "The effects of technology on learning"	4	Difficult
4	Introductory paragraph of an essay on "If I were president…"	4	Average
5	Concluding paragraph of an essay on "My mother".	4	Average

A copy of Study skill test V (Paragraphing skill test) is given as Appendix VIA. Rubric for valuing Paragraphing skill 1 is given as Appendix VI B. Rubric for valuing Paragraphing skill 2 (Introductory paragarph) is given as Appendix VI C. Rubric for valuing Paragraphing skill 3 (concluding paragraph) is given as Appendix VI D.

Study skill test VI – Note-taking skill test (Shahila & Nath, 2017)

In Note-taking skill test, there were five tasks. The first task was to take notes using linear method. The second task was to take notes using diagrammatic method. The third task was to prepare organized notes. The fourth task was to use suitable abbreviations and the fifth task was to write sentences using discourse markers. The score of first three tasks was four. The score of the forth task was five and that of the fifth task was three.

Details of test items Note-taking skill test are given in Table 14.

Table 14

Details of test items in Note-taking skill test

Item No.	Task type	Score	Difficulty level
1	Note-taking using linear method	4	Average
2	Note-taking using diagrammatic method	4	Easy
3	Prepare an organized note	4	Difficult
4	Use suitable abbreviations	5	Average
5	Write sentences using discourse markers	3	Average

A copy of Study skill test VI (Note-taking skill test) is given as Appendix VIIA. Rubric for valuing Note-taking skill is given as Appendix VII B.

Study skill test VII – Note-making skill test (Shahila& Nath, 2017)

In Note-making skill test, there were five tasks. The first task was to make notes using a tree diagram. The second task was to make notes in the

form of a table. The third task was to prepare a mind map. The fourth task was to make notes using Cornell method. The fifth task was to make notes in the form of an outline. The score of each task was four.

Details of test items in Note-making skill test are given in Table 15.

Table 15

Details of test items in Note-making skill test

Item No.	Task type	Score	Difficulty level
1	Note-making using a tree diagram	4	Average
2	Note-making in the form of a table	4	Easy
3	Prepare a mind map	4	Average
4	Note-making using Cornell method	4	Difficult
5	Note-making in the form of an outline	4	Average

A copy of Study skill test VII (Note-making skill test) is given as Appendix VIIIA. Rubric for valuing Note-making skill is given as Appendix VIII B.

Study skill test VIII – Information transfer skill test (Shahila & Nath, 2017)

In Information transfer skill test, there were five tasks. The first task was to write a paragraph based on the given cyclical chart. The second task was to write a passage based on the given table. The third task was to prepare a tree diagram based on the given passage. The fourth task was to prepare a flow chart after reading the given extract. The fifth task was to prepare a pie graph after reading the given passage. The score of each task was four.

Details of test items in Information transfer skill test are in given Table 16.

Table 16

Details of items in Information transfer skill test

Item No.	Task type	Score	Difficulty level
1	Write a paragraph based on the given cyclical chart	4	Average
2	Write a passage based on the given table	4	Easy
3	Prepare a tree diagram based on the given passage	4	Average
4	Prepare a flow chart after reading the given extract	4	Difficult
5	Prepare a pie graph after reading the given passage	4	Average

A copy of Study skill test VIII (Information transfer skill test) is given as Appendix IXA. Rubric for valuing Information transfer skill is given as Appendix IX B.

Study skill test IX – Summarising skill test (Shahila & Nath, 2017)

In Summarising skill test, there were five tasks. The first task was to prepare a summary after reading the given passage on cleanliness. The second task was to prepare a summary based on the given passage on communication. The third task was to prepare a summary based on the given passage on dolphins. The fourth task was to prepare a summary after reading

the given passage on friends. The fifth task was to prepare a summary after reading the given passage on a toy shop. The score of each task was four.

Details of test items in Summarising skill test are given in Table 17.

Table 17

Details of test items in Summarising skill test

Item No	Task type	Score	Difficulty level
1	Prepare a summary after reading the given passage on cleanliness	4	Easy
2	Prepare a summary after reading the given passage on communication	4	Average
3	Prepare a summary after reading the given passage on dolphins	4	Difficult
4	Prepare a summary after reading the given passage on friends	4	Average
5	Prepare a summary after reading the given passage on a toy shop	4	Average

A copy of Study skill test IX (Summarising skill test) is given as Appendix XA. Rubric for valuing Summarising skill is given as Appendix X B.

Pilot administration and finalization of study skill tests

The nine study skill tests were then subjected to pilot testing by administering to a few students of standard XI other than experimental and control groups. In order to ensure the appropriateness and reliability of the test, pilot testing was helpful.

Administration of study skill tests

Pretests of the nine study skills were conducted for both experimental and control groups in advance. Then the SLM was given to the experimental group as one unit after the other. After two weeks of administering each unit of SLM, posttests were conducted for both experimental and control groups. Before conducting the tests, the necessary instructions were given to the students. The purpose of the tests was also explained to the students.

Rubric for scoring

A rubric is a written-down version of the criteria, with all score points described and defined. Rubrics were prepared for scoring the seven constructed response tests, in order to ensure reliability in scoring same task by different raters.

Holistic rubric was used for scoring. In constructed response test, the response is read by the scorer. A holistic rubric usually includes statements giving details of the characteristics of a typical response at each score level.

While preparing rubric, first of all, the criteria that were used in assessing performance were listed in the first column. The criteria should be explicit. Then the performance ratings/levels were sequenced in the first, title row. After that, the different levels of performance that match each criterion were described. In order to ensure objectivity in scoring, anonymous double valuation was followed. Average of the scores were taken for further analysis after completion valuation by both the scorers

The format of a rubric used in the study is given in Table 18. The exact rubrics for each study skill test were given as Appendix.

Table 18

Format of a Rubric to score study skill test

Task response	Superior response (4)	Adequate response (3)	Minimal response (2)	Inadequate response (1)
			.	
	.			

Experimental Design for validation of SLM

The pretest- posttest non-equivalent group design is often used in the classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar. (Best and Kahn, 2011)

In this research, the pretest posttest non-equivalent group design was adopted.

	Pretest-Posttest	Non-equivalent group	Design
Group	Pre test	Intervention	Post test
A	→ O →	x	→ O
B	→ O →		→ O

Time

A_1

C Group

Common pretest to measure the Dep.variable in the beginning

ɪ.v absent

Adding the I .V

Common post test

A_2

g_1

A_2-A_1

Compare g1 & g2

A^{11}-A^1

E Group

g_2

A^{II}

A^{I}
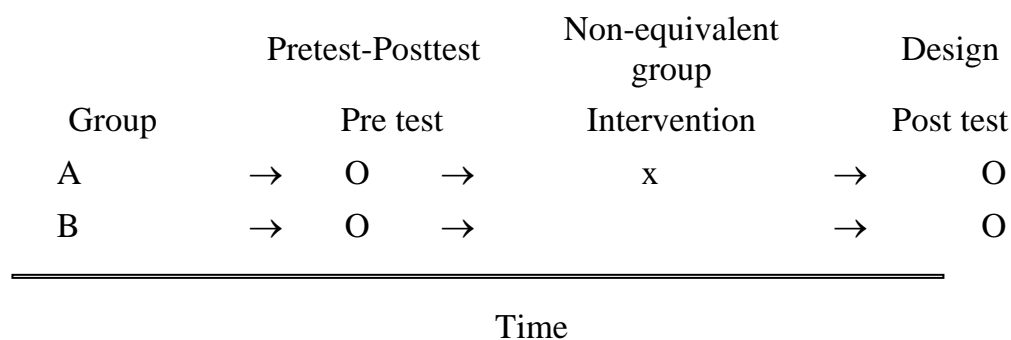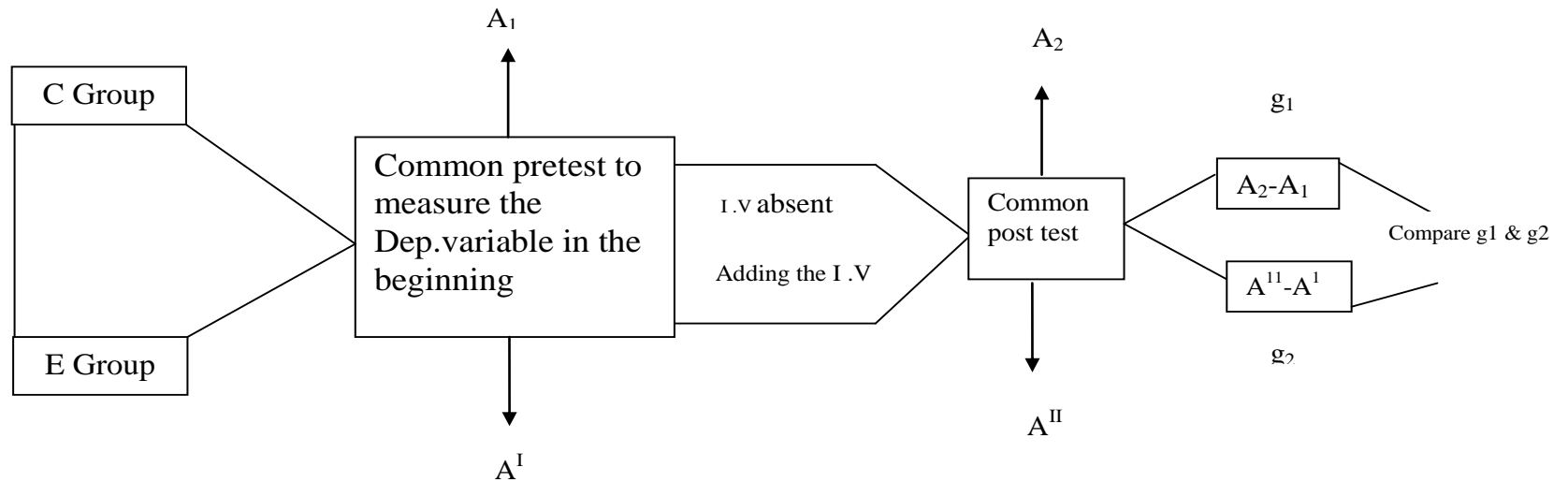
C - Control Group

E – Experimental Group

A_1 = Score of C in pretest

A_2 = Score of C in post test

A^{I}= Score of E in pretest

A^{II}= Score of E in post test

Figure 19 : Pretest - Posttest Design

The procedure of experimentation was conducted through the following steps:

Step I: Administration of pretest

'Pretests' were administered on both the experimental and control groups.

Step II: Administration of experimental treatment.

The experimental group was provided with SLM as one unit at a time.

Step III: Administration of posttest

After the treatment, i.e., after providing two weeks time to master a study skill, the post tests were administered on both the groups.

Retention Test

Retention tests in Listening skill and Reading skill were administered to the experimental group after a period of five months. The scores of the posttest and retention test of the experimental group were correlated. This was done using Pearson Product-Moment Correlation Coefficient (r).

The reliability coefficient was found out using the formula,

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2]\,[N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where,

r = Coefficient of correlation

X = Scores obtained in the first test

Y= Scores obtained in the second test

N= Total number of students

The coefficient of correlation was calculated as 0.91 in Listening skill test and 0.78 in Reading skill test. This shows that the tests have high reliability. This indicates that the students have retained the Listening skill and Reading skill, which were learned through the SLM.

The retention test was confined to the two skills only due to the time frame of the study. The performance of the students in the retention tests of Listening skill and Reading skill may lead to the assumption that, their performance in the retention tests of other seven skills would also be satisfactory.

SLM Evaluation Form for Experts

SLM Evaluation Form was prepared to gather specific opinions of experts on various aspects of SLM. The draft SLM Evaluation Form involved forty seven items. The draft was given to a few experts in education. Based on their suggestions, modifications were made and the tool was finalised. The final SLM Evaluation Form consisted of 44 (43 closed-ended items and one open-ended) items. Experts were requested to mark their responses in the format as 'Yes' or 'No'.

The dimensions which were used to form questions in SLM Evaluation Form are: Nature of the SLM, content of the SLM, structure of the SLM, provision for assessment and feedback, style of language in the SLM and guideline to use the SLM. It was administered to three subject experts with a view to validate the SLM. The dimensions were selected on the basis of the

required features of SLM as mentioned in Preparing Materials for Open, Distance and Flexible Learning (Rowntree, 1994) and Development and Revision of Self Learning Materials. (IGNOU, 2005)

Under the dimension, Nature of the SLM, the items related with easiness of the SLM to study without the help of a teacher, appropriateness of the topic of the SLM, essentiality of the selected topic and size of the SLM were included. The dimension Content of the SLM consisted of the items related with learning activities, objectives, instructions to do learning activities and 'check your progress questions', appropriateness of 'check your progress questions', appropriateness of the content of the SLM to the level of understanding, the adequacy of the content to convey the topic, examples, illustrations, the presentation of content and the systematic arrangement of the content.

The items related with list of content, the numbering of sections, the headings, the introduction, format and space for writing answers were involved in the dimension, Structure of the SLM. Under the dimension, Provision for assessment and feedback, the items related with feedback, summary, answers to 'check your progress questions', model answers to learning activities, self-assessment, learning activity questions and assessment were included. The items related with simple sentences, familiar words, simple usage, 'a teacher talking style' were included in the dimension, Style of language in the SLM. The items related with purpose and overview of the design of the unit through the guideline were incorporated in the dimension, Guideline to use the SLM.

The dimension-wise distribution of the items in SLM evaluation form for experts is given in Table 19.

Table 19

Dimension-wise Distribution of items in SLM Evaluation Form for Experts

Sl. No.	Dimensions	Serial Number of Items	Total Number of Items
1	Nature of the SLM	1-7	7
2	Content of the SLM	8-18	11
3	Structure of the SLM	19-24	6
4	Provision for assessment and feedback	25-33	9
5	Style of language in the SLM	34-39	6
6	Guideline to use the SLM	40-43	4
7	Suggestions on the SLM	44	1

SLM Evaluation Form for Experts is given as Appendix XI.

Validity

The face validity and content validity of SLM Evaluation Form were ensured. SLM Evaluation Form was prepared by considering the essential features of SLM. Hence content validity was established. SLM Evaluation Form was given to experts in education, thereby face validity was ensured.

Administration of SLM Evaluation Form

The prepared SLM on selected study skills in English and SLM Evaluation Form were given to three subject experts. Sufficient time was

given for reading SLM. Then they were requested to express their opinions in SLM Evaluation Form by putting tick mark against yes/no. There was also one open-ended item which demanded the suggestions and opinions of the experts. The SLM was finalised by using the feedback collected through the evaluation form by experts, which was then administered to the students.

Scoring of SLM Evaluation Form

In SLM Evaluation Form, the frequency of different categories of responses for each statement was found out and analysed.

Questionnaire on SLM on study skills in English for Higher Secondary Students

In order to get comprehensive feedback on various aspects of SLM from higher secondary students, a questionnaire on SLM on study skills in English was prepared. The questionnaire consisted of 45 questions (44 closed and one open ended). The students were required to mark their responses in the format 'Yes' or 'No'. They also had to write their opinions and suggestions for the open-ended question.

The dimensions which were used to form questions in the questionnaire were the same as that of SLM evaluation form for experts. Nature of the SLM, content of the SLM, structure of the SLM, provision for assessment and feedback, style of language in the SLM and guideline to use the SLM were the dimensions. The dimensions were selected on the basis of the required features of the SLM as mentioned in Preparing Materials for Open, Distance and Flexible Learning (Rowntree, 1994) and Development and Revision of Self Learning Materials. (IGNOU, 2005).

Under the dimension, Nature of the SLM, the items related with easiness of the SLM to study without the help of a teacher, appropriateness of the topic of the SLM, essentiality of the selected topic and size of the SLM were included. The dimension, Content of the SLM consisted of the items related with learning activities, objectives, instructions to do learning activities and 'check your progress questions', appropriateness of 'check your progress questions', appropriateness of the content of the SLM to the level of understanding, the adequacy of the content to convey the topic, examples, illustrations, the presentation of content and the systematic arrangement of the content.

The items related with list of content, the numbering of sections, the headings, the introduction, format and space for writing answers were involved in the dimension, Structure of the SLM. Under the dimension, Provision for assessment and feedback, the items related with feedback, summary, answers to 'check your progress questions', model answers to learning activities, self-assessment, learning activity questions and assessment were included. The items related with simple sentences, familiar words, simple usage, 'a teacher talking style' were included in the dimension, Style of language in the SLM. The items related with purpose, content and overview of the design of the unit through the guideline were incorporated in the dimension, Guideline to use the SLM.

The dimension-wise distribution of the items in the Questionnaire on SLM for Higher Secondary Students is given in Table 20.

Table 20

Dimension-wise Distribution of Items in the Questionnaire on SLM for Higher Secondary Students

Sl.No.	Dimensions	Serial Number of Items	Total Number of Items
1	Nature of the SLM	1-7	7
2	Content of the SLM	8-18	11
3	Structure of the SLM	19-24	6
4	Provision for assessment and feedback	25-33	9
5	Style of language in the SLM	34-39	6
6	Guideline to use the SLM	40-44	5
7	Suggestions on the SLM	45	1

A copy of Questionnaire on SLM on Study skills in English for Higher Secondary Students is given as Appendix XIII.

Validity

Questionnaire on SLM was prepared based on the required characteristics of SLM. Hence content validity was ensured. Questionnaire on SLM was given to experts to ensure face validity.

Administration of the questionnaire on SLM

After the administration of the SLM, the questionnaire on SLM on study skills in English for higher secondary students was given to the experimental

group of higher secondary students. The higher secondary students were asked to express their opinions by putting tick mark against yes/no.

Scoring of the questionnaire

The frequency of the responses for each statement in the questionnaire was found out and analysed. Percentage analysis was used for analysis.

Sample for the Study

"A population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals. A sample is a small proportion of the population that is selected for observation and analysis" (Best and Kahn, 2011).

In the study, population considered was higher secondary students. The sample for need analysis survey comprised of 385 higher secondary students in Malappuram district who were selected using stratified random sampling technique. Type of institution (government and aided), gender (male and female) and stream of study (Science, Commerce and Humanities) were the strata identified.

The researcher used purposive sampling technique in the validation phase of the study. "In purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs" (Cohen, Manion and Morrison, 2008)

Sample was selected from IUHSS, Parappur, an Aided Higher Secondary School in Malappuram district. Two intact divisions of standard XI were selected as the sample. Forty students who were willing to study SLM and take tests of one division were considered as experimental group and the other division comprising forty students was considered as control group, so as to get a sample of eighty higher secondary students.

Although forty students were taken as sample in experimental and control groups, the number of students who appeared in each study skill test was different, due to the absence of certain students on the scheduled days of the tests. Hence, the number of students who appeared for respective tests was considered as the final sample. Table 21 summarises the number of students who appeared for different study skill tests.

Table 21

Sample of students for different study skill tests

Sl.No	Study skill	Sample of students in experimental group	Sample of students in control group
1	Listening skill	34	34
2	Reading skill	34	34
3	Writing skill	36	36
4	Reporting skill	33	33
5	Paragraphing skill	37	37
6	Note-taking skill	37	37
7	Note-making skill	31	31
8	Information transfer skill	38	38
9	Summarising	33	33

Sample for questionnaire on SLM

Sample for questionnaire on SLM consisted of forty higher secondary students in the experimental group of the study. The experimental group alone was selected because, the SLM was given to that group only.

Sample of experts

Several experts were consulted during the process of research, but only three of them were willing to evaluate the SLM. Hence, the SLM and its evaluation form were given to three experts in English. List of experts is given as Appendix XII.

Statistical techniques employed

The following statistical techniques were adopted for analysing the data:

- Computation of statistical indices like Percentage, Mean and Standard Deviation.

Percentage analysis was used for the analysis of data obtained through need analysis survey, Standard Deviation (SD) was calculated by using the formula

$$\sigma = \sqrt{\frac{\Sigma X^2}{N}} \qquad \text{(Garret, 1966)}$$

Arithmetic Mean was calculated by using the formula

$$\overline{X} = \frac{\Sigma X}{N} \text{ (Ferguson, 1976)}$$

- Test of significance of difference between means.

Test of significance of difference between means was used to compare the relevant variables between the experimental and control groups. It was used in order to study the existence of any significant difference between the experimental and control groups in terms of the mean of gain scores of the selected nine study skills in English.

Since the sample was large and independent, the following formula suggested by Garret (1966) was used.

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{\sigma_1^2}{N_1} + \dfrac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Mean of experimental group

M_2 = Mean of control group

σ_1 = Standard deviation of experimental group

σ_2 = Standard deviation of control group

N_1 = Number of students in experimental group

N_2 = Number of students in control group

- Thematic Analysis

Thematic analysis was used for analysis of qualitative data obtained through SLM Evaluation Form for experts and the questionnaire on SLM for higher secondary students. The themes for analysis were derived from the characteristics of the SLM. The themes for analysis were Nature of the SLM, Content of the SLM, Structure of the SLM, Provision for assessment and

feedback, Style of language used in the SLM and Guideline to use the SLM. Verbal descriptions of data under each theme were adopted for analysis of qualitative data.

CHAPTER IV

ANALYSIS

❖   *Analysis of Data*

ANALYSIS AND INTERPRETATION

In order to obtain usable and useful information, analysis of data is inevitable. The analysis serves the following purposes, such as it;

- Describes and summarises the data
- Identifies relationships between variables
- Compares variables
- Identifies the difference between variables
- Forecasts outcomes.

The major purpose of the present study was to develop SLM on selected study skills in English and its validation. As an initial step to this, a need analysis survey (N=385) was conducted to identify the study skills required of higher secondary students. Experimental method was used for validation of SLM. 'Pretest- posttest Non-equivalent group' design was employed in the study in which SLM was given to the experimental group (N=40) and the control group (N=40) was not given any treatment.

Subject experts (N=3) validated the SLM using SLM Evaluation Form. Response of higher secondary students (N=40) on the SLM was also collected through a questionnaire. The method used in the study was document analysis. Document analysis method was used to identify the required study skills in English and the necessary content for the development of SLM for higher secondary students. The tools employed in the study were study skill tests, SLM Evaluation Form and questionnaire .The data collected through

these tools were analysed using suitable statistical techniques. Analysis of data obtained through various tools were organized as below:

- Analysis of data obtained through 'Questionnaire on study skills in English for higher secondary students' (Need analysis survey)
- Analysis of data obtained through 'Study skill tests'
- Preliminary analysis
- Major analysis
- Analysis of data obtained through 'SLM Evaluation Form' for experts
- Analysis of data obtained through 'Questionnaire on SLM on Study Skill in English for higher secondary students'

Analysis of data obtained through Questionnaire on study skills in English for higher secondary students (Need analysis survey)

Percentage analysis was employed for analysis. The number and percentage of students who need the study skill are given in table 22.

Table 22

Need of study skills among higher secondary students

Sl.No.	Study Skill	No. of students who need the study skill(N=385)	Percentage of students who need the study skill
1	Summarising skill	315	81.82%
2	Reading skill	300	77.92%
3	Reference skill	290	75.32%
4	Information transfer skill	242	62.86%
5	Note-making skill	240	62.34%
6	Note-taking skill	235	61.04%
7	Paragraphing skill	188	48.83%
8	Reporting skill	176	45.71%
9	Writing skill	130	33.77%

Table 22 shows that more than fifty percentage of students are in need of six study skills. The study skills are: Summarising skill, reading skill, reference skill, information transfer skill, note-making skill and note-taking skill. (The details of the selection of nine study skills for preparing SLM were given in Methodology chapter).

Analysis of data obtained through Study skill tests

Preliminary analysis

Preliminary Analysis of Pretest scores

Pretest scores of nine study skills in English were found out for both experimental and control groups before giving SLM. The distribution of pretest score was studied for its normality. The basic statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the score distribution for nine study skills in English were calculated.

Table 23 represents the basic descriptive statistics for the pretest scores of Listening skill in English for experimental and control groups.

Table 23

Data and Results of Descriptive Statistics for the pretest scores of listening skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Listening skill in English	Experimental	8.368	8.25	7.5	2.203	-0.211	-0.971
	Control	8.824	8.75	8	2.531	0.441	0.500

Discussion

It is evident from table 23 that the distribution of the pretest scores of Listening skill in English for experimental and control groups follows approximate normality.

Table 24 represents the basic descriptive statistics for the pretest scores of Reading skill in English for experimental and control groups.

Table 24

Data and Results of Descriptive Statistics for the pretest scores of Reading skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Reading skill in English	Experimental	12.176	13	14	2.181	-0.762	-0.725
	Control	9.618	10	8	2.269	-0.419	-0.225

Discussion

It is clear from table 24 that the distribution of the pretest scores of Reading skill in English for experimental and control groups follows approximate normality.

Table 25 represents the basic descriptive statistics for the pretest scores of Writing skill in English for experimental and control groups.

Table 25

Data and Results of Descriptive Statistics for the pretest scores of Writing skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Writing skill in English	Experimental	6.521	6.5	4.5	2.191	0.166	-1.225
	Control	6.222	6.375	7.25	1.982	0.356	0.175

Discussion

It is clear from table 25 that the distribution of the pretest scores of Writing skill in English for the experimental and control groups follows approximate normality.

Table 26 represents the basic descriptive statistics for the pretest scores of Reporting skill in English for experimental and control groups.

Table 26

Data and Results of Descriptive Statistics for the pretest scores of Reporting skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Reporting skill in English	Experimental	5.833	5.25	3.75	2.569	1.124	0.582
	Control	3.924	3.75	2	1.747	0.665	0.187

Discussion

It is clear from table 26 that the distribution of the pretest scores of Reporting skill in English for experimental and control groups follows approximate normality.

Table 27 represents the basic descriptive statistics for the pretest scores of Paragraphing skill in English for experimental and control groups.

Table 27

Data and Results of Descriptive Statistics for the pretest scores of Paragraphing skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Paragraphing skill in English	Experimental	7.662	7.75	4.25	2.409	0.696	0.712
	Control	7.851	7.75	7	2.270	0.0003	-0.319

Discussion

It is clear from table 27 that the distribution of the pretest scores of Paragraphing skill in English for experimental and control groups follows approximate normality.

Table 28 represents the basic descriptive statistics for the pretest scores of Note-taking skill in English for experimental and control groups.

Table 28

Data and Results of Descriptive Statistics for the pretest scores of Note-taking skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Note-taking skill in English	Experimental	3.838	4	4	1.424	-0.697	-0.294
	Control	4.729	4.5	4	1.718	0.979	1.608

Discussion

It is clear from table 28 that the distribution of the pretest scores of Note-taking skill in English for experimental and control groups follows approximate normality.

Table 29 represents the basic descriptive statistics for the pretest scores of Note-making skill in English for experimental and control groups.

Table 29

Data and Results of Descriptive Statistics for the pretest scores of Note-making skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Note-making skill in English	Experimental	2.645	2.5	2.5	1.427	0.394	-0.112
	Control	5.677	6	5	2.116	-0.527	0.655

Discussion

It is clear from table 29 that the distribution of the pretest scores of Note-making skill in English for the experimental and control groups follows approximate normality.

Table 30 represents the basic descriptive statistics for the pretest scores of Information transfer skill in English for experimental and control groups.

Table 30

Data and Results of Descriptive Statistics for the pretest scores of Information transfer skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Information transfer skill in English	Experimental	7.408	8	8	3.696	-0.196	-0.956
	Control	10.118	10	11.5	2.142	0.353	-0.574

Discussion

It is clear from table 30 that the distribution of the pretest scores of Information transfer skill in English for the experimental and control groups follows approximate normality.

Table 31 represents the basic descriptive statistics for the pretest scores of Summarising skill in English for experimental and control groups.

Table 31

Data and Results of Descriptive Statistics for the pretest scores of Summarising skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Summarising skill in English	Experimental	6.508	6	4.25	2.848	0.217	-0.893
	Control	5.667	5.25	3.5	2.388	0.486	-0.739

Discussion

It is clear from table 31 that the distribution of the pretest scores of Summarising skill in English for the experimental and control groups follows approximate normality.

Preliminary Analysis of Posttest scores

Posttest scores of nine study skills in English were found out for both experimental and control groups. The distribution of posttest score was studied for its normality. The basic statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the score distribution for nine study skills in English were calculated.

Table 32 represents the basic descriptive statistics for the posttest scores of Listening skill in English for experimental and control groups.

Table 32

Data and Results of Descriptive Statistics for the posttest scores of Listening skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Listening skill in English	Experimental	10.426	10.25	12	2.260	-0.028	-1.106
	Control	13.544	13.5	12.5	2.548	-0.202	-0.266

Discussion

It is evident from table 32 that the distribution of the posttest scores of Listening skill in English for the experimental and control groups follows approximate normality.

Table 33 represents the basic descriptive statistics for the posttest scores of Reading skill in English for experimental and control groups.

Table 33

Data and Results of Descriptive Statistics for the posttest scores of Reading skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Reading skill in English	Experimental	14.441	14	14	2.003	-0.485	-0.490
	Control	9.118	9.5	12	2.931	-0.659	-0.079

Discussion

It is evident from table 33 that the distribution of the posttest scores of Reading skill in English for the experimental and control groups follows approximate normality.

Table 34 represents the basic descriptive statistics for the posttest scores of Writing skill in English for experimental and control groups.

Table 34

Data and Results of Descriptive Statistics for the posttest scores of Writing skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Writing skill in English	Experimental	8.375	8.25	8.25	2.596	0.223	-0.582
	Control	7.063	7.125	7.5	1.977	0.566	1.185

Discussion

It is evident from table 34 that the distribution of the posttest scores of Writing skill in English for the experimental and control groups follows approximate normality.

Table 35 represents the basic descriptive statistics for the posttest scores of Reporting skill in English for experimental and control groups.

Table 35

Data and Results of Descriptive Statistics for the posttest scores of Reporting skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Reporting skill in English	Experimental	8.311	8	5.75	3.079	0.228	-1.165
	Control	4.803	4.75	7.5	2.211	0.195	-1.185

Discussion

It is evident from table 35 that the distribution of the posttest scores of Reporting skill in English for the experimental and control groups follows approximate normality.

Table 36 represents the basic descriptive statistics for the posttest scores of Paragraphing skill in English for experimental and control groups.

Table 36

Data and Results of Descriptive Statistics for the posttest scores of Paragraphing skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Paragraphing skill in English	Experimental	10.277	10.25	10.25	2.296	0.008	-0.979
	Control	7.074	6.75	6.75	1.892	0.044	-0.179

Discussion

It is evident from table 36 that the distribution of the posttest scores of Paragraphing skill in English for the experimental and control groups follows approximate normality.

Table 37 represents the basic descriptive statistics for the posttest scores of Note-taking skill in English for experimental and control groups.

Table 37

Data and Results of Descriptive Statistics for the posttest scores of Note-taking skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Note-taking skill in English	Experimental	7.541	7.5	7.5	2.509	0.076	-0.599
	Control	3.77	4	4	1.299	-0.495	0.778

Discussion

It is evident from table 37 that the distribution of the posttest scores of Note-taking skill in English for the experimental and control groups follows approximate normality.

Table 38 represents the basic descriptive statistics for the posttest scores of Note-making skill in English for experimental and control groups.

Table 38

Data and Results of Descriptive Statistics for the posttest scores of Note-making skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Note-making skill in English	Experimental	5.694	5.5	3	3.007	0.834	-0.159
	Control	5.694	6	5	2.581	-0.267	0.139

Discussion

It is evident from table 38 that the distribution of the posttest scores of Note-making skill in English for the experimental and control groups follows approximate normality.

Table 39 represents the basic descriptive statistics for the posttest scores of Information transfer skill in English for experimental and control groups.

Table 39

Data and Results of Descriptive Statistics for the posttest scores of Information transfer skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Information transfer skill in English	Experimental	9.461	9.25	6	3.092	0.433	-0.955
	Control	10.447	10.75	11	2.111	-0.568	0.129

Discussion

It is evident from table 39 that the distribution of the posttest scores of Information transfer skill in English for the experimental and control groups follows approximate normality.

Table 40 represents the basic descriptive statistics for the posttest scores of Summarising skill in English for experimental and control groups.

Table 40

Data and Results of Descriptive Statistics for the posttest scores of Summarising skill in English for experimental and control groups

Dependent variable	Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Summarising skill in English	Experimental	9.886	11	8.75	2.932	-0.435	-0.458
	Control	6.174	6.5	8.5	2.380	-0.349	-0.956

Discussion

It is evident from table 40 that the distribution of the posttest scores of Summarising skill in English for the experimental and control groups follows approximate normality.

Major analysis

The statistical technique, test of significance of difference between means was used in the present study. Test of significance of difference between means was used for comparing between experimental and control groups on mean gain scores.

Comparison of mean gain scores on Listening skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the experimental and control groups in terms of the mean of gain scores of Listening skill in English.

The mean and standard deviation of the gain scores of Listening skill in English were subjected to test of significance of difference between means. Data and results of the t-test are given in table 41.

Table 41

Test of significance of difference between means of gain scores on Listening Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
	M_1	N_1	SD_1	M_2	N_2	SD_2	6.018*	0.01
Listening skill in English	4.721	34	1.970	2.059	34	1.664		

$p < 0.01$

Table 41 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Listening skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 20.

Figure 20: Comparison of mean gain scores on Listening skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Listening Skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experiment group obtained high mean of gain scores of Listening skill in English.

Comparison of mean gain scores on Reading skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Reading skill in English.

The mean and standard deviation of the gain scores of Reading skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 42.

Table 42

Test of significance of difference between means of gain scores on Reading Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
Reading skill in English	M_1 2.265	N_1 34	SD_1 1.543	M_2 -.500	N_2 34	SD_2 2.967	4.820*	0.01

$p < 0.01$

Table 42 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Reading skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 21.

Figure 21: Comparison of mean gain scores on Reading skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Reading skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experimental group obtained high mean of gain scores of Reading skill in English.

Comparison of mean gain scores on Writing skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Writing skill in English.

The mean and standard deviation of the gain scores of Writing skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 43.

Table 43

*Test of significance of difference between means of gain scores on Writing Skill in Englis*h

Variable	Experimental Group			Control Group			t-value	Level of significance
Writing skill in English	M_1	N_1	SD_1	M_2	N_2	SD_2	3.440*	0.01
	1.854	36	1.188	.840	36	1.309		

$p < 0.01$

Table 43 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Writing skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 22.

Figure 22: Comparison of mean gain scores on Writing skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Writing skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experimental group obtained high mean of gain scores of Writing skill in English.

Comparison of mean gain scores on Reporting skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Reporting skill in English.

The mean and standard deviation of the gain scores of Reporting skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 44.

Table 44

Test of significance of difference between means of gain scores on Reporting Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
Reporting skill in English	M_1 2.477	N_1 33	SD_1 1.790	M_2 .879	N_2 33	SD_2 2.104	3.324*	0.01

$p < 0.01$

Table 44 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Reporting skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 23.

Figure 23: Comparison of mean gain scores on Reporting skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Reporting skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experimental group obtained high mean of gain scores of Reporting skill in English.

Comparison of mean gain scores on Paragraphing skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Paragraphing skill in English.

The mean and standard deviation of the gain scores of Paragraphing skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 45.

Table 45

Test of significance of difference between means of gain scores of Paragraphing Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
Paragraphing skill in English	M_1 2.615	N_1 37	SD_1 1.823	M_2 -.777	N_2 37	SD_2 1.546	8.629*	0.01

$p < 0.01$

Table 42 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Paragraphing skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 24.

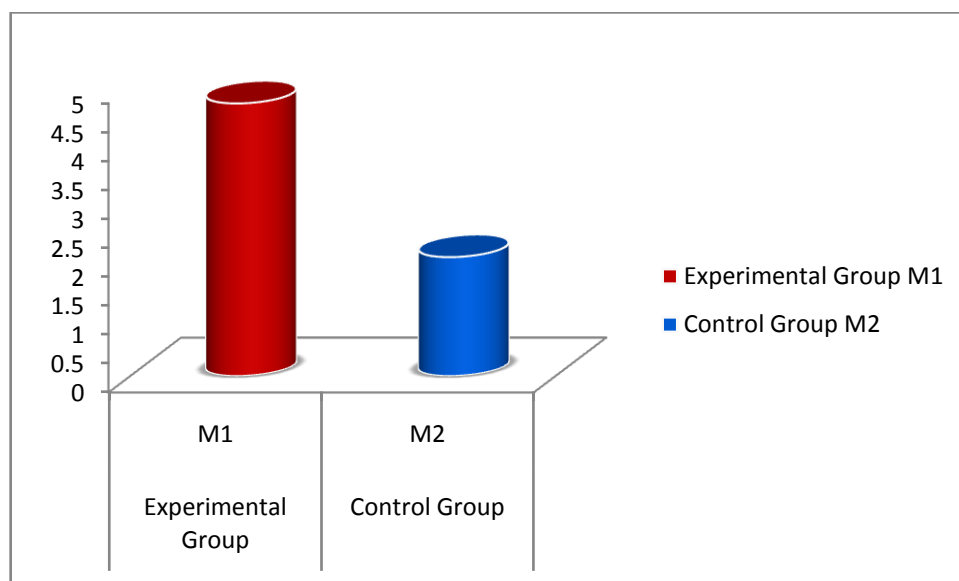*Figure 24:* Comparison of mean gain scores on Paragraphing skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Paragraphing skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experiment group obtained high mean of gain scores of Paragraphing skill in English.

Comparison of mean gain scores on Note-taking skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Note-taking skill in English.

The mean and standard deviation of the gain scores of Note-taking skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 46.

Table 46

Test of significance of difference between means of gain scores on Note-taking Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
Note-taking skill in English	M_1 3.703	N_1 37	SD_1 2.417	M_2 -.959	N_2 37	SD_2 1.737	9.528	0.01

Table 46 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Note-taking skill in English. Mean gain score of experimental group is greater than that of control group.
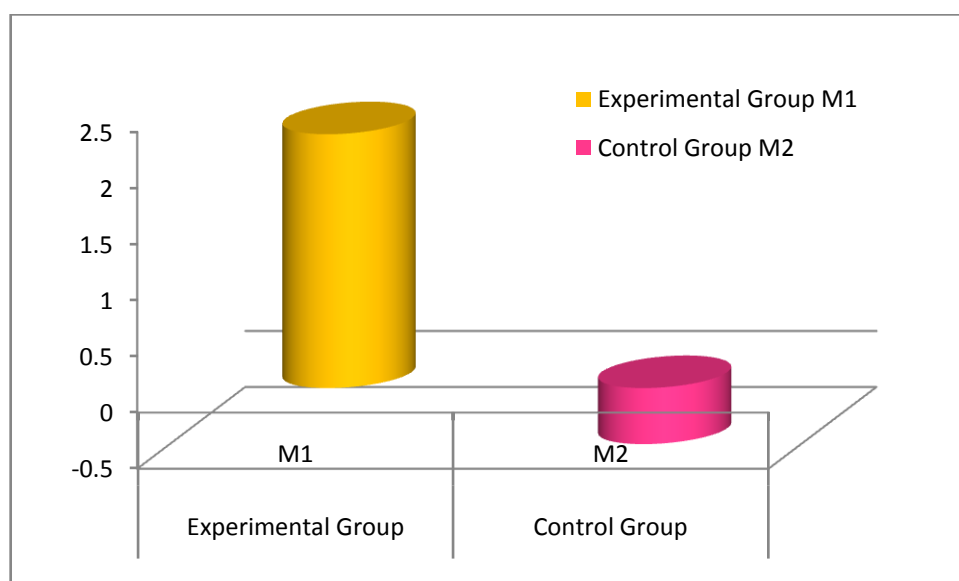
The results are represented in Figure 25.

Figure 25: Comparison of mean gain scores on Note-taking skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Note-taking skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experiment group obtained high mean of gain scores of Note-taking skill in English.

Comparison of mean gain scores on Note-making skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Note-making skill in English.

The mean and standard deviation of the gain scores of Note-making skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 47.

Table 47

Test of significance of difference between means of gain scores on Note-making Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
Note-making skill in English	M_1 3.048	N_1 31	SD_1 2.177	M_2 .0161	N_2 31	SD_2 1.666	6.159*	0.01

$p < 0.01$

Table 47 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Note-making skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 26.
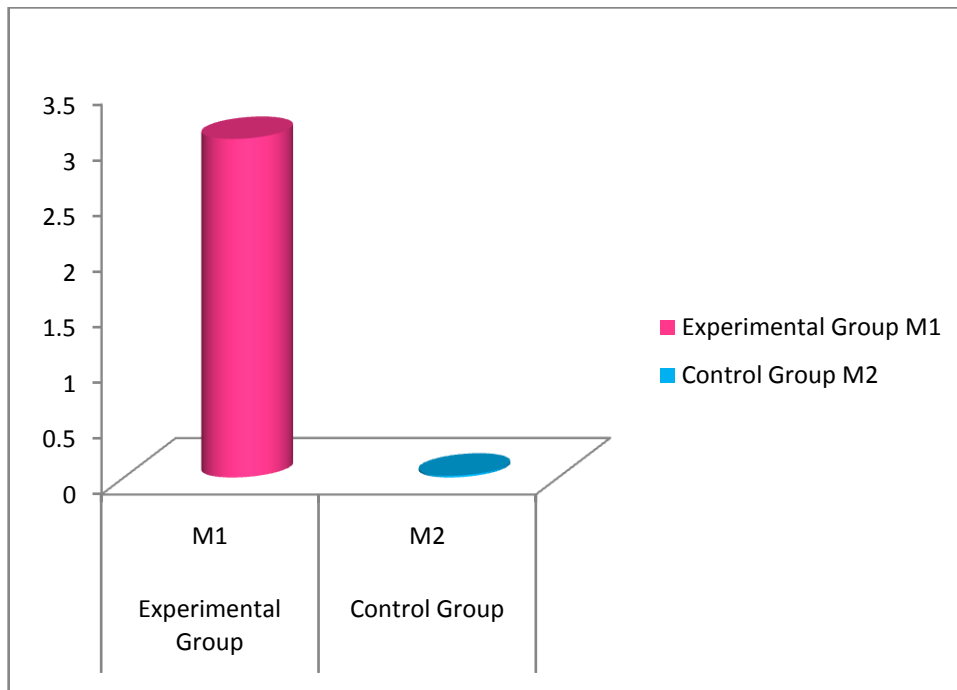
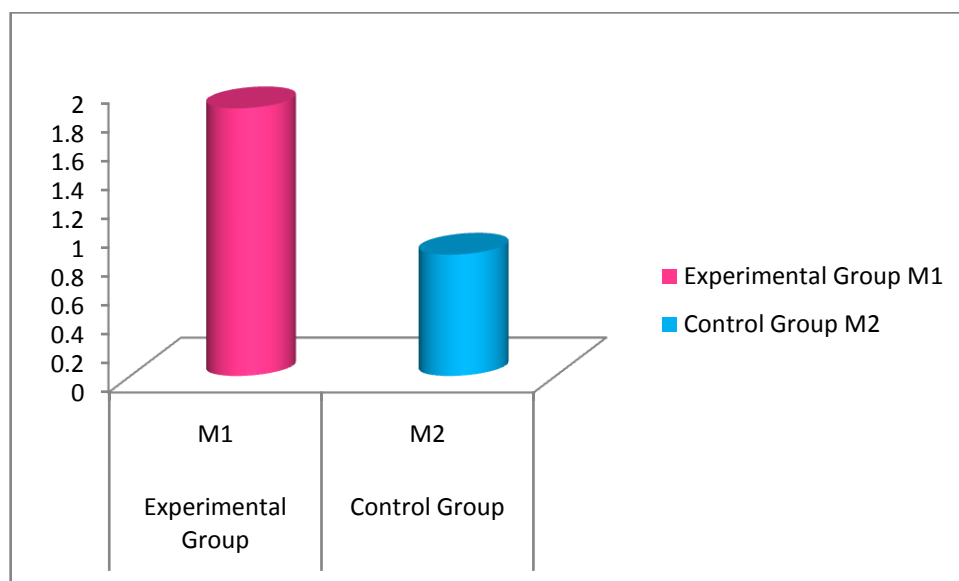*Figure 26:* Comparison of mean gain scores on Note-making skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Note-making skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experiment group obtained high mean of gain scores of Note-making skill in English.

Comparison of mean gain scores on Information transfer skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the experimental and control groups in terms of the mean of gain scores of Information transfer skill in English.

The mean and standard deviation of the gain scores of Information transfer skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 48.

Table 48

Test of significance of difference between means of gain scores on Information transfer Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
Information transfer skill in English	M_1 2.053	N_1 38	SD_1 1.408	M_2 .329	N_2 38	SD_2 1.587	5.008*	0.01

$p < 0.01$

Table 48 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Information transfer skill in English. Mean gain score of experimental group is greater than that of control group

The results are represented in Figure 27.
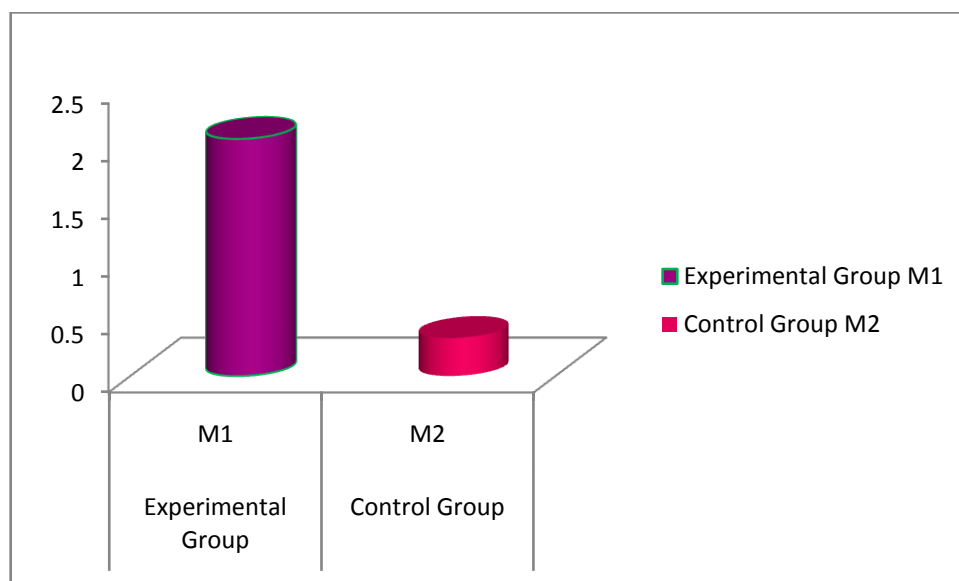
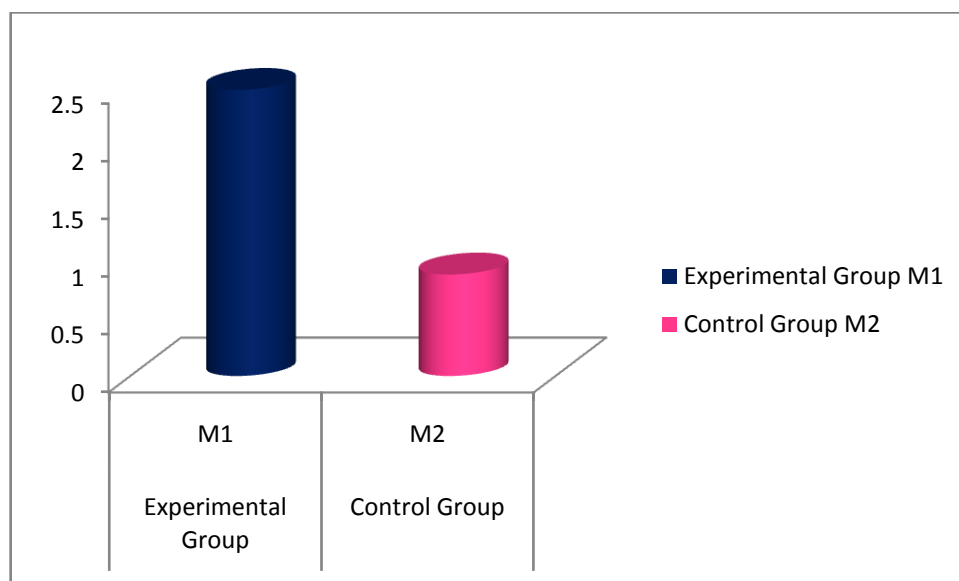*Figure 27:* Comparison of mean gain scores on Information transfer skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Information transfer skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experiment group obtained high mean of gain scores of Information transfer skill in English.

Comparison of mean gain scores on Summarising skill in English between Experimental and Control groups

Test of significance of difference between means was used. It was used in order to study the existence of any significant difference between the

experimental and control groups in terms of the mean of gain scores of Summarising skill in English.

The mean and standard deviation of the gain scores of Summarising skill in English were subjected to test of significance of difference between means.

Data and results of the t-test are given in table 49.

Table 49

Test of significance of difference between means of gain scores on Summarising Skill in English

Variable	Experimental Group			Control Group			t-value	Level of significance
	M_1	N_1	SD_1	M_2	N_2	SD_2		0.01
Summarising skill in English	3.379	33	1.952	.508	33	1.933	6.005*	

$p < 0.01$

Table 49 reveals that the obtained t-value is above the limit set for 0.01 level of significance. So it shows that there exists significant difference in the mean gain scores of experimental and control groups on Summarising skill in English. Mean gain score of experimental group is greater than that of control group.

The results are represented in Figure 27.

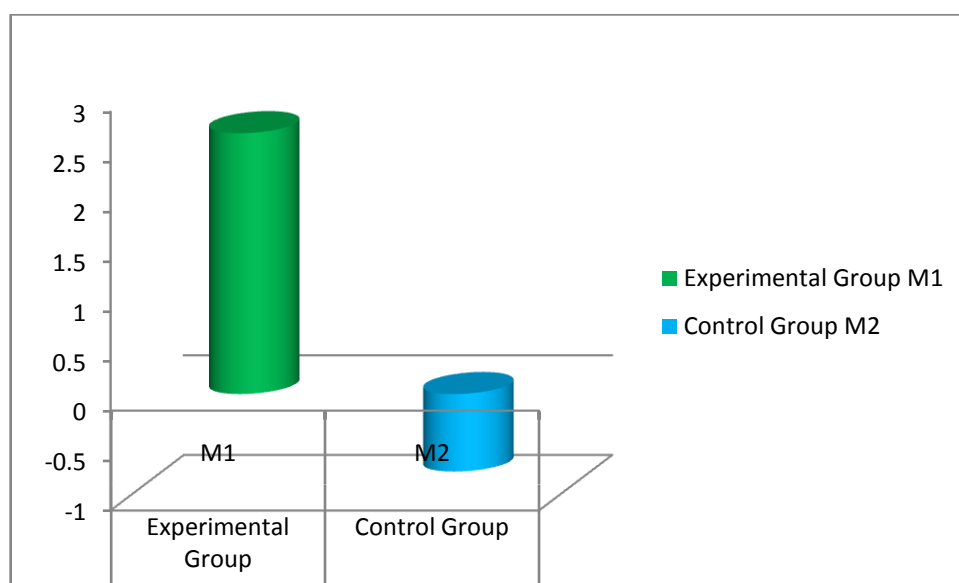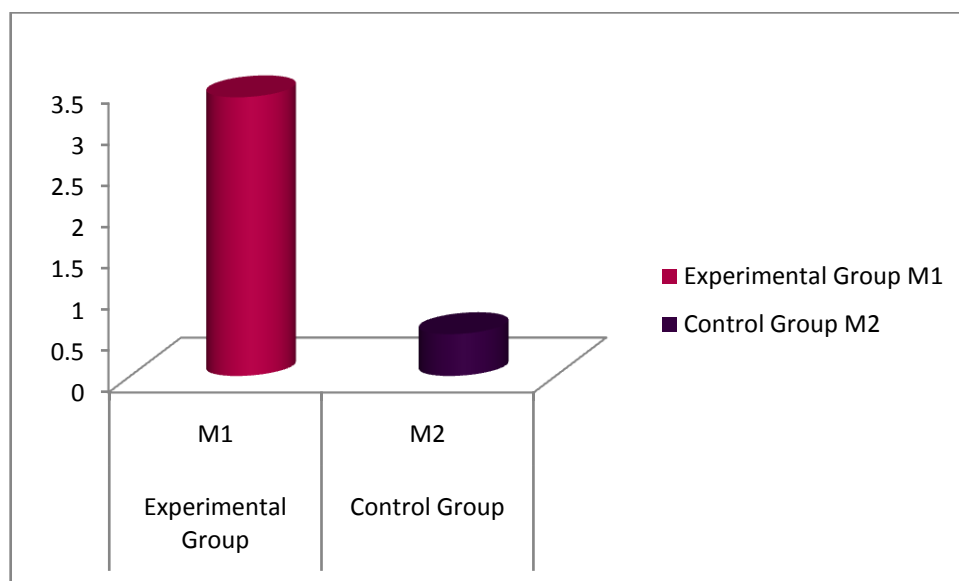*Figure 28:* Comparison of mean gain scores on Summarising skill in English between Experimental and Control group

Discussion

It is found that there exists significant difference in the mean gain scores of experimental and control groups on Summarising skill in English.

Significant t-value is showed in this comparison. It reveals the superiority of experimental group over control group as the experiment group obtained high mean of gain scores of Summarising skill in English.

Analysis of data obtained through Retention tests

Retention tests were conducted in Listening skill and Reading skill for experimental group. Mean of the posttest scores and retention scores of Listening skill test and Pearson Correlation Coefficient are given in table 50.

Table 50

Coefficient of Correlation for retention test in Listening skill

Variable	Experimental group (Posttest)		Experimental group (Retention test)		Pearson's coefficient of correlation
Listening skill in English	M_1 10.426	N_1 34	M_1 10.603	N_1 34	0.91

Mean of the posttest scores and retention scores of Reading skill test and Pearson Correlation Coefficient are given in table 51.

Table 51

Coefficient of Correlation for retention test in Reading skill

Variable	Experimental group (Posttest)		Experimental group (Retention test)		Pearson's coefficient of correlation
Reading skill in English	M_1 14.441	N_1 34	M_1 14.529	N_1 34	0.78

Discussion

Pearson Correlation coefficient for retention tests in Listening skill test and Reading skill test are 0.91 and 0.78 respectively. This indicates that the tests are highly reliable and the students have retained what they had learned using the SLM on the respective skills.

Analysis of data obtained through SLM Evaluation Form for experts

This part of analysis is concerned with the responses of three experts on SLM on study skills in English.

Table 52 shows the response of the experts towards the SLM on study skills in English in terms of nature of the SLM.

Table 52

Response of experts towards Nature of the SLM

Sl. No.	Items in Nature of SLM	Yes	No
1.	Easy to study without the help of a teacher	2	1
2.	Simple to learn for higher secondary students	3	0
3.	'Study skills' is the appropriate topic	2	1
4.	The selected study skills are essential	3	0
5.	The size of the SLM is adequate	3	0
6.	The SLM contains all the required information	2	1
7.	Need of additional material to learn the study skills	2	1

Table 52 shows different aspects of the nature of the SLM: The SLM is easy to study without a teacher (2), simple to learn (3), having appropriate topics (2), and the topics are essential (3), in adequate size (3), providing required information (2), and additional material on study skills demanded (2).

The responses of the experts revealed that the SLM was simple with adequate size and the selected study skills were essential.

Table 53 gives the response of the experts towards content of the SLM.

Table 53

Response of Experts towards Content of the SLM

Sl. No.	Items in Content of SLM	Yes	No
1.	The learning activities refresh previous knowledge	2	1
2.	The objectives help to understand about the things to learn	3	0
3.	Necessary instruction to do learning activities.	3	0
4.	The instructions to do 'check your progress questions' are adequate	3	0
5.	'Check your progress questions' are appropriate to the topic	3	0
6.	The content of the SLM is appropriate to the understanding level of the students	2	1
7.	The content is adequate to convey the topic	3	0
8.	The examples are useful for understanding the ideas	2	1
9.	Adequate illustrations are given in the SLM	2	1
10.	The presentation of content in small steps helps easy understanding	2	1
11.	The content follows systematic arrangement	3	0

Table 53 shows different aspects of the content of the SLM: The learning activities in SLM refresh previous knowledge(2),objectives help to understand about the things to learn(3), necessary instruction to do learning activities(3), the instructions to do 'check your progress questions' are adequate(3), and 'check your progress questions' are appropriate to the topic (3), the content of SLM is appropriate to the understanding level of the students (2), the content is adequate to convey the topic (3), the examples are useful for understanding the ideas (2), adequate illustrations are given in the

SLM (2), the presentation of content in small steps helps easy understanding (2) and the content follows systematic arrangement (3).

The responses of the experts revealed that content of the SLM was appropriate in terms of objectives, instructions, 'check your progress questions' and systematic arrangement.

Table 54 represents the response of the experts towards structure of the SLM.

Table 54

Response of experts towards Structure of the SLM

Sl. No.	Items in Structure of SLM	Yes	No
1.	The list of content gives an overall picture of the topic in the SLM	3	0
2.	The numbering of sections is helpful to go to the required part	3	0
3.	The headings guide to the proper part of the SLM	3	0
4.	The introduction leads to the concerned section of the SLM	3	0
5.	A common format is followed in the SLM	3	0
6.	Enough space is there for writing answers in the SLM	3	0

Table 54 shows different aspects of the structure of SLM. The list of content gives an overall picture of the topic in the SLM (3), the numbering of sections is helpful to go to the required part (3), the headings guide to the proper part of the SLM (3), the introduction leads to the concerned section of the SLM (3), a common format is followed in the SLM (3), and enough space is there for writing answers in the SLM (3).

The response of the experts revealed that the structure of the SLM was suitable in terms of the list of content, the numbering of sections, the headings, the introduction, a common format, and space for writing answers.

Table 55 represents the response of the experts towards provision for assessment and feedback in the SLM.

Table 55

Response of experts towards Provision for assessment and feedback in the SLM

Sl. No.	Items in Provision for assessment and feedback	Yes	No
1.	Adequate feedback for response	2	1
2.	The summary is helpful to review the learned ideas	3	0
3.	The SLM is presented in an interesting way	2	1
4.	'Check your progress questions' are appropriate.	2	1
5.	Answers to 'check your progress questions' are helpful	3	0
6.	The answers to learning activities are appropriate	2	1
7.	'Check your progress questions' in the SLM are adequate	2	1
8.	The learning activity questions are adequate to remember existing knowledge	1	2
9.	Assessment is properly utilized in the SLM	2	1

Table 55 shows different aspects of provision for assessment and feedback in the SLM: Adequate feedback for response (2), summary is helpful to review the learned ideas (3), interesting way of presentation (2), appropriate 'check your progress questions' (2), answers to 'check your

progress questions' are helpful (3), appropriate answers to learning activities (2), adequate 'check your progress questions'(2), the learning activity questions are adequate to remember existing knowledge(1) and properly utilized assessment (2).

The responses of the experts revealed that there was enough provision for assessment and feedback in terms of summary, 'check your progress questions' and their answers and for adequate and appropriate learning activities.

Table 56 represents the response of the experts towards style of language in the SLM.

Table 56

Response of experts towards Style of Language in the SLM

Sl. No.	Style of Language in SLM	Yes	No
1.	The SLM contains simple sentences	2	1
2.	Familiar words are used in the SLM	2	1
3.	The SLM contains simple usages	3	0
4.	'A teacher talking style' is there in the SLM	3	0
5.	The language used in the SLM is easy to follow	3	0
6.	The language is used in the SLM in an interesting way	2	1

Table 56 shows different aspects of style of language used in the SLM: Self learning materials contain simple sentences (2), familiar words (2), simple usages (3), 'a teacher talking style'(3), easy language(3) and interesting language(2).

The response of the experts revealed that the language used in the SLM was easy, simple and interesting.

Table 57 represents the response of the experts towards guideline to the SLM.

Table 57

Response of Experts towards Guideline to use the SLM

Sl. No.	Items in Guideline to use the SLM	Yes	No
1.	The purpose of the SLM is understood from the guideline	3	0
2.	An idea about the content of the SLM is obtained from the guideline	2	1
3.	An overview of the design of the unit is got by reading the guideline	3	0
4.	An idea about how to learn using the SLM is got after reading the guideline	2	1

Table 57 shows different aspects of guideline to use the SLM. The purpose of the SLM(3), content of the SLM (2), an overview of the design of the unit (3), and an idea about how to learn using the SLM (2) are obtained after reading the guideline.

The responses of the experts revealed that the guideline to SLM was useful for the students to get an overview of the SLM.

One of the experts put forward the following suggestions to improve the SLM on study skills in English.

- The language is so simple, it shall be more complex.

- Avoid excessive repetition of words like 'then', as seen in some passages. Unnecessary repetition of ideas may also be avoided.

- Add more examples at the places, where it required.

- On the whole, the material is up to the mark and could be pretty useful to the higher secondary students.

Discussion

Three experts in English evaluated the SLM thoroughly using the evaluation form and provided valuable feedback. SLM Evaluation Form on SLM on study skills in English for experts comprises the following dimensions: Nature of the SLM, content of the SLM, structure of the SLM, provision for assessment and feedback, style of language in the SLM and guideline to use the SLM.

Under the dimension, Nature of the SLM, aspects related with easy to study without the help of a teacher, simple to learn, study skills as appropriate and essential, size of the SLM, SLM containing all the required information and need of additional material to learn the study skills are involved. Under the dimension, Nature of the SLM, two experts responded that SLM was found easy to study without the help of a teacher. According to one expert, a teacher's help was needed to study the SLM. It may be due to the reason that explanation may not be sufficient in some places in the SLM. For all the experts, SLM was simple to learn for higher secondary students and the selected study skills were essential.

The size of the SLM was adequate in the opinion of all the experts. In the opinion of one expert, SLM didn't include all the required information.

Addition of more related information of the topic may be expected. According to one expert, there was a need of additional material to learn the study skills. It may be due to the reason that additional material with more detailed description and learning activities may be expected.

Under the dimension, Content of the SLM, aspects related with the learning activities, objectives, check your progress questions, appropriateness, adequacy and presentation of the content, examples and illustrations are included. Under the dimension, Content of the SLM, the following things are to be discussed. For two experts, the learning activities in the SLM were helpful to refresh their previous knowledge. For an expert, previous knowledge was not adequately refreshed by the learning activities. It may be due to the reason that a difficulty to make a link between previous knowledge and learning activities may be found out. For all the experts, the objectives in each unit helped to understand about the content to be learned. For all the experts, the instructions to do learning activities and 'check your progress questions' were adequate. 'Check your progress questions' were appropriate to the topic in the opinion of all the experts.

For all experts, the content was adequate to convey the topic. For two experts, the examples were useful for understanding the ideas. An expert opined that adequate illustrations were not given in the SLM. Sometimes the need for more illustrations may be felt. For two experts, the presentation of content in small steps helped easy understanding. All the experts opined that the content followed systematic arrangement.

The aspects related with the list of content, the numbering of sections, the headings, the introduction, format and space for writing answers come under the dimension, Structure of the SLM. In the dimension, Structure of the SLM, experts' responses pointed out that the structure of SLM was suitable in terms of the list of content, the numbering of sections, the headings, a common format, and space for writing answers. For all the experts, the list of content gave an overall picture of the topic in the SLM. According to the experts, the numbering of sections was useful to go to the required part. All the experts were of the opinion that the headings guided to the proper part of the SLM. For all the experts, the introduction led to the concerned section of the SLM. According to the three experts, a common format was followed in the SLM. All the experts were of the opinion that enough space was there for writing answers in the SLM.

The aspects related with adequate feedback for response, the summary, interesting way of presentation of the SLM, appropriateness and adequacy of 'check your progress questions', learning activity questions and answers and utilization of assessment in the SLM are incorporated in the dimension of Provision for assessment and feedback. In the dimension, Provision for assessment and feedback, the responses of the experts revealed that there was enough provision for assessment and feedback in terms of summary and answers to 'check your progress questions'. In the opinion of two experts, adequate feedback for response was got for students through the possible answers. All the experts opined that summary was useful to review the learned ideas. Two of the experts expressed that 'check your progress questions' were appropriate. All the experts agreed that answers to 'check

your progress questions' were helpful. According to two experts, the answers to learning activities were appropriate. Two experts were of the opinion that 'check your progress questions' in the SLM were adequate. For two experts, the learning activity questions were not adequate to remember existing knowledge. Sometimes they may feel that the given learning activity questions were not sufficient to make the students remember existing knowledge. Two of the experts were of the opinion that assessment was properly utilized in the SLM.

Under the dimension, Style of language in the SLM, the aspects related with simple sentences, familiar words, simple usages, "a teacher talking style", easiness of the language in the SLM, and interesting way of presentation of language in the SLM are included. In the dimension, Style of language in the SLM, the responses of the experts revealed that the language used in the SLM was easy and simple. For two of the experts, SLM contained simple sentences and familiar words. According to the three experts, simple usages and 'a teacher talking style' was there in the SLM. All the experts were of the opinion that the language used in the SLM was easy to follow. Two experts opined that the language was used in the SLM in an interesting way.

The aspects related with purpose of the SLM, idea about the content of the SLM, overview of the design of the unit and an idea about how to learn using the SLM are incorporated in the dimension, Guideline to use the SLM. In the dimension, Guideline to use the SLM, experts responded that the guideline to the SLM was useful for the students to get an overview of the SLM. Two experts opined that the purpose of the SLM was understood from

the guideline. Two experts expressed that an idea about content and 'how to learn using SLM' was obtained after reading the guideline. All the experts responded that an overview of the design of the unit was vivid by reading the guideline.

In short, the responses of the experts put forward the fact that the SLM was suitable, appropriate, helpful and beneficial for the students. Still experts pointed out a few imperfections in the SLM. The suggestions of experts on enhancing complexity of language and avoid repetitions could not be considered as simple language and adequate repetitions are inevitable requirements for the SLM. All other suggestions of experts were utilised for finalisation of the SLM and modified it accordingly before administration to the students.

Analysis of data obtained through Questionnaire on SLM for higher secondary students

This part of analysis is concerned with the responses on the SLM on study skills in English of 40 students who comprised the experimental group of the sample for validation of the SLM.

Table 58 shows the response of students towards SLM on study skills in English in terms of nature of the SLM.

Table 58

Response of the students towards Nature of the SLM

Sl. No.	Items in Nature of the SLM	Yes		No	
		Number	Percentage	Number	Percentage
1.	Easy to study without the help of a teacher	34	85%	6	15%
2.	Simple to learn for higher secondary students	37	92.5%	3	7.5%
3.	'Study skills' is the appropriate topic	37	92.5%	3	7.5%
4.	The selected study skills are essential	27	67.5%	13	32.5%
5.	The size of the SLM is adequate	28	70%	12	30%
6.	The SLM contains all the required information	29	72.5%	11	27.5%
7.	Need of additional material to learn the study skills	27	67.5%	13	32.5%

Table 58 shows different aspects of the nature of the SLM: The SLM is easy to study without a teacher (85 %), simple to learn (92.5%), having appropriate topics (92.5%), and the topics are essential (67.5%), in adequate size (70%), providing required information (72.5 %), and SLM on more study skills required (67.5%).

The percentage of responses revealed that SLM was simple and appropriate for learning by self, having all required information of essential topics with adequate size. Study skills which are not included in the SLM also demanded by students as they felt it as essential.

Table 59 gives the response of students towards content of the SLM.

Table 59

Response of the students towards Content of the SLM

Sl. No.	Items in Content of the SLM	Yes		No	
		Number	Percentage	Number	Percentage
1.	The learning activities refresh previous knowledge	37	92.5%	3	7.5%
2.	The objectives help to understand about what to learn	39	97.5%	1	2.5%
3.	Necessary instruction given to do learning activities	35	87.5%	5	12.5%
4.	The instructions to do 'check your progress questions' are adequate	32	80.5%	8	20%
5.	'Check your progress questions' are appropriate to the topic	29	72.5%	11	27.5%
6.	The content of the SLM is appropriate to the understanding level of the students	34	85%	6	15%
7.	The content is adequate to convey the topic	30	75%	10	25%
8.	The examples are useful for understanding the ideas	36	90%	4	10%
9.	Adequate illustrations are given in the SLM	30	77.5%)	9	22.5%
10.	The presentation of content in small steps helps easy understanding	39	97.5%	1	2.5%
11.	The content follows systematic arrangement	31	77.5%	9	22.5%

Table 59 shows different aspects of content of the SLM. The learning activities in the SLM refresh previous knowledge(92.5%),objectives help to understand about the things to learn(97.5%), necessary instruction to do learning activities(87.5%), the instructions to do 'check your progress questions' are adequate(80.5%), and 'check your progress questions' are appropriate to the topic (72.5%). The content of the SLM is appropriate to the understanding level of the students (85%), the content is adequate to convey the topic (75%), the examples are useful for understanding the ideas (90%), adequate illustrations are given in the SLM (77.5%), the presentation of content in small steps helps easy understanding (97.5%) and the content follows systematic arrangement (77.5%).

The percentage of responses revealed that the content of SLM was appropriate in terms of learning activities, objectives, instructions, 'check your progress questions', examples, illustrations and systematically arranged.

Table 60 represents the response of students towards the structure of the SLM.

Table 60

Response of the students towards Structure of the SLM

Sl. No.	Items in Structure of the SLM	Yes		No	
		Number	Percentage	Number	Percentage
1.	The list of content gives an overall picture of the topic in the SLM	30	75%	10	25%
2.	The numbering of sections is helpful to go to the required part	33	82.5%	7	17.5%
3.	The headings guide to the proper part of the SLM	38	95%	2	5%
4.	The introduction leads to the concerned section of the SLM	33	82.5%	7	17.5%
5.	A common format is followed in the SLM	27	67.5%	13	32.5%
6.	Enough space is there for writing answers in the SLM	21	52.5%	19	47.5%

Table 60 shows different aspects of structure of the SLM: The list of content gives an overall picture of the topic in the SLM (75%), the numbering of sections is helpful to go to the required part (82.5%), the headings guide to the proper part of the SLM (95%), the introduction leads to the concerned section of the SLM (82.5%), a common format is followed in the SLM (67.5%), and enough space is there for writing answers in the SLM (52.5%).

The percentage of responses revealed that the structure of the SLM was suitable in terms of the list of content, the numbering of sections, the headings, a common format, and space for writing answers.

Table 61 represents the response of students towards provision for assessment and feedback.

Table 61

Response of the students towards Provision for assessment and feedback in the SLM

Sl. No.	Items in Provision for assessment and feedback	Yes		No	
		Number	Percentage	Number	Percentage
1.	Adequate feedback for response	27	67.5%	13	32.5%
2.	The summary is helpful to review the learned ideas	33	82.5%	7	17.5%
3.	The SLM is presented in an interesting way	32	80%	8	20%)
4.	'Check your progress questions' are appropriate	33	82.5%	7	17.5%
5.	Answers to 'check your progress questions' are helpful	36	90%	4	10 %)
6.	The answers to learning activities are appropriate	33	82.5%	7	17.5%
7.	'Check your progress questions' in the SLM are adequate	32	80%	8	20%
8.	The learning activity questions are adequate to remember existing knowledge	33	82.5%	7	17.5%
9.	Assessment is properly utilized in the SLM	32	80%	8	20%

Table 61 shows different aspects of provision for assessment and feedback: In the SLM, adequate feedback for response (67.5%), summary is helpful to review the learned ideas (82.5%), interesting way of presentation

(80%), appropriate 'check your progress questions' (82.5%), answers to 'check your progress questions' are helpful (90%), appropriate answers to learning activities (82.5%), adequate 'check your progress questions'(80%), the learning activity questions are adequate to remember existing knowledge (82.5%) and properly utilized assessment (80%).

The percentage of responses revealed that there was enough provision for assessment and feedback in terms of summary, 'check your progress questions' and its' answers, learning activity questions and its descriptions.

Table 62 represents the response of students towards style of language in SLM.

Table 62

Response of the students towards Style of Language in the SLM

Sl. No.	Style of Language in the SLM	Yes		No	
		Number	Percentage	Number	Percentage
1.	The SLM contains simple sentences	31	77.5%	9	22.5%
2.	Familiar words are used in the SLM	33	82.5%	7	17.5%
3.	The SLM contains simple usages	32	80%	8	20%
4.	'A teacher talking style' is there in the SLM	24	60%	16	40%
5.	The language used in the SLM is easy to follow	33	82.5%	7	17.5%
6.	The language is used in the SLM in an interesting way	34	85%	6	15%

Table 62 shows different aspects of style of language used in the SLM: The SLM contains simple sentences (77.5%), familiar words (82.5%), simple usages (80%), 'a teacher talking style'(60%), easy language (82.5%) and interesting language (85%).

The percentage of responses revealed that the language used in the SLM was easy, simple, in teacher talking style and interesting.

Table 63 represents the response of students towards guideline to use the SLM properly.

Table 63

Response of the students towards Guideline to use the SLM

Sl. No.	Items in Guideline to use the SLM	Yes		No	
		Number	Percentage	Number	Percentage
1.	The purpose of the SLM is understood from the guideline	34	85%	6	15%
2.	An idea about the content of the SLM is obtained from the guideline	38	95%	2	5%
3.	An overview of the design of the unit is got by reading the guideline	33	82.5%	7	17.5%
4.	An idea about how to learn using the SLM is got after reading the guideline	38	95%	2	5%
5.	An idea about where to concentrate in the SLM is got after reading the guideline	36	90%	4	10%

Table 63 shows different aspects of guideline to use the SLM: The purpose of SLM (85%), content of SLM (95%), an overview of the design of the unit (82.5%), an idea about how to learn using SLM (95%) and an idea about where to concentrate in SLM is got after reading the guideline (90%).

The percentage of responses revealed that the guideline to the SLM was useful for the students to get an overview of how to use the SLM properly.

The data for the open-ended question is consolidated as follows:

Some students opined that SLM was interesting and helpful to learn in an easy way. Few of them responded that SLM contained simple words, sentences and presentation. Certain students suggested including more activities and making SLM more interesting and interactive. A few of the students expressed that SLM was useful for higher studies. Some suggested to add more examples, content and grammar.

Discussion

The questionnaire for higher secondary students on SLM comprises the following dimensions: Nature of the SLM, content of the SLM, structure of the SLM, provision for assessment and feedback, style of the language in the SLM and guideline to use the SLM.

Under the dimension, Nature of the SLM, aspects related with easy to study without the help of a teacher, simple to learn, study skills as appropriate and essential, size of the SLM, SLM containing all the required information and need of additional material to learn the study skills are involved. Under

the dimension, Nature of the SLM, students responded in such a way that for majority of the students SLM was easy to study without the help of a teacher. For a few students, a teacher's help was needed to study SLM. It may be due to the reason that some difficult topics for them may be there in SLM. For majority of the students, SLM was simple to learn and 'study skills' was the appropriate topic. Some students opined that the selected study skills were not essential. They may think that they require other study skills to be included in the SLM for learning English.

The size of the SLM was adequate in the opinion of majority of students. But for some students, the size of the SLM was inadequate. They may be subjected to an SLM to study for the first time. For some students, SLM didn't contain all the required information. They may want to add more related information of the topic and more skills. For majority of the students, there was a need of additional skills which are not included in the SLM given. Under the dimension, Content of the SLM, aspects related with the learning activities, objectives, check your progress questions, appropriateness, adequacy and presentation of the content, examples and illustrations are included. Under the dimension, Content of SLM, the following things are to be discussed. For majority of the students, the learning activities in the SLM were helpful to refresh their previous knowledge. For a few students, previous knowledge was not adequately refreshed by the learning activities. It may be due to the reason that they may find difficulty to make a link between previous knowledge and learning activities. For majority of the students, the objectives in each unit helped to understand about the content to be learned. A few students expressed the need for necessary instruction to do learning

activities. For them, the instructions given may not be sufficient. For majority of the students, the instructions to do 'check your progress questions' were adequate. 'Check your progress questions' were appropriate to the topic in the opinion of majority of the students.

For a few of the students, the content was inadequate to convey the topic. It may be due to the fact that they may feel the need for additional content to convey the topic. For majority of the students, the examples were useful for understanding the ideas. A few of the students opined that adequate illustrations were not given in the SLM. Sometimes they may feel the need for more illustrations. For majority of the students, the presentation of content in small steps helped easy understanding. A few of the students opined that the content did not follow systematic arrangement.

The aspects related with the list of content, the numbering of sections, the headings, the introduction, format and space for writing answers come under the dimension, Structure of SLM. In the dimension, Structure of SLM, students' responses pointed out that the structure of SLM was suitable in terms of the list of content, the numbering of sections, the headings, a common format, and space for writing answers. For majority of the students, the list of content gave an overall picture of the topic in SLM. For a few students, the numbering of sections was not helpful to go to the required part. Majority of the students were of the opinion that the headings guided to the proper part of SLM. For a few students, the introduction did not lead to the concerned section of SLM. They may find it difficult to connect introduction with the concerned section of SLM. For majority of the students, a common format was followed in SLM. At the same time, more than half of the students

put forward their opinion that enough space was there for writing answers in SLM. For some students, enough space was not there for writing answers in SLM.

The aspects related with adequate feedback for response, the summary, interesting way of presentation of SLM, appropriateness and adequacy of 'check your progress questions', learning activity questions and answers and utilization of assessment in SLM are incorporated in the dimension of Provision for assessment and feedback. In the dimension, Provision for assessment and feedback, the responses of students revealed that there was enough provision for assessment and feedback in terms of summary, 'check your progress questions' and their answers, learning activity questions and their answers. For majority of the students, adequate feedback for response was got through the possible answers. A few students opined that summary was not helpful to review the learned ideas. Majority of the students expressed that 'check your progress questions' were appropriate. Majority of the students were of the opinion that answers to 'check your progress questions' were helpful. Only a few students expressed that answers to 'check your progress questions' were not helpful. For majority of the students, the answers to learning activities were appropriate. Majority of the students opined that 'check your progress questions' in SLM were adequate. For a few students, the learning activity questions were not adequate to remember existing knowledge. They may not be able to remember existing knowledge through the given learning activity questions. Majority of the students were of the opinion that assessment was properly utilized in SLM.

Under the dimension, Style of language in the SLM, the aspects related with simple sentences, familiar words, simple usages, "a teacher talking style", easiness of the language in SLM, and interesting way of presentation of language in SLM are made use of in SLM.. In the dimension, Style of language in SLM, the responses of students revealed that the language used in SLM was easy, simple and interesting. For majority of the students, SLM contained simple sentences, familiar words and simple usages. For some students, 'a teacher talking style' was not there in SLM. For them, the way of presentation in SLM may not be similar to the way of presentation of a teacher in a class. Majority of the students were of the opinion that the language used in the SLM was easy to follow. Majority of the students opined that the language was used in the SLM in an interesting way.

The aspects related with purpose of SLM, idea about the content of SLM, overview of the design of the unit, an idea about how to learn using SLM and an idea about where to concentrate in SLM are incorporated in the dimension, Guideline to SLM. In the dimension, Guideline to use SLM, students responded in such a way that they revealed that the guideline to the SLM was useful for them to get an overview of SLM. For majority of the students, the purpose of SLM was understood from the guideline. Majority of the students expressed that an idea about content and how to learn using SLM was got after reading the guideline. More than half of the students responded that an overview of the design of the unit was got by reading the guideline. For a few students, an overview of the design of the unit was not got by reading the guideline. They may feel that the guideline did not provide all the necessary information to get an overview of the design of the unit. For

majority of the students, an idea about where to concentrate in SLM was got after reading the guideline.

In short, the responses of the students put forward the fact that SLM was suitable, appropriate, helpful and beneficial for them. Still very few students experienced a few imperfections in SLM. Major imperfections are: Difficulty to study SLM without the help of a teacher, the size of the SLM was not adequate, enough space was not there for writing answers in the SLM, inadequate feedback for response, 'a teacher talking style' was not there in the SLM and an overview of the design of the unit was not obtained by reading the guideline, remarked by a very few respondents.

CHAPTER V

SUMMARY, FINDINGS , CONCLUSION AND SUGGESTIONS

- ❖ Study in Retrospect
- ❖ Major findings
- ❖ Conclusion
- ❖ Educational Implications
- ❖ Suggestions for further Research

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter is concerned with the summary of the procedure, major findings of the study, conclusion, educational implications of the study and suggestions for further research.

Study in Retrospect

Restatement of the problem

"DEVELOPMENT OF SELF LEARNING MATERIALS ON SELECTED STUDY SKILLS IN ENGLISH FOR HIGHER SECONDARY STUDENTS"

Objectives of the study

- To identify the study skills in English required of higher secondary students.
- To develop self learning materials in print on selected study skills in English for higher secondary students.
- To validate the self learning materials (SLM) on study skills in English developed for higher secondary students.

Methodology

Design of the study

The study followed mixed methods research design. The study aimed to develop, self learning materials on selected study skills in English for the

students at higher secondary level. The SLM prepared for this study was divided into units. There were altogether nine self contained units, one on each of the nine selected study skills. The medium chosen for the SLM was print because of its easy preparation and handling. The methods employed in the study were document analysis, survey, developmental research method and experimental method. The study proceeded through three phases such as i) Survey phase, ii) Developmental phase, and iii) Validation phase. Identification of study skills required of higher secondary students was done in the first phase of the study through document analysis, need analysis survey using a questionnaire to the students, and expert suggestion. In the second phase of the study, the developmental phase, SLM was prepared from the syllabus outline developed for the nine identified study skills by following the principles of distance education. In the third phase, the phase of validation, tests for assessing study skills, an SLM evaluation form for experts and a questionnaire for higher secondary students were the tools developed for validation of SLM.

A pretest posttest non-equivalent group design was adopted for the administration of the SLM to the selected higher secondary students. There were forty students selected by purposive sampling for the experimental group and an equal number for the control group. For each study skill, the test of significance of difference between means was used for comparing the gain scores of the twin groups. The data obtained through SLM evaluation form supplied to experts and also through questionnaire for students were analysed qualitatively.

Methods adopted in the study

The present study is a descriptive type of research. Document analysis method was the main method used in the present study. In the present study, document analysis method was used in the first and second phases of the study, to identify the required study skills in English, and to gather necessary content of SLM on study skills for higher secondary students. Survey was used in the first and third phases of the study. In the first phase, survey was employed for the conduct of need analysis to study the requirement of study skills in English among higher secondary students. In the validation phase, survey was adopted to gather data on various aspects of SLM from the students of experimental group of the study, through a questionnaire. Since the aim of the present study was to develop SLM in print on nine selected study skills in English, procedure of developmental research was inevitable for the study. The procedure of developmental research method enabled the investigator to follow a comprehensive procedure for the developmental phase of the study. Experimental method was adopted in the study to design the validation of the SLM. The design involved nine pretests and posttests for the experimental and control groups of the study. Each group comprised of forty higher secondary students.

Sample

In the study, population considered was higher secondary students. The sample for need analysis survey comprised of 385 higher secondary students in Malappuram district who were selected using stratified random sampling technique. The researcher used purposive sampling method in the validation

phase of the study. Sample was selected from IUHSS, Parappur, an Aided Higher Secondary School in Malappuram district. Two intact divisions of class XI served as sample. Forty students from one division, who were willing to make use of the SLM and take study skill tests, constituted the experimental group, while forty students from the other division made up the control group. This made a sample of eighty higher secondary students available.

Even though there were 40 students as sample in each of the two groups, the number of students who appeared in each study skill test was different. This was due to the absence of certain students on the scheduled days of the tests. As such, the students who were present for the concerned tests alone were considered as the final sample. Nevertheless, the number of students in each group was, on an average, well above 30.

Sample for questionnaire on SLM consisted of forty higher secondary students in the experimental group of the study. The experimental group alone was selected because the SLM was given to that group only.

Several experts were consulted during the process of research. The investigator conducted unstructured interview with experts in the field of English language and Education. SLM evaluation form was given to three experts in English.

Techniques and Tools Employed in the Study

The technique employed in the study was document analysis. However, a variety of tools were used in this study. The tools were the following:

- Questionnaire on study skills in English for higher secondary students (Need analysis survey) (Shahila & Nath, 2015).

- Study skill test I (Listening skill test) (Shahila & Nath, 2017)

- Study skill test II (Reading skill test) (Shahila & Nath, 2017)

- Study skill test III (Writing skill test) (Shahila & Nath, 2017)

- Study skill test IV (Reporting skill test) (Shahila & Nath, 2017)

- Study skill test V (Paragraphing skill test) (Shahila & Nath, 2017)

- Study skill test VI (Note-taking skill test) (Shahila & Nath, 2017)

- Study skill test VII (Note-making skill test) (Shahila & Nath, 2017)

- Study skill test VIII (Information transfer skill test) (Shahila & Nath, 2017)

- Study skill test IX (Summarising skill test) (Shahila & Nath, 2017)

- SLM Evaluation Form for experts (Shahila, 2017)

- Questionnaire on SLM on study skills in English for higher secondary students (Shahila, 2017)

Techniques for Analysis

The following techniques were adopted for analyzing the data:

- Computation of statistical indices like Percentage, Mean and Standard Deviation (Preliminary analysis)

- Test of significance of difference between means

- Thematic analysis of qualitative data

Major Findings of the Study

- The prominent study skills required of higher secondary students are: Listening skill, Reading skill, Writing skill, Reporting skill, Paragraphing skill, Note-taking skill, Note-making skill, Information transfer skill, and Summarising skill .

Findings based on the results of nine Study skill tests

- The mean Gain Scores on Listening skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Listening skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Listening skill in English.

The t-value obtained for the mean gain scores on Listening skill in English for the total sample is 6.018 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 4.721$, $M_{Con} = 2.059$, t = 6.018, $p < 0.01$

- The mean Gain Scores on Reading skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Reading skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Reading skill in English.

The t-value obtained for the mean gain scores on Reading skill in English for the total sample is 4.820 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 2.265$, $M_{Con} = -.500$, $t = 4.820$, $p < 0.01$

- The mean Gain Scores on Writing skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Writing skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Writing skill in English.

The t-value obtained for the mean gain scores on Writing skill in English for the total sample is 3.440 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 1.854$, $M_{Con} = .840$, t = 3.440 , p< 0.01

- The mean Gain Scores on Reporting skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Reporting skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Reporting skill in English.

The t-value obtained for the mean gain scores on Reporting skill in English for the total sample is   3.324 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 2.477$, $M_{Con} = .879$, t =3.324, p< 0.01

- The mean Gain Scores on Paragraphing skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Paragraphing skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Paragraphing skill in English.

The t-value obtained for the mean gain scores on Paragraphing skill in English for the total sample is 8.629 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 2.615$, $M_{Con} = -.777$, $t = 8.629$, $p < 0.01$

- The mean Gain Scores on Note-taking skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Note-taking skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Note-taking skill in English.

The t-value obtained for the mean gain scores on Note-taking skill in English for the total sample is   9.528   which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 3.703$, $M_{Con} = -.959$, t =   9.528, p< 0.01

- The mean Gain Scores on Note-making skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Note-making skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Note-making skill in English.

The t-value obtained for the mean gain scores on Note-making skill in English for the total sample is   6.159   which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 3.048$, $M_{Con} = .016$, t = 6.159, p< 0.01

- The mean Gain Scores on Information transfer skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Information Transfer skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Information transfer skill in English.

The t-value obtained for the mean gain scores on Information transfer skill in English for the total sample is 5.008 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 2.053$, $M_{Con} = .328$, $t = 5.008$, $p < 0.01$

- The mean Gain Scores on Summarising skill in English between Experimental and control groups differ significantly.

Mean difference analysis was conducted to study whether there exists any significant difference between the mean gain scores on Summarising skill in English between experimental and control groups for the total sample.

From the results, it was evident that experimental and control groups for the total sample differ significantly in mean gain scores of Summarising skill in English.

The t-value obtained for the mean gain scores on Summarising skill in English for the total sample is 6.005 which is greater than the table value 2.58 at 0.01 level of significance. The results showed that the experimental and control groups differ significantly in mean gain scores for the total sample. Significant t-value showed the superiority of experimental group over control group as the experimental group showed high mean of gain scores.

Gain scores, $M_{Exp} = 3.379$, $M_{Con} = .508$, $t = 6.005$, $p < 0.01$

The mean gain scores of experimental group in all the nine study skill tests were greater than that of control group. So in all the nine study skill tests viz. Listening skill test, Reading skill test, Writing skill test, Paragraphing skill test, Reporting skill test, Note-taking skill test, Note-making skill test, Information transfer skill test and Summarising skill test, experimental group showed higher achievement than control group. Hence the prepared SLM was found to be effective.

The following studies also support the findings of the present study:

Sasi (2000) prepared and validated self-learning package in the teaching of Chemistry at Secondary School Level. The findings of the study revealed that self-learning package was more effective than the traditional textbook method.

A Self-instructional package on basic grammar in English for upper primary school   pupils was developed by Babitha (2004).   From this study it was found out that the self-   instructional package was an effective material for the upper primary school pupils.

Tannu (2009) tried to find out effectiveness and agreeability of computer animation as self-learning material among the school students in India for learning science. Twenty four students from class XI, Science were randomly selected and tested by pre-post test. The positive attitude of the students regarding the use of computer animation in science teaching was reflected through the responses to questionnaire. Students believed that this was the agreeable method for Science Learning.

The retention tests in listening skill and reading skill showed that the students had retained the respective study skills which they had learned using the SLM. There was high level of retention in both the study skill tests.

Findings based on analysis of SLM Evaluation Form for experts

SLM Evaluation Form for experts involved the following dimensions: Nature of the SLM, content of the SLM, structure of the SLM, provision for assessment and feedback, style of language in the SLM and guideline to use the SLM.

- Under the dimension, *Nature of the SLM*, two experts were of the opinion that SLM was easy to study without the help of a teacher and 'study skills' was the appropriate topic. All the three experts opined that SLM was simple to learn for higher secondary students, the selected study skills were essential and the size of the module was

adequate. Two experts opined that the module contained all the required information and there was a need of additional material to learn the study skills.

- With regard to the dimension, *Content of the SLM*, all the three experts opined that the objectives helped to understand about the things to learn , there was necessary instruction to do learning activities, the instructions to do 'check your progress questions' were adequate, 'Check your progress questions' were appropriate to the topic and the content was adequate to convey the topic. Two experts expressed that the learning activities refreshed previous knowledge, the content of SLM was appropriate to the understanding level of the students, the examples were useful for understanding the ideas, adequate illustrations were given in SLM and the presentation of content in small steps helped easy understanding. All the three experts opined that the content followed systematic arrangement.

- Under the dimension, *Structure of the SLM*, all the three experts expressed that the headings guided to the proper part of the SLM, the introduction led to the concerned section of SLM, the numbering of sections was helpful to go to the required part, the list of content gave an overall picture of the topic in the SLM, a common format was followed in SLM and enough space was there for writing answers in the SLM.

- With regard to the dimension, *Provision for assessment and feedback*, all the three experts agreed that the summary was helpful to review the

learned ideas and answers to 'check your progress questions' were helpful. Two experts opined that 'check your progress questions' were appropriate the answers to learning activities were appropriate, the SLM was presented in an interesting way, 'check your progress questions' in the SLM were adequate, adequate feedback for response was there and assessment was properly utilized in the SLM. One expert expressed that the learning activity questions were adequate to remember existing knowledge.

- Under the dimension, *Style of language in the SLM*, all the three experts expressed that the SLM contained simple usages, 'a teacher talking style' was there in the SLM and the language used in the SLM was easy to follow. Two experts opined that familiar words were used in the SLM, the SLM contained simple sentences and the language was used in the SLM in an interesting way.

- With regard to the dimension, *Guideline to use the SLM*, all the three experts opined that the purpose of the SLM was understood from the guideline and an overview of the design of the unit was clear by reading the guideline. Two experts were of the opinion that an idea about the content of the SLM was obtained from the guideline and an idea about how to learn using the SLM is got after reading the guideline.

On the whole, the responses of the experts put forward the fact that the SLM was suitable, appropriate, helpful and beneficial for the students.

Findings based on analysis of Questionnaire for higher secondary students on SLM

The questionnaire on SLM on study skills in English for higher secondary students included the following dimensions: Nature of the SLM, content of the SLM, structure of the SLM, provision for assessment and feedback, style of language in the SLM and guideline to use the SLM.

- Under the dimension, *Nature of the SLM*, according to majority of students (92.5%) SLM was simple to learn for higher secondary students and 'study skills' was the appropriate topic. For most of the students (85%) SLM was easy to study without the help of a teacher. Most of the students (72.5%) opined that the SLM contained all the required information. For most of the students (70%), the size of the SLM was adequate. More than half of the students (67.5%) expressed that there was a need of additional material to learn the study skills. More than half of the students (67.5%) opined that the selected study skills were essential.

- With regard to the dimension, *Content of the SLM*, for majority of the students (97.5%) the objectives helped to understand about the things to learn and the presentation of content in small steps helped easy understanding. Most of the students (92.5%) expressed that the learning activities refreshed previous knowledge. Most of the students (90%) felt that the examples were useful for understanding the ideas. The opinion of the majority of the students (87.5%) was that necessary instruction was given for doing learning activities. In the opinion of the

majority of the students (85%), the content of the SLM was appropriate to the understanding level of the students. Most of the students (80.5%) expressed that the instructions to do 'check your progress questions' were appropriate to the topic. For most of the students (77.5%), adequate illustrations were given in the SLM and the content followed systematic arrangement. Most of the students (75%) expressed that the content was adequate to convey the topic. For more than half of the students (72.5%), 'check your progress questions' were appropriate to the topic.

- Under the dimension, *Structure of the SLM,* majority of the students (95%) expressed that the headings guided to the proper part of the module. For most of the students (82.5%), the introduction led to the concerned section of the SLM. Most of the students (75%) expressed that the list of content gave an overall picture of the topic in the SLM. More than half of the students (67.5%) opined that a common format was followed in the SLM. For more than half of the students (52.5%), enough space was there for writing answers in the module.

- With regard to the dimension, *Provision for assessment and feedback*, majority of the students (90%) expressed that answers to 'check your progress questions' were helpful. For most of the students (82.5%), the summary was helpful to review the learned ideas and 'check your progress questions' were appropriate. Majority of the students (82.5%) opined that the answers to learning activities were appropriate and the learning activity questions were adequate to remember existing knowledge. Most of the students (80%) expressed that the SLM was

presented in an interesting way, 'check your progress questions' in the module were adequate and assessment was properly utilized in the SLM. More than half of the students (67.5%) expressed that adequate feedback   for response was there.

- Under the dimension, *Style of language in the SLM*, majority of the students (85%) expressed that the language was used in the SLM in an interesting way. Most of the students (82.5%) were of the opinion that familiar words were used in the SLM and the language used in the SLM was easy to follow. Most of the students (80%) expressed that the SLM contained simple usages. For most of the students (77.5%), the SLM contained simple sentences. More than half of the students (60%) opined that 'a teacher talking style' was there in the SLM.

- With regard to the dimension, *Guideline to use the SLM*, majority of the students (95%) expressed that an idea about the content of the SLM was obtained from the guideline and an idea about how to learn using the SLM was understood after reading the guideline. Most of the students (90%) were of the opinion that an idea about where to concentrate in the SLM was clear after reading the guideline. Majority of the students (85%) expressed that the purpose of the SLM was understood from the guideline. For most of the students (82.5%), an overview of the design of the unit was vivid by reading the guideline.

SLM was found effective in terms of nature, content, structure, provision for assessment and feedback, style of language and guideline to SLM.

Conclusion

Study skills in English are required for anybody who is interested to be proficient in English. The present study brought out the prominent study skills in English required of higher secondary students, for the existing level and for higher levels of education. The major study skills are; Listening skill, Reading skill, Writing skill, Reporting skill, Paragraphing skill, Note-taking skill, Note-making skill, Information transfer skill, and Summarising skill.

The study unveiled that, SLM is beneficial in developing the study skills in English as evident from the gain score analysis of experimental group of the study. In addition to this, the response of higher secondary students through questionnaire on SLM throws light to the fact that SLM on study skills in English is effective in terms of its nature, content, structure, provision for assessment and feedback, style of language used and guideline to use the SLM. Experts also remarked that SLM would be a boon for students to develop study skills in English. Though, the sample of the study was higher secondary students, the SLM can be used for students of other levels and also for those who are interested to learn study skills in English.

Self learning has to be promoted among higher secondary students. The reason is that higher secondary level acts as the foundation of higher education. Hence teachers should promote the use of self learning materials and make the students aware of the necessity of self learning.

Standard of English is not up to the desired level for many students at higher secondary level. It is basically due to the lack of adequate skills. One reason for this is that students are depending on classroom teaching only. In

daily teaching, teachers and students are heavily bounded on completion of prescribed textual content. Traditional classrooms have very limited scope for using additional materials. Teaching and learning process is mainly directed towards securing good grades in the examination. Hence, the impression is that students are not trying to use any supplementary materials to improve their study skills. Students should be given proper awareness and opportunity for using and practising self learning materials. At this juncture, SLM on study skills in English is important for higher secondary students.

Self learning materials are generally very easy to use, simple in presentation and in understandable form as far as possible. The students may not have adequate knowledge of using SLM. So they should be given adequate knowledge of how to use the SLM and also its benefits. Taking all these things in to account, it is imperative that SLM must be easy and intelligible to the students. Style of SLM for students must be interesting. Idea of SLM has paramount importance in the current scenario of education. Every student has to depend on herself/ himself for studying while using SLM. SLM is significant for any subject, especially for the development of English. To overcome the limitation of classroom instruction, SLM will act as a real boon for the students. SLM should be presented in an interesting way and the interest should be sustained throughout the material. The student has to self-learn, hence, the content should be delightful to the self-learner. Students are not adequately aware of the importance of SLM. So teachers have a great role to play to bring the students to the amazing and exciting world of SLM.

All the nine selected study skills will be really helpful to enable higher secondary students to excel in future. Listening skill occupies a big chunk of

the time in communicating in any language, especially English. It provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular. Reading skill builds knowledge and allows the students to be the inquisitive knowledge seekers. It helps students tremendously when they need to study for tests and exams. It also improves writing skill. Writing skill is the primary basis upon which work, learning and intellect will be judged. Writing makes thinking visible. Writing helps the students refine their ideas. In all these ways, writing is important.

Reporting skill is also very significant. Unless the students can communicate effectively, the knowledge and skills they acquire are of little use to others. They should be able to collect information, organize it and present it in a logical and concise form as in a report. The structure and organization of the report must convey the exact meaning intended by the student. A well-written report can be helpful in many ways while a poorly written report calls in to question the credibility of the work and frustrates the reader. Paragraphing skill remains the most important part of any written assignment. Learning to organize good paragraphs is worthwhile to be a good writer.

Note-taking skill is also very crucial since it makes the students to isolate the required information only. Practising note-making skill helps the students to develop a critical, discerning and insightful mind which will be sudden to grasp significant information. Using information transfer skill, students will be able to do visual representation of verbal information contained in a text, and verbal reconstruction of visual information contained

in charts, diagrams, graphs, etc. Hence information transfer skill is important. Summarising skill will be beneficial for students to learn because it gives them practice in expressing important ideas and finding main ideas. Summarising is a way for them to monitor their own understanding and a way to practise decision making and learn about sequencing which can be used throughout in real life situations.

Educational Implications of the study

The study on Development of Self Learning Materials on Selected Study Skills in English paves the path for doing the following practical measures in the arena of education:

- In the light of the findings, the leading implication is related with the learning of English language. Students can make use of the SLM to enrich their English language with appropriate study skills in English.

- Teachers have to give students adequate exposure to self learning materials, so that students can engage in self learning, resulting in the development of their learning capacity.

- As English is a window to the world, teachers can help students to open that window by instilling in them the real lessons of study skill acquisition and self learning.

- As study skills are meant not just for academic learning, its acquisition will pave the path for becoming successful lifelong learners. So

teachers should be given appropriate training to impart the study skills in English for students.

- Self learning materials on relevant aspects in English language should be developed by the academicians, the curriculum designers, material developers and teachers.

- Preparation of SLM can be included in the curriculum of pre-service and in-service training programmes for teachers.

- Teacher educators should be given training on development and utilization of SLM for making them adept at imparting a great deal of knowledge of SLM for prospective teachers to use it in classroom practices.

Suggestions for further Research

In the light of the present study, it is found out that further research can be done in the following areas:

- SLM can be prepared based on other study skills and for other levels of education (high school and higher education) for various subjects and its effectiveness can be tested.

- SLM for multilingual development can be attempted.

- Developing SLM using blend of different media shall be conducted.

- Feasibility of using SLM for providing additional options at various levels in a choice based system of Education can be sought.

- SLM for capacity building of teachers and other academic and administrative personals shall be attempted.

BIBLIOGRAPHY

BIBLIOGRAPHY

Adams, P.J. (1968). *Creative Reading*. Retrieved from https://eric.ed. gov/?id=ED020090.

Alexander, D.F. (1985). The Effect of Study Skill Training on Learning Disabled Students' Retelling of Expository Material. *Journal of Applied Behaviour Analysis*, 18(3), 263-267. Retrieved from onlinelibrary.wiley/com/doi 10.1901/jaba.1985.18-263

Al-Hilawani, Y.A.(2016). Metacognition in Real Life Situations and Study Skills and Habits: Two Types of Processes. *International Journal of Progressive Education,* 12 (1), 73-89. Retrieved from https://eric.ed. gov. (EJ1090787).

Allan, J.O., & Karen, C. (2007). Nurturing Supportive Learning Environments in Higher Education through the Teaching of study Skills. To Embed or Not to Embed? *International Journal of Teaching and Learning in Higher Education*, 19 (1), 64-76. Retrieved from https://eric.ed.gov.(EJ901288).

American Psychological Association. (2001).*Publication Manual of the American Psychological Association.* (5th ed.). Washington, DC: Author.

American Psychological Association. (2012).*Publication Manual of the American Psychological Association.* (6th ed.). Washington, DC: Author.

Anastasi, A & Urbina, S.(2002). *Psychological testing* (7th ed.). New Delhi: Pearson Education Pvt. Ltd.

Anderson, N. J. (2002). *The Role of Metacognition in Second Language Teaching and Learning.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. Retrieved from http://www.cal.org/resources/digest/0110anderson.html.

Angadi, G.R. (2011). Development and validation of multimedia package in Biology. *GCTE Journal of Research and Extension in Education*,6(1), 68-73.

Ani, A.J. (1997). *Effect of teacher assisted modular approach on achievement in Chemistry of pre-degree students.* M.Ed Dissertation, Mahatma Gandhi University.

Arter, J; & McTighe, J. (2001). *Scoring Rubrics in the Classroom.* California: Corwin Press, Inc.

Association for talent Development (2017). *Need Assessment Vs. Needs Analysis.* Retrieved from https://www.td.org/ publications/ Newsletter's/Links/2015/08/Needs-Assessement-Needs-Analysis.

Babitha, V.S. (2004). *Development of a self-instructional package on basic grammar in English for upper primary school pupils.* Doctoral thesis, University of Calicut.

Baldwin, D; Fowels, M; & Livingston, S. (2008). *Guidelines for Constructed-Response and Other Performance Assessments.* USA: Educational

Testing Service. Retrieved from https://www.ets.org/Media/About_ ETS/pdf/8561_ConstructedResponse_guidelines.pdf.

Beena, T. (2006). *Development of a multimedia package for acquisition of communicative competence in English among primary school Learners of Tamil Nadu.* Doctoral Thesis, University of Calicut.

Berwick,R. (1989). Needs assessment in language programming: From theory to practice. In: Johnson, R.K.(Ed). *The second language curriculum* (48-62). Cambridge: Cambridge University Press.

Best, J.W. & Kahn, J.V. (2011). *Research in Education* (10th ed.) New Delhi: PHI Learning Private Limited.

Bianco, L., & McCormick, S. (1989). Analysis of Effects of a Reading Study Skill Program for High School Learning-Disabled Students. *The Journal of Educational Research,* 82,(5). Retrieved from www. jstor.org/discover/27540355?sid=21105585410233&uid=2&uid=4.

Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. doi: 10.3316/QR Jo 902027.

Burns,T and Sinfield, S.(2008). *Essential Study Skills. The complete guide to success at University*(2nd ed.). London:Sage.

Carman, R.A and Adams, W.R. (1972). *Study skills: A Student's Guide for Survival*. New York: John Wiley & Sons.

Centre for Academic Success (2011). Study Guides: Writing. How to write a formal letter. Retrieved from library. bcu.ac.uk/learner/writing guides/1.06. htm.

Chilimi Kollad, M.I. (1987). Action research. In Buch, *Forth survey of research in Education*. New Delhi: NCERT.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* New York: Routledge.

Collins, P. (2008). Self directed learning. In McCulloch, G & Crook, D (Eds.). *The Routledge International Encyclopedia of Education.* London: Routledge.

Cottrell, S. (2003). *The Study Skills Handbook* (2nd ed.). London: Palgrave.

Data Analysis, Interpretation and Presentation (n.d). Retrieved from https://www.uio.no/Studier/emner/matnat/ifi/INF4260/h10/.../Data Analysis.pdf

Damer, D.E., & Melendres, L.T. (2011). "Tackling Test Anxiety". A Group for College Students. *Journal of Specialists in Group Work,* 36(3),163-177. Retrieved from https://eric.ed.gov.(EJ9933268).

Donald, S. G; & Pauline, E.K. (2001). *Study skills for Language Students: a practical guide*. London: Arnold.

Donogue, O'R . (2006). *Study skills: Managing Your Learning*. National University of Ireland: Galway.

Drake, P; Jacklin, A; Robinson, C; &Thorp, J.(2004). *Becoming a Teaching Asssistant*. London: Paul Chapman Publishing.

Dron Study.com (n.d). Report writing. Retrieved from www.dronstudy. com/book/report writing/

Durai, D.J.N., & Soundrarajan. (2018). Importance of English language. [Special issue]. *Bodhi International Journal of Research in Humanities, Arts and Science.* 2(1). Retrieved from www. bodhijournals.com/pdf/spl/february2018/Bodhi-V2S1.pdf#page=56.

Einfait, J., & J. Turley, 2009. Engaging first year students in skill development. A three-way collaborative model in action. *Journal of Academic language and learning* 3(2), 105-16.

Ellen, P.W.A. Jansen, Cor. J. M. Suhre (2010). The effect of 20 school & study skills preparation on first-year university achievement, *Educational Studies*, 36(5), 569-580.

EMSTAC (2001). *Study Skills: An Overview*. Washington, DC: Elementary and Middle Schools Technical Assistance Center, American Institutes for Research. Retrieved from http://www.emstac.org/registered/topics /Study Skills/ Study Skills Overview. htm

English Grammar .(2016). *Common discourse markers*. Retrieved from www.english grammar. Org/common-discourse markers/

Ferguson, G.A. (1976). *Statistical Analysis in Psychology and Education.* Tokyo: McGraw Hill.

Fry, R. (1994). *How to take notes*. New Delhi: Vision books.

Gadelrab, H, F. (2011). Factorial Structure and Predictive Validity of Approaches and Study skills Inventory for Students(ASSIST) in Egypt: A Confirmatory Factor Analysis Approach. *Electronic Journal of Research in Educational Psychology,* 9 (3), 1197 – 1218. ERIC No. EJ960143. Retrieved from https://eric.ed.gov.(EJ960143).

Garret, H.E. (1966). *Statistics in Psychology and Education.* New York: David McKay Company, Inc.

Gettinger, M.,&Seibert, J. K.(2002). Contributions of Study Skills to Academic Competence. *School Psychology Review*, 31, (3), 350-365.Retrieved from https://eric.ed.gov.(EJ667615).

Ginger(2017). *3 ways to improve your English communication skills.* Retrieved www. gingersoftware.com/content/blog/3-ways-to-improve-your-english-communication-skills/ Marelisa (n. d). *10 ways to improve your focus and sharpen your attention.* Retrieved from https://daringtolivefully.com/improve-you-focus.

Gonza'lez, M. L., Haza, U.J., Gramagtes, A.P., Leo'n, G F., Le, B.,& Nadine (2014). Supporting Students'Learning to Learn in General Chemistry using Moodle. *Journal of Chemical Education,* 91 (11), 1823 – 1829. Retrieved from https://eric.ed.gov.(EJ1046230).

Groves, M., Bowd, B., & Smith, J. (2010). Facilitating Experiential Learning of Study Skills in Sports   Students.*Journal of Further and Higher Education,*34 (1),11-12. Retrieved from https://eric.ed.gov.(EJ881399).

Harvey, V.S. (1995). Teaching Study Skills. In Thomas, A; & Grimes, J. (Eds.). *Best Practices in School Psychology*. (3rd ed.pp.931-942). Washington, DC: National Association of School Psychologists.

Hora, M.T; & Oleson,A.K. (2015). *Peering Inside the Black Box of Undergraduate Study Habits: The Centrality of Self-Regulated Learning in a Digitized World.* WCER Working Paper No. 2015-3. Wisconsin: Center for Education Research. Retrieved from https://eric.ed.gov. (ED577052).

How to learn.com. (2016). *Skimming and scanning: Two important strategies for speeding up your reading*. Retrieved from www. how to learn.com/2013/02/Skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/

ILA/NCTE(2016). *Readwritethink*.Retrieved from www.readwritethink. org/classroom-resources/student-interactives/timeline-30007.html

Indu, P. (1996). *The effectiveness of modular approach in the achievement of English by secondary school students*. M.Ed Dissertation, Mahatma Gandhi University.

Informal letter format(2013). Retrieved from www.buzzle.com/ articles/informal-letter-format.html.

Jackson, SL, (2011). *Research Methods and Statistics: A Critical Thinking Approach* (4th ed.).Australia: Cengage Learning.

James, A. (1997). *Preparation and testing of a module on aquaculture for degree students.*   Unpublished M.Phil Dissertation, University of Kerala.

Jip, Michael, C.W. (2007). Differences in Learning study strategies between High and Low Achieving University students: A Honk Kong study. *Educational Psychology*, 27(5), 597 – 606. doi. 10.1080/01443410701309126.

Kale, V.N. (2010). An Investigation related to Study Habits of the Secondary and Higher Secondary School Students. *Innovations in Teacher Education – Educational Road Map*, 1 (2), 29-33.

Kanchan (2016). *Effectiveness of Self learning Modules on the Achievement and Retention of Undergraduate Students in Commerce.* Retrieved from shodhganga.inflibnet.ac.in/handle/10603/149322

Kaplan, A. (1973). *The Conduct of Inquiry.* Aylesbury: Intertext Books.

Kayler, H., & Sherman, J. (2009). At-Risk Ninth-Grade Students: A Psycho Educational Group Approach to Increase Study Skills and Grade Point Averages. *Professional school counselling,*12,(6),434-439.Retrieved from https://eric.ed.gov.(EG880402).

Kerka, S. (Ed.) (2007). *Study skills, What works: Evidence-based Strategies for Youth Practitioners*.Columbus: The Ohio State University. Retrieved   from   jfs.ohio.gov/owd/Workforceprof/Youth/Docs/Study skills.pdf

Kim, S. (2014). Developing Autonomous Learning for Oral Proficiency Using Digital Story telling. *Language learning & Technology,* 18(2), 20-35. Retrieved from eric.ed.gov.(EJ1034897).

Kirwan, B.,& Leather, C. (2011). Students' Voices: A Report of the Student View of Dyslexia Study Skills Tuition. *Support for Learning*, 26(1), 33-41. Retrieved from https://eric.ed.gov.(EJ928364).

Kocatepe, M. (2017). Female Arab EFL Students Learning Autonomously beyond the Language Classroom. *English Language Teaching*, 10 (5), 104-126. Retrieved from https://eric.ed.gov. (EJ1140048).

Kumar,A. (2009). Information Transfer. In Pandit, M and Jose,K (Eds). *Study skills*. Hyderabad: The English and Foreign Languages University.

Kumari, A. (2002). *Evaluation of the Physics module prepared for standard XI of Kerala state open school.* Unpublished M.Ed Dissertation, Mahatma Gandhi University.

Kurian, M. (1998). *Development of Communicative Learning Materials in English for enhancing functional operations of productive skills among secondary school students of Kerala.* Doctoral Thesis, Mahatma Gandhi University

Lambhate, M.V (1987). Development of instructional material for teachers teaching science to class VI in rural areas of Madhya Pradesh. In M.B. Buch (Ed.) *Third Survey of Research in Education.* New Delhi : NCERT.

Lavanya (2000). A study of personality development and study skills for scholastic achievement. *Journal of Psychological Researches,* 44,(1), 47-58.

Learner Support: Development of skills (2012). New Delhi: Indira Gandhi National Open University.

Lind McCloud-Bondoc (n.d). *Writing Effective Paragraphs.* Retrieved from write-site athabascau.ca/documentation/ writing-effective-paragraphs. pdf.

Linked In Corporation (2016). Short writing skill- Notice writing. Retrieved from www.slideshare.net/smartprep/notice-writing.

Linked In Corporation (2016). Five keys to effective writing. Retrieved from www.slideshare.net/gracefat/five-keys-to-effective-writing-23941204.

Livingston, S.A. (2009). *Constructed-Response Test Questions: Why We Use Them; How We Score Them.* Retrieved from https://www.ets.org/ Media/Research/pdf/RD_Connections11.pdf.

Lockwood, F. (1997). *Developing Self- instructional Material for Open, Distance and Flexible.* Pre ICDE Conference Workshop Report. Pennysylvania State University.

Lukose, M.R. (2013). *Use of Self-learning Materials: Perception and Performance of Student Teachers at Secondary Level.* Retrieved from shodhganga.inflibnet.ac.in/handle/10603/6544.

Manoj, R.V; Ghosh ;& Kumar C. (2013) Electronic media learning materials of Indira Gandhi National Open University, India: An analytical study.

Turkish Online Journal of Distance Education, I4 (4), 210-221. Retrieved from eric.ed.gov.(EJ1042611).

Mark, R. (1996). *Research made simple: A handbook for social workers*. New Delhi: Sage Publications.

Meyer, K., & Kelly, M. L.(2007). Improving Homework in Adolescents with Attention – Deficit Hyper activity Disorder. Self Vs. Parent Monitoring of Home work Behaviour and study Skills. *Child and Family Behaviour Therapy,* 29(4), 25-42. Retrieved from https://eric.ed. gov.(EJ783483).

Miller, C. J. (2014). Implementation of a Study Skills Program for Entering At-Risk Medical Students. *Advances in Physiology Education*, 38(3), 229-234. Retrieved from https: //eric.ed.gov. (EJ1037693).

Moreira, P., Paulo, A.S., Dias, P., Filipa.,. M.,Vaz, J.M. (2013). Predictors of Academic Performance and School Engagement – Integrating Persistence, Motivation and Study Skills Perspectives Using Person-centered and Variable-Centered Approaches. *Learning and Individual Differences*, 24, 117-125. Retrieved from https://eric.ed.gov. (EJ1008320).

My Free School Tanzania (2014). *Factors affecting listening.* Retrieved from myfreeschooltanzania.blogspot.in/2014/08/factors-affecting-listening.html.

Nath, B.K (1998). *Development of Self instructional package for secondary school biology teachers for their, in-service learning.* Doctoral Thesis, University of Calicut.

Nath, B.K. (2018). *Effectiveness of Self learning Materials for Supplementary Instruction of Secondary Level Pupils.* Retrieved from www.academia.edu/10045505/ Effectiveness-of–Self-Learning-Materials-for-Supplementary-Instruction-of-Secondary-Level-Pupils.

National Knowledge Commission (2006). *National Knowledge Commission Report to the Nation 2006-2009.*Retrieved from www.knowledge commssion.gov.in.

NCERT. (2006). *Position Paper National Focus Group on teaching of English.* Retrieved, April 3, 2012 from

Note-making (n.d). *Access:Writing and Information Skills.* Retrieved from www.rgu.ac.uk/files/7%20Note-Making SEPT.pdf

Orpinas,P ;Raczynski,K ; Hsieh, H ; Nahapetyan, L& Horne, M.(2018). Longitudinal Examination of Aggression and Study Skills from Middle to High School: Implications for Dropout Prevention. *Journal of School Health*,88 (3),246-252. Retrieved from https://eric.ed.gov. (EJ1168342).

Pearson Education Services(2016). What is Descriptive Writing? Retrieved from English.edurite.com/English-writing/descriptive-writing.html.

Philips, G. (2006). Using Open-book tests to strengthen the study skills of community – college Biology students. *Journal of Adolescent & Adult*

Literacy, 49(7), 574-582. Retrieved from https://eric.ed.gov. (EJ737961).

Pollack,J., Rock,D.,& Jenkins, F.(1992). *Advantages and disadvantages of constructed-response item formats.* Paper presented at the annual meeting of the AERA.San Francisco,CA.

Pourshanazari, A.A., Roohbakhsh, A., Khazaei, M., &Tajadini, H. (2013). Comparing the Long-Term Retention of a Physiology Course for Medical Students with the Traditional and Problem-Based Learning. *Advances in Health Sciences Education,* 18(1), 91-97. Retrieved from https://eric.ed.gov.(EJ996774)

Poyraz, C. (2013). Investigating Distance Education Students' Study Skills. *Turkish online Journal of Distance Education,* 14(4), 69-82. Retrieved from https://eric.ed.gov.(EJ1042571).

Prakasa, R.D., & Sudhakar, B.C. (2002). Self -learning through Programmed Learning in Distance Mode. *Indian Journal of Open Learning*. 11(2), 247-54. Retrieved from https://eric.ed.gov. (EJ671777).

Proctor, B. E., Prevatt, F. F., Adams, K., Hurst, A., &Petscher, Y. (2006). Study skills Profiles of Normal-Achieving and Academically–Struggling College Students. *Journal of College Student Development*, 47(1), 37-51. Retrieved from https://eric.ed.gov. (EJ 743911).

Pryjmachuk, S.,Gill, A., Wood, P., Olleveant, N., & Keeley, P. (2012). Evaluation of an Online Study Skills Course.*Active Learning in Higher*

Education, 13(2), 155–168.Retrieved from https://eric.ed.gov. (EJ972230).

Puri, N. (2009). *Effect of Self Learning Modules on Environmental Awareness in Elementary School Students Belonging to Different Socio- Economic Status and School Systems.* Doctoral Thesis, Kurukshetra University.

Putwain, D., Sander, P., & Larkin, D. (2013).Academic Self-Efficacy in Study-Related Skills and Behaviours: Relations with Learning-related Emotions and Academic Success. *British Journal of Educational Psychology,*83(4),633–650. Retrieved from https://eric.ed.gov. (EJ1027012).

Rafoth, M.A., & DeFrbo, L. (1990). *Study Skills What Research says to the Teacher.* Washington, DC: NEA Professional Library, National Education Association.

Rana, S.M. (2012). A Study of Study Habits of B.Ed College Students in relation to their Gender and Locality. *Himalayan Journal of Educational and Psychological Research,* 3 (2), 17-20.

Rastogi, S. & Sahare, N. (2003). Self Instructional Material (SIM) on Educational Statistics for B.Ed Students- An Experiment. *Indian Journal of Open Learning*, 12(1), 56-67.

Rawat, L. (1995). *A Study of the Effect of Parental Absence on Adjustment, Study habits and Academic Development of Students of High School Classes.* Doctoral Thesis . Garhwal University.

Rekha, P. (2007). *Development of a training module for teachers to transact Biology curriculum for developing certain moral values in secondary school pupils*. Doctoral Thesis, University of Calicut.

Remani. V.N. (2008). *Preparation and testing of teaching modules for instruction in Hindi language at secondary level*. Doctoral Thesis, University of Calicut.

Report of the Education Commission (1966). New Delhi: Ministry of Education, Government of India.

Richards,J.C., J. Platt & H.Platt(1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

Richardson, J, S., Robnolt, V.J., & Rhodes, J.A. (2010). *Reading Improvement*, 47(2), 11-123. Retrieved from https://eric.ed.gov. (EJ917120).

Robbins, S.B., Lauver, K., Le,H., Davis, D., Langley, R., & Carlstrom,A. (2004). Do Psychosocial & Study Skill Factors Predict College Outcomes? A meta-analysis. *Psychological Bulletin*, 130(2), 261-288. Retrieved from psycnet.apa.org/journals/bul/130/2/261/

Rowntree, D. (1981). *A Dictionary of Education.* London: Harper& Row, Publishers.

Rowntree, D. (1994). *Preparing Materials for Open, Distance & Flexible Learning*. London : Kogan Page.

Roy, R. (1998). *Designing video based instructional materials for teaching English as a second language.* Doctoral Thesis, Pondicherry

University. Retrieved from www.shodhganga.inflibnet.ac.in:8080/ jspui/ handle/10603/798.

Rozalski, E. (2008). Practice, Practice, Practice. How to Improve students' Study Skills. *Beyond Behaviour*, 17 (2),17-23.Retrieved from https://eric.ed.gov.(EJ894095).

Sasi, K.K. (2000). *Preparation and validation of self learning package in the teaching of chemistry at secondary school level.* Unpublished M.Ed Dissertation, Mahatma Gandhi University.

SCERT (2007). *Kerala Curriculum Framework.* Kerala: Author.

SCERT (2014). *Higher secondary course, English, Class XI.* Kerala: Department of Education, Government of Kerala.

SCERT (2016). *Higher secondary course, English, Class XII.*Kerala: Department of Education, Government of Kerala.

Sekar, J; Master, A& Rajendran, K.K. (2015). Study Skills of Arts and Science College Students. *Indian e-Journal on Teacher Education (IEJTE),* 3(2), 46-55. Retrieved from https://eric.ed.gov. (ED559332).

Shahila.N& Nath,B.K.(2016). Study Skills: An Essential Requirement among Higher Secondary Students. *International Journal of Research in Economics and Social Sciences*. (IJRESS). 6(2).

Shastri, V.K. (2008). *Research Methodology in Education*. Delhi: Authors Press.

Shemi (2006) .*Effect of study Skills Training on Achievement in Biology of Standard VIII students*. Unpublished M.Ed. Dissertation, Farook Training College, University of Calicut.

Shihabudheen (2000). *A study of the effectiveness of programmed instruction in Learning English as a second language by secondary school pupils*. Doctoral thesis, University of Calicut.

Shylaja.K. (2005). *Study skills and Achievement Motivation of Higher secondary students in Palakkad District.* Unpublished M.Ed Dissertation, University of Calicut.

Sikhwari, T.D., & Pillay, J. (2012).Investigating the Effectiveness of a Study Skills Training Programme. *South African Journal of Higher Education*, 36(3), 606–622. Retrieved from https://eric.ed.gov. (EJ990804).

Simmons, M.C. (2006). Effective Study Skills for Post-Secondary Education. *College Quarterly*, 9(2), Retrieved from https://eric.ed.gov. (EJ835405).

Skills you need (2016). *The 10 principles of Listening*. Retrieved from www.skillsyouneed.com/ips/listening-skills.html.

Skills you need (2016). *Types of listening*. Retrieved from www.skills youneed.com/ips/listening-types.html.

Smith, C.J. (2012). Improving the school-to University Transition: Using a Problem-Based Approach to Teach Practical Skills Whilst Simultaneously Developing Students' Independence study skills.

Chemistry Education Research and Practice, 13(4), 490-499. ERIC No. EJ 997764. Retrieved from https://eric.ed.gov.(EJ997764).

Smith, K; & Craig, H. (2013). Enhancing autonomous use of CALL: A New Curriculum Model in EFL. *CALICO Journal,* 30(2), 252-278.Retrieved from eric.ed.gov.(EJ1013917).

Sobha V.K. Study Skills and Academic Achievement of Intellectually Superior Students at Higher Secondary Level. *GCTE Journal of Research & Extension in Education,* 6(1), Jan. 2011. 90-94. Govt. College of Teacher Education, Thiruvananthapuram.

Srinivas,M.(2009). Principles of summarizing. In Pandit,M & Jose, K. (Eds), *Study skills.* India: The English and Foreign Languages University.

Steels, B. B., & Richey, R.C.(1994). *Instructional technology: The definition and domains of the field.* Washington, DC: Association for Educational Communications and Technology.

Storkey,C (2014). *Listening skills-11Steps to Become a Good Listener.* Retrieved from calebstorkey.com/listening-skills-11-steps-to-become-a-good-listener/ English club(2016). *What is listening.* Retrieved from https://www.englishclub.com/listening.what.htm

STRIDE (2005). *Development and Revision of Self-learning Materials.* New Delhi: IGNOU.

Suny Empire State College (2017). *What is Critical Reading.* Retrieved from https://www.esc-edu/online-writing-center/resources/critical-reading-writing/general-reading/critical-reading/

Swanson, M and Spirn, K. (2017). *Reading and Writing Resources.* Retrieved from www.laspositascollege.edu/raw/ paragraphtransitions.php.

Takahashi (2013). *Motivation and Persistence of Learning among L2 learners in Self-instruction.* Pro Quest LLC, Doctoral Thesis, University of Hawai.Retrieved from eric.ed.gov.(ED555188).

Talib, R.(2014). *The technique of information transfer for teaching English in EFL classroom based on authentic material.* Retrieved from utic.pbi. uad.ac.id/proc/086- Rasuna Talib- The Technique of Information Transfer for Teaching English in EFL Classroom.pdf.

Tannu, K. (2009). *Empirical Estimation of Computer Animation as a Self-study Material for Science Learning* .(ERIC Document Reproduction Service for Science learning No. ED 503789).

The George Washington University (n.d). Performance Management – Writing Effective Self-assessments. Retrieved from https://library. gwu.edu/sites/default/files/policies/Performance   Management   - Writing Effective Self-assessments. pdf.

The University of Melbourne (2010). *Help sheet paragraphs.* Retrieved from Sydney.edu.au/business/–data/assets/pdf-file/0007/90376/Writing paragraphs.pdf.

Thomas, A. (1993). *Study skills* .Retrieved from Files. eric.ed.gov/fulltext /ED355616.pdf.

Thomas, J. (2006). *Effectiveness of Teacher assisted modules in Biology on achievement of students at secondary level.* Unpublished M.Ed

Dissertation. St.Joseph's Training College, Mannanam, Mahatma Gandhi University.

Thompson, P. (2017). Communication Technology Use and Study Skills. *Active Learning in Higher Education*, 18(3),257-270. Retrieved from https://eric.ed.gov. (EJ1156684).

Thorpe, C. (2010). Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction. Online Submission. Retrieved from https://eric.ed.gov. (ED 510601).

Tsai (2011). Courseware integration into task-based learning : a case study of multimedia courseware-supported oral presentations for non-English major students. *ReCALL*, 23(2),117-134. Retrieved from www.eric. gov.in. (EJ 925271).

University of Kent (2016). How to write a successful CV. Retrieved from www.kent.ac.uk/careers/cv.htm.

University of New England (n.d). *Academic skills office*. *Paraphrasing and Summarising*. Retrieved from www.une.edu.au/-data/assets/pdf-file/0003/13458/WE-Paraphrasing -and-Summarising.pdf.

University of Otago(n.d). *The Student Learning Centre. New York. Paraphrase and Summarise*. Retrieved from hedc.octago. ac.nz/hedc/ wp-content/uploads/2012/07/Paraphrase-and-Summarise.pdf.

University of Sheffield (n. d) .*Barriers to listening*. Retrieved from https://www.sheffield.ac.uk/polopoly_fs/1.361954!/file/listenig_barrier s.pdf

University of Wolverhampton (2014). *Learning and Information Services*. Retrieved from www.wlv.ac.uk/lib/media/departments/ lis//skills/study-guides/LS004-Guide-to-Report-Writing.pdf.

Urciuoli, J.A.,& Bluestone, C. (2013). Study skills Analysis: A Pilot study Linking a Success and Psychology Course,37(5),397-401.Retrieved from https://eric.ed.gov.(EJ1009996).

Valadas, S,A.T.S., Goncalves, F.R.,& Faisca, L.(2010). Approaches to studying in Higher Education Portuguese Studies: A Portuguese Version of the Approaches and Study Skills Inventory for Students. Higher Education and Educational Planning, v59 n3 p 259-275. ERIC No. EJ 872789. Retrieved on 23.01.2015.

Verma, B.P. (1997). Study habits of adolescent students as related to academic achievement and test anxiety. *Psycho Lingua*, 27 (2), 107-110.

Victoria University of Wellington(n.d). *Student Learning and Support Service. Summarising and Paraphrasing.* Retrieved from www. victoria.ac.nz/St-Services/slss/Studyhub/PDF/Summarising   and Paraphrasing.pdf.

Wallace, M.J. (2004). *Study skills in English* (2nd ed.), UK: Cambridge University Press.

White, H.L. (2004). Nursing Instructors Must Also Teach Reading and Study Skills. *Reading Improvement*, 41(1), 38 . Retrieved from https://eric.ed. gov.(EJ703708)

Wikipedia. (2013). *Language education*. Retrieved from http://en.wikipedia. org/wiki/Language education#Skills teaching.

Wikipedia. (2013). *Study skills*. Retrieved from en.wikipedia.org/wiki/Study skills.

Windham, M.H. (2012). *Retention of First Year Community College Students.* Pro Quest LLC. Doctoral Thesis, Regent University. Retrieved from https://eric.ed.gov.(549832).

Wingate, U.(2006). Doing Away with "Study skills". *Teaching in Higher Education*, 11(4), 457-469.

Yuksel, S. (2006). Undergraduate Students' Resistance to Study Skills Course. *College Student Journal*, 40(1), 158-165. Retrieved from https://eric.ed.gov.(EJ765310).

APPENDICES

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
QUESTIONNAIRE ON STUDY SKILLS IN ENGLISH FOR
HIGHER SECONDARY STUDENTS

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Instructions:

       I am a research scholar in the Department of Education in Calicut University. I am doing research on study skills in English among higher secondary students. For that your valuable responses are necessary. Mark your responses by putting (✓) mark to the appropriate answer. Write points wherever necessary. The information given by you will be kept confidential and used only for research purpose.

1.   Do you write notes in an arranged manner during the class?

2.   Do you copy everything which is said by teacher in the class?

3.   Do you able to emphasize important ideas while taking notes?

4.   Do you follow a logical outline while taking notes?

5.   Do you use short form of words and symbols while taking notes?

6.   Do you review the notes after the class?

7.   Do you use any note-taking format?

8.   Are you familiar with possible note-taking strategy for different contexts?

9.   Do you read the matter carefully before making notes?

10.   Do you use your own words while making notes?

11.   Have you got the necessary instructions to prepare a tree diagram?

12.   Have you received the needed instructions regarding note making?

13.   Have you got instructions regarding timeline form of note-making?

14. Do you read the passage many times for making a summary?

15. Do you state the theme of the passage briefly in a summary?

16. Do you give a suitable title to the passage while summarising?

17. Do you use your own words in the summary?

18. Do you use your own comments and ideas in the summary?

19. Do you repeat same ideas in a summary?

20. Do you try to keep the opinions of the author in a summary?

21. Do you have a careful plan before writing a report?

22. Do you mix two voices (active & passive) in same report?

23. Do you include standard abbreviations (short forms) in the report?

24. Do you avoid unnecessary words in the report?

25. Do you know that short paragraphs are better for a good report?

26. Do you use different leads while preparing the report?

27. Have you got the principles involved in reporting?

28. Have you received the necessary instructions to write a good report?

29. Can you find out the correct quarter (section) of the dictionary while referring the dictionary?

30. Do you go through the front pages of a dictionary to get the instructions given and symbols used?

31. Do you refer the dictionary while reading the text book?

32. Do you know guide words in a dictionary?

33. Do you know headwords in a dictionary?

34. Do you know to find out a compound word in a dictionary?

35. Do you know what a thesaurus is?

36. Have you got the necessary help to develop reference skill?

37. Do you try to find out the content of the book by reading its title?

38. Do you go through the first and last chapters of books to get an overview of it?

39. Do you go through a text quickly to get an idea of what it's about?

40. Do you go through a text to get a specific information?

41. Are you familiar with any specific technique of studying a text? (SQ3R, SQ4R, SQ5R and SQW5R)

42. Do you read a lot for your own enjoyment?

43. Do you evaluate the events, ideas, characters or intentions of the author while reading a book?

44. Do you know the different types of paragraphs in an essay?(introductory ,body, translating and concluding paragraphs)

45. Do you know the three characteristics which are compulsory to create an effective paragraph?

46. Do you try to include a central idea only in one paragraph?

47. Do you include more than one topic in a paragraph?

48. Do you try to have a definite plan while writing a paragraph?(topic sentence, supporting sentence and concluding sentence)

49. Have you received the necessary instructions to write a paragraph?

50. Have you done enough activities in writing paragraphs?

51. Do you know to represent a cyclical process in a cyclical chart?

52. Can you transfer information from a pie graph?

53. Are you familiar with semantic markers which are used to transfer information from visual to verbal mode?

54. Do you go through the different stages of writing (planning, translating and reviewing / editing) when you are writing?

55. Do you know the different structures in the assignment? ('compare and contrast', `cause and effect', 'for and against', `problem/solution`)

56. (a) Do you know any specific form of note taking?

    (b) If yes, specify……………..

57. (a) Are you familiar with different forms of note-making?

    (b)If yes, list out………….

58. (a) Are you familiar with different leads of a report?

    (b)If yes, list out………….

59. Which are the resources you refer to? Library books, encyclopedia, internet.

APPENDIX I B
DEPARTMENT OF EDUCATION

UNIVERSITY OF CALICUT

Questionnaire on Study Skills in English for Higher Secondary Students

RESPONSE SHEET

Gender   :   Male / Female

Name of the group   :   Commerce/Humanities/Science

Type of the Institution   :   Govt./Aided/Unaided

Sl.	Yes	No		Sl.	Yes	No
1				29		
2				30		
3				31		
4				32		
5				33		
6				34		
7				35		
8				36		
9				37		
10				38		
11				39		
12				40		
13				41		
14				42		
15				43		
16				44		
17				45		
18				46		
19				47		
20				48		
21				49		
22				50		
23				51		
24				52		
25				53		
26				54		
27				55		
28						

56.

57.

58.

59

APPENDIX IIA

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST I (LISTENING SKILL TEST)

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Directions

- This is a study skill test in English

- This test is based on Listening skill

- A separate sheet is given for writing your responses.

- Do not write anything in the question paper

- You should attempt all the tasks which include questions of 1 mark each. Maximum score is 20.

- Time duration is 40 minutes

1. *Listen to the conversation and write true or false.*

Sona: Hey Nisha, wait up! I want to talk to you.

Nisha: Hi, Sona! What is the matter?

Sona: This weekend I have a birthday party for Rahul. I'd like you also to be there.

Nisha: I also love to be there. When is it?

Sona: We're planning to conduct it this Saturday at 8:00 at my house. We're going to order a pizza and play some games. Then whoever wants to stay longer can hang out and watch a video.

Nisha: It sounds like a lot of fun. But now that I think about it, I promised I would do something with Nayana Saturday night.

Sona: Well why don't you bring her along? It would be fun. Rahul would really like that. I'm sure.

Nisha: Really? That would be great. Okay, I'll ask Nayana to come along. What can I bring?

Sona: Nothing. Just bring yourselves. No presents are necessary and everything else has been planned. (It is given as audio clip in the class) (**5**)

a. The conversation is about a beach party.
   True/False
b. Everybody is going to watch a video at the party.
   True/False
c. The party is on Saturday.
   True/False
d. Presents are not necessary in the party.
   True/False
e. There are still matters to be planned in the party.
   True/False

2.   *Listen to the talk and write answers for the following questions in a word or two.*

Being the principal of this school, today I have a very special announcement to make. This year, not just one, but four of our students will be receiving national awards for their academic achievements. Shalini, Rekha, Sherin and Arun have all been chosen for their hard work and high marks. It is very prestigious for our school to have so many students receiving this award in a single year. (It is given as audio clip in the class)   **(3)**

a. What is the subject of the announcement?

b.   How many students will be receiving national awards for their academic achievements?

c.   Write name of any one student who has been chosen to receive national award?

3.   *Listen to the audio clip and answer the questions in a word or two.*

As your teacher, I would like to remind you that a team of painters is coming tomorrow to paint the walls. In this box on my desk there are sheets of plastic that I want you to cover your desks. Make sure you cover your desks completely so that no paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.   (It is given as audio clip in the class)   **(3)**

a.   What does the teacher want the students to do?

b.   Where are the sheets of plastic?

c.   Who are coming to the school?

4.   *Listen to the audio clip and answer the questions in a word or two.*

Renu's room is neat and tidy. Her storybooks are on a shelf. Her school books are on the table. Renu makes her own bed. Her clothes are folded neatly and kept in a cupboard. She helps her mother to keep her room clean. (It is given as audio clip in the class)   **(4)**

   a. Where does Renu put her storybooks?
   b. Where does Renu keep her school books?
   c. Where does Renu preserve her clothes?
d.   What is the condition of Renu's room?

   5.   *Listen to a teacher talking in a class and answer the questions in a word or two.*

We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi .Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leafcutter ant. Because of their name, people often think that leafcutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leafcutter ants go out of their nests looking for leaves from plants or trees. They

cut the leaves off and carry them underground . . . and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves. The ants eat the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leafcutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leafcutter ant can lift without cutting it. It turns out; it depends on the individual ant. Some are stronger than others. The experiments showed that some "super ants" can lift leaves about 100 times the weight of their body! (It is given as audio clip in the class) **(5)**

a. What is the main topic of the talk?

b. According to the teacher, what is one activity that both leafcutter ants and people do?

c. What do often people think about leafcutter ants?

d. What was the topic of the experiments done on leafcutter ants?

e. What do the ants grow?

APPENDIX II B

**SCORING KEY FOR STUDY SKILL TEST 1
(LISTENING SKILL TEST)**

1.

a.   False

b.   False

c.   True

d.   True

e.   False

2.

a.   National Awards

b.   Four

c.   Shalini

3.

a.   Cover desks

b.   Box

c.   Painters

4.

a.   Shelf

b.   Table

c.   Cupboard

d.   Neat

5.

a.   Leaf cutter ants

b.   Growing food

c.   Eat leaves

d.   Heaviest Leaf

e.   Fungi

APPENDIX III A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST II (READING SKILL TEST)

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Directions

* This is a study skill test in English

* This test is based on Reading skill

* A separate sheet is given for writing your responses.

* Do not write anything in a question paper

* You should attempt all the tasks which include questions of 1 mark each. Maximum score is 20.

1. **Read the passage and select the most suitable option.**

   Mexico is my favourite vacation place. I really like the weather there because it never gets cold. The people are very nice too. They never laugh at my bad Spanish. The food is really good. Mexico City is a very interesting place to visit. It has some great museums and lots of fascinating old buildings. The hotels are too expensive to stay but there are more affordable options. For example, you can stay at one of the beach resorts like Acapulco. If you are planning to visit Mexico, you should definitely see the Mayan temples near Merida.   **(4)**

A. **What does the narrator say about his likeness of the weather?**
   a.   He likes warm weather
   b.   He doesn't like warm weather at all
   c.   He hates warm water
   d.   He likes cold weather

B.   **What did you understand about his Spanish language?**

    a.   His Spanish is very good

    b.   He speaks Spanish very well

    c.   He doesn't speak Spanish very well

    d.   He is fond of Spanish.

C.   **What is his opinion about Mexico?**

    a.   There's a lot to see and do in Mexico

    b.   There aren't a lot of beautiful places in Mexico

    c.   Mexico is a dirty place

    d.   Tourists never come to Mexico

D.   **What is the condition of hotels in Mexico?**

    a.   Hotels are very cheap in Mexico

    b.   The hotels aren't comfortable there

    c.   Hotels are all poor in Mexico

    d.   The hotels in Mexico are pretty expensive

2.   **The given passage is incomplete. Choose the most appropriate words as answer to complete it.**

Today I am having such a good time. I feel very (a) ---- that there (b) ---- no school and I can do (c) ---- I want. I don't have any extra homework either as the schools (d) ---- closed because of snow. That's why this is one of my favourite (e) ----. I like going to school but I like the snow even more. I get to play outside in the snow. We can (f) ---- a snowman with (g) ---- friends, we can have a snowball fight, we can slide and enjoy the snow.   **(7)**

    a.   scared, happy,   angry,   tired

    b.   is, are not, is not, be

    c.   all the thing, something, nothing, anything

    d.   is, was, are, be

    e.   holiday, times, time, happiness

    f.   carry, play, build, fill

    g.   me, mine, I, my

3. Read the passage given below and choose the most appropriate answer.

The Moon is the satellite of the Earth. It is about the quarter size of the Earth. It goes around the Earth approximately in one month. It is about 384,000 kilometers away from the Earth. There is no air or atmosphere around it, so there is no life on the Moon. It has about 13 and a half days daylight and 13 and a half nights of darkness. Temperatures on the Moon is 120 °C during the lunar day and -150 °C during the lunar night. Because there is no air or atmosphere, there is also no sound as the sound waves travel through the air. So, The Moon is very silent. **(3)**

 A. There is no life on moon. Why?

a.   Because it is so far away.

b.   Because it has only 13 days of daylight.

c.   Because there is no atmosphere or air.

d.   Because there is no sound

B. Which of the followings is incorrect?

a.   The Moon turns around the Earth.

 b.   The Moon is hotter than the Earth in daytime.

c.   The Moon is bigger than the Earth.

d.   It takes one month for the Moon to go around the Earth.

C.   Which of the following options cannot complete the sentence

"Because there is   no air or atmosphere on the Moon, ----."?

a.   There is no sound.

b.   There is no life.

c.   We cannot cook there.

d.   It is the satellite of the Earth

4.   Read the following passage and find out the most suitable answer.

A book has just been published to help parents to deal with their children's naughty behavior at home. The author, Dr James Bruno, says that the first positive discipline technique is for parents to remain calm because nervous parents don't get good results. Parents who cannot often remain calm find that their children stop taking any notice of them. The second challenge is to know how to correct bad behavior in an effective way. For instance, punishing children by preventing them from watching their favourite TV program is not an ideal solution. Dr Bruno believes that parents should establish clear rules for children to follow. If children refuse to follow these, they know they will be disciplined. Finally, the most effective way of encouraging good behavior is to give positive feedback as often as possible.

(3)

A.   According to the article, when parents get angry too often, ----.

a.   They yell at their children to make them obey an order

b.   They scold their children in front of their friends

c.   Children often act as if they didn't hear them

d.   They utter increasing number of verbal warnings

B.   The author of the book seems to suggest that in order to discipline children, first of all parents should ----.

a.   Find an effective way to correct their children's behavior

b.   Treat them as harshly as possible

c.   Stop beating them

d.   not lose their temper

C.   We learn from the reading that ----.

a.   Parents should not establish clear rules for children to follow

b.   Restricting favourite activities of children is not useful when disciplining a child

c.   Giving feedback all the time is not advised during the process of disciplining the child

d.   The book by Dr James Bruno helped the parents a lot who try to discipline their naughty children

5.   Read the following passage and find out the most suitable answer.

Tea was considered to be both safe and almost always beneficial. However, scientists are now suggesting that tea may not be as safe as we had previously believed. Tea contains caffeine, and caffeine has been linked to sleeplessness and to the unpleasant jumpy feeling some people get when stressed. More seriously, there is a link between miscarriages, and pregnant women are advised to reduce their intake of tea. Due to its critical side-effects, some people who like tea choose to be safer and drink a beverage from which the caffeine has been removed, decaffeinated tea, but many claim that it simply doesn't taste right. The reasonable thing to do is probably moderation; continue to enjoy a cup of tea, but don't have too many!   **(3)**

A. As it is pointed out in the passage, tea was considered to be ----.

a.   having damaging effect on people's health

b.   Not at all beneficial

c.   more dangerous than alcohol

d. Safe

B. According to the passage, tea can be dangerous because it ......

a.   Causes people to suffer from stress more than ever

b.   Reduces miscarriages if it is drunk too much by a pregnant woman

c.   May bring about many illnesses that cannot be cured easily

d.   May cause losing your baby before she/he is born

C. The writer points out that the best solution is to drink ----.

a.   Decaffeinated tea

b.   Instant coffee

c.   Tea in moderation

d.   Other beverages like hot chocolate

APPENDIX III B

SCORING KEY FOR STUDY SKILL TEST II
(READING SKILL TEST)

1.
a. He likes warm weather
b. He doesn't speak Spanish very well
c. There is a lot to see and do in Mexico
d. The hotels in Mexico are pretty expensive

2.
a. Happy
b. Is
c. Anything
d. Are
e. Times
f. Build
g. My

3.
a. Because there is no atmosphere or air
b. The Moon is bigger than the earth
c. It is the satellite of the Earth

4.
a. Children often act as if they didn't hear them
b. Not loose their temper
c. Restricting favourite activities of children is not useful when disciplining a child

5.
a. Safe
b. May cause losing your baby before she/he is born
c. Tea in moderation

APPENDIX IV A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST III (WRITING SKILL TEST)

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Directions

* This is a study skill test in English

* This test is based on Writing skill

* A separate sheet is given for writing your responses.

* Do not write anything in the question paper

* You should attempt all the tasks which include questions of 4 marks each. Maximum score is 20.

* Time duration is 40 minutes

    Read the questions carefully before answering.

1.   You are in charge of the NSS club of your school. You are asked to write a notice about a fair being organised by the club to collect articles & money for people affected by floods in Uttaranchal. The notice will be put up for students on the school notice board. Write the notice in around 50 words, including relevant details such as purpose of fair; kind of stalls, games, food etc; contributions accepted, fair timing etc. in your notice so that students may contribute generously.

    (**Hints:** Format – Tone – Style of the language)   (**4**)

2.   Write about a trip you have conducted during the last vacation in about 50 words.

    (**Hints:** Places visited – What is seen –Characteristics of people)   (**4**)

3. Write a letter to the editor of a newspaper on the topic "Bad roads in your locality" in about 50 words.

    (**Hints:** Format-Short-Relevant-Well presented)   **(4)**

4. Write a letter to your friend congratulating him on his success in the examination in about 50 words.

    (**Hints:** Format- Friendly manner**)**   **(4)**

5. Prepare your curriculum vitae in about 50 words**.**

    (**Hints:** Personal details –Education and qualifications – Interests and activities)   **(4)**

APPENDIX IV B

Rubric for Valuing Writing Skill -1 (Notice)

Task response	Superior response (4)	Adequate response (3)	Minimal response (2)	Inadequate response (1)
Format of notice	Format of notice is followed very well in such a way that it is highly effective to convey the meaning of the message of the notice.	Format of notice is followed in such a way that it is appropriate for the task concerned.	Format of notice is followed in some places.	Format of notice is followed in very few places only.
Usage of passive voice (writing from a third person's perspective)	Passive voice is used very well in such a way that it is highly effective to enhance the meaning of the message of the notice.	Passive voice is used in such a way that it is appropriate for the task concerned.	Passive voice is used in some part of the notice.	Passive voice is used scarcely in the notice.
Formal tone and style of the language	Formal tone and style of the language is used very well in such a way that it supports the notice in a very effective way.	Formal tone and style of the language is used in such a way that it is appropriate for the task concerned.	Formal tone and style of the language is used in some part of the notice.	Formal tone and style of the language is not properly used.

APPENDIX IV C
Rubric for Valuing Writing Skill – 2 (Travelogue)

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate response (1)
Content of the travelogue(places visited, what is seen, characteristics of people)	Content is described in such a way that all the details of the content (places visited, sceneries, characteristics of people) are included. Examples are included to enrich the content.	Most of the details are included. Descriptions are there. But they are not clear and specific.	Content is presented in an inadequate way to meet the requirements of the task of conveying the message of the travelogue.	Content doesn't satisfy most of the requirements. Primary focus is given to irrelevant content.
Organization of the travelogue	Organization (starting, middle and end of the travelogue) is presented in such a way that it is highly effective to enhance the meaning of the travelogue.	Organization of the travelogue is presented in such a way that it is appropriate for enhancing the meaning of the travelogue.	Organization of the travelogue is not fully followed.	Poor organization of the travelogue with unsupported details.

APPENDIX IV D

Rubric for Valuing Writing Skill – 3 (Letter)

Task Response	Superior Response (4)	Adequate Response(3)	Minimal Response(2)	Inadequate response(1)
Content of letter	Content is presented in such a way that every detail of the content (Introduction, body and conclusion of the letter) is included.	Most of the details are included. Explanations are there. But they are not vivid and specific.	Content is not enough to meet the requirements of the task of letter writing. Some content is irrelevant.	Main focus is given to irrelevant content.
Format of letter	Format of letter is followed very well in such a way that it is highly effective to convey the meaning of the message of the letter.	Format of letter is followed in such a way that it is appropriate for conveying the meaning of the message of the letter.	Format of letter is followed to some extent only.	Format of letter is not followed.
Salutation and closing	Salutation and closing are presented in a very effective way such that the meaning of the message of the letter is conveyed suitably.	Salutation and closing are presented in an appropriate way to convey the meaning of the message of the letter.	Salutation and closing are not fully presented.	Salutation and closing are presented with irrelevant details.

APPENDIX IV E

Rubric for Valuing Writing Skill – 4(Curriculum Vitae)

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response(2)	Inadequate response (1)
Format of curriculum vitae	Format of curriculum vitae is followed very well in such a way that it is highly effective to convey the sections of the curriculum vitae.	Format of the curriculum vitae is followed very well in such a way that it is appropriate for conveying the sections of the curriculum vitae.	Format of the curriculum vitae is not fully followed.	Improper Format of the curriculum vitae is followed.
Content	Content is presented in such a way that all the details of the content (personal details, education and qualifications, interests and activities)are included.	Most of the details are included. But they are not vivid and specific.	Content is presented in such a way that it is not enough to meet the requirements of the task of writing the content of the curriculum vitae.	Only a few of the details of the content are included. Irrelevant content is mostly presented.
Effectiveness	The style and appearance of the curriculum vitae are presented in a very effective way.	The style and appearance of the curriculum vitae are presented in an appropriate way.	The style and appearance of the curriculum vitae are followed in some places.	The style and appearance of the curriculum vitae are not followed.

APPENDIX V A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST IV (REPORTING SKILL TEST)

Dr.Baiju.K.Nath   Ms.Shahila,N
Assistant Professor   Research Scholar

Directions

- This is a study skill test in English

- This test is based on Reporting skill

- A separate sheet is given for writing your responses.

- Do not write anything in the question paper

- You should attempt all the tasks which include questions of 4 marks each. Maximum score is 20.

- Time duration is 40 minutes

1. Write a report on Environment Day celebrations in your school in about 50 words.

   (**Hints:** Structure – Content – Style of the report)   **(4)**

2. Write a report for your school magazine about the Annual Day celebrations in your school in about 50 words.

   (**Hints:** Structure – Content – Style of the report)   **(4)**

3. You are secretary of the health club of your school. Your School organised health awareness programme in your school to create awareness regarding our health problems. Write a report in about 50 words giving details of the programme.

   (**Hints:** Structure – Content – Style of the report)   **(4)**

4. You are head of a club of your locality. Your club organised a seminar to make people aware of the alarming use of chemicals in vegetables and fruits. Experts from medical field and consumer forum were

invited to answer the queries of the audience. Write a report in about 50 words .

(**Hints:** Structure – Content – Style of the report) **(4)**

5. Your school organised a cultural evening in the school for charity. Prominent personalities of the city attended the programme. Write a report on it in about 50 words.

(**Hints:** Structure – Content – Style of the report) **(4)**

APPENDIX V B

Rubric for Valuing Reporting Skill

Task response	Superior response (4)	Adequate response (3)	Minimal response (2)	Inadequate response (1)
Structure of the report (Introduction, main body, conclusion)	Aim of the report, collected information and summary are very well presented in such a way that the structure of the report is highly effective to enhance the meaning of the message of the report.	Aim of the report, collected information and summary are presented in such a way that the structure of the report is appropriate for the task concerned.	Aim of the report, collected information and summary are presented partially in the report.	Inadequate details of aim, collected information and summary are presented in the report with unsupported details.
Content (Clarity of thought, complete and self explanatory, compressive but compact, accurate, factual and reliable)	Every detail of the content is presented. A variety of types of content which is appropriate for the task is presented with examples and various forms of evidence are presented.	Content contains most of the details. Explanations are there. But they are not vivid and specific.	Content is not enough to meet the requirements of the task. Some irrelevant content is included.	Irrelevant content is primarily focused.
Style (Impersonal)	Impersonal style is used throughout the report in such a way that it is highly effective to emphasise the meaning of the message of the report.	Impersonal style is used in most part of the report in such a way that it is appropriate for the task concerned.	Impersonal style is used in some part of the report.	The style used is inappropriate.

APPENDIX VI A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST V (PARAGRAPHING SKILL TEST)

Dr.Baiju.K.Nath   Ms.Shahila,N
Assistant Professor   Research Scholar

Directions

- This is a study skill test in English

- This test is based on Paragraphing skill

- A separate sheet is given for writing your responses.

- Do not write anything in the question paper

- You should attempt all the tasks which include questions of 4 marks each. Maximum score is 20.

- Time duration is 40 minutes

1.   Write a paragraph on your best friend in about 50 words.
      (**Hints:** Topic sentence – Supporting sentences - Concluding sentence – Unity – Development – Coherence)   **(4)**
2.   Write a paragraph on an event that marked a turning point in your life in about 50 words.
      (**Hints:** Topic sentence – Supporting sentences - Concluding sentence – Unity – Development – Coherence)   **(4)**

  3.   Write a paragraph on "The effects of technology on learning" in about 50   words.
      (**Hints:** Topic sentence – Supporting sentences - Concluding sentence – Unity –   Development – Coherence)   **(4)**

  4.   "If I were president, I would be responsible. I would look alert and run India like it should be run. I would be honest. Then the people would trust me. I would be a good president because I have faith in the people of India".

      This is the introductory paragraph of an essay on ``If I were president…``. Write the concluding paragraph for this essay in about 50 words.

(**Hints:** Reassert core idea)   **(4)**

5. ``My mom is the greatest. I love how she jokes around. She is always fun no matter what, and she gives me great advice. My mom is more than a mom; she is like my best friend! ``

    This is the concluding paragraph of an essay on ``My mother``. Write the introductory paragraph for this essay in about 50 words.

    (**Hints:** Relevant opening sentence- Relevant background information and context)   **(4)**

APPENDIX VI B

Rubric for Valuing Paragraphing Skill -1

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate Response (1)
Structure of the paragraph (Topic sentence, supporting sentences and concluding sentence)	Structure of the paragraph is very well followed in such a way that it is highly effective to enhance the meaning of the paragraph.	Structure of the paragraph is followed in such a way that it is appropriate to enhance the meaning of the paragraph.	Structure of the paragraph is not followed fully to enhance the meaning of the paragraph.	Structure of the paragraph is inappropriate to enhance the meaning of the paragraph.
Unity (Central idea)	A central idea is explained in such a way that it is highly effective to retain unity of the paragraph.	A central idea is explained in such a way that it is appropriate to retain unity of the paragraph.	A central idea is not fully utilized in the paragraph.	A vague central idea is utilized in the paragraph.
Development (Description and pattern of development)	Ways to develop the paragraph are used in such a way that the development is highly effective to enhance the meaning of the paragraph.	Ways to develop the paragraph are used in such a way that the development is appropriate for the task concerned.	Ways to develop the paragraph are not completely used.	The description of pattern is in an inadequate manner.
Coherence ("Stickiness" of sentences by using ordering principles, pronouns, transitional words, and repetition)	Ways to make the paragraph coherent are used in such a way that coherence is highly effective to enhance the meaning of the paragraph.	Ways to make the paragraph coherent are used in such a way that coherence is appropriate for the task concerned.	Ways to make the paragraph coherent are not completely used.	Poor coherence is seen throughout the paragraph.

APPENDIX VI C

Rubric for Valuing Paragraphing Skill -2 (Introductory Paragraph)

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate Response (1)
Opening sentence of the introductory paragraph (Strong and relevant to the subject)	Opening sentence is very well presented in such a way that it is highly effective to convey the message of the introductory paragraph.	Opening sentence is presented in such a way that it is appropriate to convey the message of the introductory paragraph.	Opening sentence is not fully strong and relevant to the subject.	Strength and relevance of the opening sentence is inadequate.
Relevant background information and context	Relevant background information and context are very well presented in such a way that it is highly effective to introduce the idea in an essay.	Relevant background information and context are presented in such a way that it is appropriate to introduce the idea in an essay.	Relevant background information and context are not fully presented in the introductory paragraph.	Irrelevant background information and context are seen in the introductory paragraph.

APPENDIX VI D

Rubric for Valuing Paragraphing Skill - 3 (Concluding Paragraph)

Task response	Superior response (4)	Adequate response (3)	Minimal response (2)	Inadequate response (1)
Restating core idea of the essay in the concluding paragraph	Core ides of the essay is restated very well in such a way that it is highly effective to convey the meaning of the message of the concluding paragraph.	Core idea of the essay is restated in such a way that it is appropriate for the task concerned.	Core idea of the essay is not completely restated in the concluding paragraph.	Core idea of the essay is not restated.

APPENDIX VII A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST VI (NOTE-TAKING SKILL TEST)

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Directions

- This is a study skill test in English

- This test is based on Note-taking skill

- A separate sheet is given for writing your responses.

- Do not write anything in the question paper

- You should attempt all the tasks

- Maximum score is 20

- Time duration is 40 minutes

1.   Take notes in linear method while listening to the teacher

Teacher's day in India is celebrated every year on 5th of September to honour the contributions of the teachers in our society and country. There is a great reason behind celebrating the teacher's day on 5th of September. 5th of September is the birth anniversary of a great person named, Dr. Sarvepalli Radhakrishnan. He was highly devoted towards education and well known as the scholar, diplomat, president of India and most importantly a teacher. (It is presented in the class)

(**Hints:** Shorthand   notation- Abbreviated words- Outline of linear note-taking)   (**4**)

2.   Take notes in diagrammatic method while listening to the teacher

The tiger is a very strong and ferocious animal. It looks like a large cat with a round head. The hair on its body is yellowish and marked with black stripes. The tiger has strong teeth, sharp claws in its powerful paws and a long tail.

The tiger's beautiful colour and majestic manner of walking regularly draw hundreds of visitors near its cage in the zoo. But we are always afraid of it because it is very cruel and ferocious.

Tigers are generally found in most of the countries in Asia. But the famous Royal Bengal Tiger found in the Sunderbans of Bengal is the largest and most beautiful of all tigers.

It feeds on the flesh of animals. It kills other animals like cow, deer, sheep and goat. There are also some tigers that prefer human flesh. They are called 'man-eaters'. The tiger can swim, climb and jump well. It sleeps by day and hunts at night. (It is presented in the class)

(**Hints:** Overview of the topic - Key points) **(4)**

3.　　　Prepare an organized note while listening to the teacher

Health is wealth. There is nothing in our life that is more valuable than good health. Without health there is no happiness, no peace and no success. A person with bad health cannot enjoy the pleasure of being wealthy.

Health is more valuable than money. Money cannot buy health and happiness. But a healthy person remains in a state of bliss and happiness.

A healthy person is completely free from any illness or injury. A person with sound health enjoys a stable health that also includes a healthy mental condition. Our health depends upon several factors, such as food, pollution, sleeping habits, mental condition, air, water and sunlight. Morning walks and physical exercises are very helpful for the fitness of our mind and body. We should take proper care of our health so that we can enjoy our life completely.

When we are ill or we do not want to play or work, our bad health robs us of sound sleep and appetite. Life becomes a burden for one, who is constantly ailing. Life has little charm for him. He feels tired of life, always complaining about one thing or the other.

On the other hand, one with good health enjoys his life. When he works or plays he is never tired. A healthy person enjoys good food and sound sleep. For him the world is beautiful and life is all joy.   (It is presented in the class)

(**Hints:** Passage as a whole with its relationships)   **(4)**

4.   Use **suitable abbreviations** for the words underlined in the following sentences.

   a. Meena cannot come to the office today because she is not ill.

   b. Each word said by you is significant.

   c. The flower vase contains different coloured flowers.

   d. You should write reference at the end of your assignment.

   e. Varun took interest to learn music.   **(5)**

5.   Write your own sentences each using **discourse markers** in the following contexts.

   a. To indicate how important something is.

   b. To express a condition

   c. To list something.   **(3)**

APPENDIX VII B

Rubric for Valuing Note-taking Skill

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate Response (1)
Use of key points	Key points are used in such a way that it is highly effective to convey the meaning of the message of the topic.	Key points are used in such a way that it is appropriate for conveying the meaning of the message of the topic.	Key points are not fully used.	Faulty key points are used.
Abbreviated words	Abbreviated words are used very well in such a way that it is highly effective to enhance the meaning of the message of the topic.	Abbreviated words are used in such a way that it is appropriate for enhancing the meaning of the message of the topic.	Abbreviated words are not completely used in the process of note-taking.	Use of Abbreviation is very scarce or wrong.
Overview of the topic	Overview of the topic is utilized very well in such a way that it is highly effective to enhance the meaning of the message of the topic.	Overview of the topic is utilized in such a way that it is appropriate for enhancing the meaning of the message of the topic.	Overview of the topic is not completely provided in the process of note-taking.	Overview of the topic is inadequate.

APPENDIX VIII A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST VII (NOTE-MAKING SKILL TEST)

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Directions

- This is a study skill test in English

- This test is based on Note-making skill

- A separate sheet is given for writing your responses.

- Do not write anything in the question paper

- You should attempt all the tasks which include questions of 4 marks each

- Maximum score is 20

- Time duration is 40 minutes

1. Read the following passage and make notes using a tree diagram.

    There are many different kinds of musical instruments. They are divided into three main classes according to the way that they are played. Some instruments are played by blowing air into them. These are called wind instruments. Some of these are said to be of the woodwind family. Examples of woodwind instruments are the flute, the clarinet and the horn. There are also various other wind instruments such as the mouth-organ and the bagpipes. Some instruments are played by banging or striking them. Instruments like this are called percussion instruments. The last big group of musical instruments has strings. There are two kinds of stringed instruments. Examples are the harp and the guitar, the violin and the cello.

    Hints: Key points – Categories and sub-categories)   (**4**)

2. Read the passage given below and *make notes in the form of a table*.

    What is soil? The original materials from which it has been formed through long ages are the earth's crust. There are three kinds of rocks, made in three different ways. Igneous rocks were made when the molten material of which the earth consisted long ago become cooler and solidified; granite, a very hard rock, is one of these. Another kind of rock is sedimentary rock, formed when rivers brought down small pieces of material with them as they flowed into the sea. The matter which they brought down with them fell to the bottoms of the sea, and this sediment was slowly pressed and cemented together by other substances into rock. Then the crust of the earth moved; the bottoms of the seas were raised, and when they reached a sufficient height become dry land. Sedimentary rocks found in all kinds of places, even on high mountains. Shale, limestone, and chalk are sedimentary rocks. The third kind of rock is metaphoric, a rock which has been made by change due to heat. This was formed, for instance, when the lava thrown out by volcanoes affected the material over which it flowed. The heat changed the surface underneath and produced different kinds of rocks, of which slate and marble are two.

    (**Hints:** Different categories – Short but clear information)   **(4)**

3. Prepare a *mind map* after reading the passage given below.

    Marco Polo went to china when he was just 17 years old. It took him three and a half years to get there, the reason it took so long was because he had to travel a total distance of five thousand six hundred miles. As he was still young he travelled with two other people, his Father and his Uncle, who had both been to China previously. Whilst in China Marco Polo came across several things which fascinated him. The first was paper money. Before Marco Polo had only ever used coins, which were heavy to carry, paper money was nice and light and Marco Polo loved using it. He also came across people using coal, this

was new to Marco Polo at the time. The Chinese were using it to heat their homes and cook their food.

The other thing that amazed Marco Polo was the postal service; in China they had three types of service, Imperial class, first class and second class. Marco watched this in action and realised it was very effective and very efficient. Marco Polo spent a total of 17 years in China before returning home. The journey to home took less time, the reason for this was because Marco Polo travelled part of the way home by boat. It took just 2 years in total. The journey to home though was very dangerous, approximately six hundred people died on that journey, they died for various reasons. One of the reasons was from having a lack of fresh food and water, battles also occurred on the boat, some people died after falling over board the sides of the boat during storms. Marco Polo survived though and one of the reasons he survived was because he had been given a Golden Tablet by the Emperor of China. This Tablet acted like a passport and ensured a safe passage for Marco Polo.

(**Hints:** Relationship between concepts – key word and sub-ideas) **(4)**

5. Read the passage given below and make notes using *Cornell method.*

"Texting, emailing, and posting on Facebook and other social media sites are by far the most common digital activities students undertake while learning", according to Rosen, a psychology professor at California State University–Dominguez Hills. That's a problem, because these operations are actually quite mentally complex, and they draw on the same mental resources.

David Meyer, a psychology professor at the University of Michigan who's studied the effects of divided attention on learning, takes a firm line on the brain's ability to multitask: "Under most conditions, the brain simply cannot do two complex tasks at the same time. It can happen only when the two tasks are both very simple and when they don't compete with each other for the same mental resources. An

example would be reading a novel and listening to the music. That's fine. But listening to a lecture while typing a message, or doing homework and being on Facebook—each of these tasks is very demanding, and each of them uses the same area of the brain, the prefrontal cortex."

Researchers have documented a lot of negative outcomes that occur when students multitask while doing schoolwork. The assignment takes longer to complete, because of the time spent on distracting activities and because, upon returning to the assignment, the student has to refamiliarize himself with the material.

(**Hints:** Recall column and Notes column) **(4)**

5. Read the passage given below and make notes in the form of an outline.

Honeybees live together in colonies made up of hives that have many chambers and cells. Each colony has three types of honey bee: the queen bee, the worker bees and drones. The queen lays eggs. Worker bees are females that do not lay eggs. They build and repair the hives, gather food and defend the hive. Drones are male bees.

Termites live in colonies. Each colony consists of a large nest made up of chambers and cells. Termite colonies are also of three types. The king and queen make up one type. Worker termites build and repair the nest and take care of all other termites. Soldier termites defend the nest.

(**Hints:** Headings, sub-headings and examples – Key words and symbols) **(4)**

APPENDIX VIII B

Rubric for valuing Note-making Skill

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate Response (1)
Use of key points	Key points are used very well in such a way that it is highly effective to enhance the meaning of the message of the topic.	Key points are used in such a way that it is appropriate for enhancing the meaning of the message of the topic.	Key points are not completely used.	Faulty key points are used.
Short and clear information	Short and clear information is used very well in such a way that it is appropriate for enhancing the meaning of the message of the topic.	Short and clear information is not completely used.	Short and clear information is not completely used.	Use of short and clear information is very scarce or wrong.
Use of appropriate method of note-making	Suitable method of note-making is used very well in such a way that it is highly effective to enhance the meaning of the message of the topic.	Suitable method of note-making is used in such a way that it is appropriate for enhancing the meaning of the message of the topic.	Features of suitable method of note-making are not completely followed.	Method of note-making is inappropriate.

APPENDIX IX A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST VIII (INFORMATION TRANSFER SKILL TEST

Dr.Baiju.K.Nath   Ms.Shahila,N
Assistant Professor   Research Scholar

Directions

* This is a study skill test in English

* This test is based on Information transfer skill

* A separate sheet is given for writing your responses.

* Do not write anything in the question paper

* You should attempt all the tasks which include questions of 4 marks each

* Maximum score is 20

* Time duration is 40 minutes

1.   A cyclical chart is given below. Based on that write a paragraph in about 50 words.

Mosquito sucks blood from
infected man

Malaria microbes enter
mosquito's stomach and multiply

Man gets malaria

Mosquito bites man

Malaria microbes pass into man
blood and liver
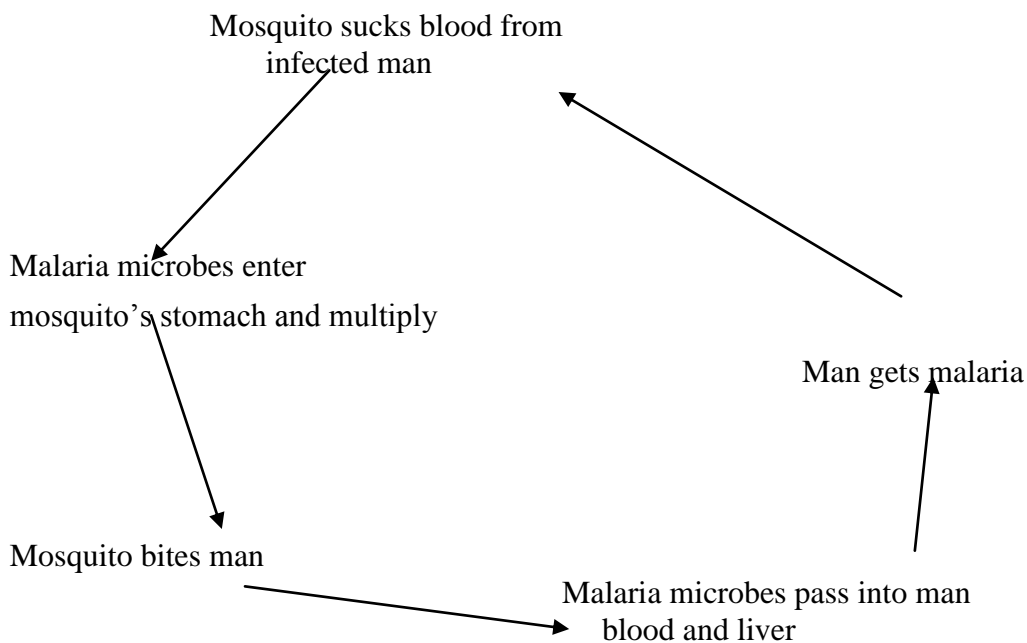
(**Hints:** Semantic markers – No additional information)   (**4**)

2.   The table below shows the favourite after college activities of a group of students. Write a passage in about 50 words based on the information in the table.

Activity	Numbers
Visiting friends	264
Play sports	402
Earn money	102
Talking on phone	302
Using computers	354

(**Hints:**Semantic markers)   (**4**)

3.   Read the passage given below and prepare a ***tree diagram*** based on it.

The word 'Literature' is really difficult to define. There are many interpretations about the word. But they are not complete. Some have the opinion that literature is the mirror of   life, some others say that it is the criticism of life. Amidst all the controversies about the word, we may say that literature is that which reflects life. There are different branches of literature. They are poetry, drama, novel and short stories. Poetry is of two kinds, imaginative and realistic. Drama is either a comedy or a tragedy. Novels are also of many kinds, historical, psychological, realistic, scientific and regional. Short story is that one which stands very close to life inspite of a little scope.

(**Hints:** Key points – Categories and sub-categories)   (**4**)

4.   Read the following extract prepare a ***flow chart*** showing the important details .

Jawaharlal Nehru was born on November 14,1889. He went to England at theage of 16 . He was educated at the Harrow School and at the University of Cambridge.Returning to India in 1912, he practised law for some years and in 1919 he joined theIndian National Congress, the principle nationalist organisation in India. It was led byMohandas Karamchand Gandhi at that time. Nehru soon became a leader of thenationlist movement . He was imprisoned nine times by the British administration forhis activities. He

served as President of the Congress Party from 1929 to 1931, a position he held six times. In August 1947, following the final withdrawal of the British and the establishment of India as a self-governing dominion within the Commonwealth, Nehru was elected Prime Minister.

(**Hints:** Logical, step by step sequence) **(4)**

5. Prepare a *pie graph* after reading the passage given below.

Traffic on the road has increased due to the increase in motor vehicles. This ha resulted in an increase in the number of road accidents everywhere. Why are there so many road accidents Nearly 28 % of the accidents are caused by drivers who are not yet 18 years. They are without a license. In their excitement, they drive in an irresponsible manner, causing accidents. The second major cause of accidents lie in speeding beyond limits. This recklessness of the drivers causes 19 % of the accidents. Very often drivers ignore traffic rules. While this results in 13 % of the road accidents, another, 17 % are caused by drivers who are on talking on their mobile phone while driving. Wrong parking leads to another 11 % of the accidents. Road accidents can be lessened if every driver understands his moral responsibility while he is at the wheel. **(4)**

APPENDIX IX B

Rubric for Valuing Information Transfer skill

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate Response (1)
Use of semantic markers	Semantic markers are used very well in such a way that it is highly effective to convey the meaning of the message of the topic.	Semantic markers are used in such a way that it is appropriate for conveying the meaning of the message of the topic.	Semantic markers are not completely used.	Improper Semantic markers are used.
No additional information	Additional information is not at all used in such a way that it is highly effective to convey the meaning of the message of the topic.	Additional information is used in a few places only.	Additional information is used in major parts of the topic.	Additional information is used very much in such a way that it causes a deviation from the main topic.

APPENDIX X A

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
STUDY SKILL TEST IX (SUMMARISING SKILL TEST)

Dr.Baiju.K.Nath   **Ms.Shahila,N**
Assistant Professor   Research Scholar

Directions

- This is a study skill test in English

- This test is based on Summarising skill

- A separate sheet is given for writing your responses.

- Do not write anything in the question paper

- You should attempt all the tasks which include questions of 4 marks each

- Maximum score is 20

- Time duration is 40 minutes

1.   Read the following passage and prepare a summary in about 50 words.

Cleanliness is not a work which we should do forcefully. It is a good habit and healthy way of our healthy life. All type of cleanliness is very necessary for our good health whether it is personal cleanliness, surrounding cleanliness, environment cleanliness, pet animal cleanliness or work place cleanliness (like school, college, office, etc). We all should be highly aware of how to maintain cleanliness in our daily lives. It is very simple to include cleanliness in our habit. We should never compromise with cleanliness, it is as necessary as food and water for us. It should be practiced from the childhood which can only be initiated by each parent as a first and foremost responsibility.

(**Hints:** Notes in point form – Summary from the notes)   **(4)**

2. Read the given passage and write its summary in about 50 words.

Communication is part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals and birds too, communicate, much to our surprise. Just like us, interaction among animals and birds can be both verbal and non-verbal.

Singing is one way in which birds can interact with one another. Male blackbirds often use their melodious songs to catch the attention of the females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they dwell and reproduce.

Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several kilometers away.

Besides singing, body language also forms a large part of animals' communication tactics. Dominant hyenas exhibit their power by raising the fur hackles on their necks and shoulders, while the submissive ones normally "surrender" to the powerful parties by crouching their heads low and curling their lips a little, revealing their teeth in friendly smiles.

Insects such as the wasps, armed with poisonous bites or stings, normally have brightly painted bodies to remind other predators of their power. Hoverflies and other harmless insects also make use of this fact and colored their bodies brightly in attempts to fool their predators into thinking that they are as dangerous and harmful as the wasps too.

(**Hints:** Notes in point form – Summary from the notes)   **(4)**

3.   Read the passage given below and write its summary in about 50 words.

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

(**Hints:** Notes in point form – Summary from the notes)   **(4)**

4.   Read the passage given below and prepare a summary in about 50 words.

Some friends come into our lives for just a short time. Others come and stay forever. Think about your closest friends. How long have you known each other? Some people say that their spouse or family member is their best friend. Others say they have known their closest friends for many years. And some great friends haven't known each other all that long, but knew right away that there was a connection, or

bond, between them. Could it be that there is a twin spirit out there for each of us?

How does a friendship begin? Do you know right away if you are going to like someone? Some people think that any stranger can become a friend if they spend enough time together. That may be true for some people. But one thing most of us agree on is that true friendships seem to happen when people have something in common. Perhaps we see a part of ourselves in our friends. Maybe seeing the good in them helps us to see the good in us as well.

(**Hints:** Notes in point form – Summary from the notes)   **(4)**

5.   Read the passage given below and write its summary in about 50 words.

My name is Anu. I am twelve years old. We have a small toy shop in our neighborhood. My father says Fridays are the busiest day in our toy shop. So after school, my mom takes me there to help my dad. That's another reason why I like Fridays. We allow kids to play with the toys when they are in the store. My father says I am responsible for the toys and that I need to watch and make sure nothing breaks. Many kids from my school and neighborhood also come to the shop to look at our new toys. It is always noisy here. Because it's full of babies and small children. Little girls tend to go for dolls, boys go for cars. Some just want to play with the toys; some actually want to buy them. It's a bit tiring for me but I like going to the shop and helping my father.

(**Hints:** Notes in point form – Summary from the notes)   **(4)**

APPENDIX X B

Rubric for Valuing Summarising Skill

Task Response	Superior Response (4)	Adequate Response (3)	Minimal Response (2)	Inadequate Response (1)
Title of the summary	Title of the summary is very well presented in such a way that the title is highly effective to expose the meaning of the message of the summary in best manner.	Title of the summary is presented in such a way that the title is appropriate to convey the meaning of the message of the summary.	Title is not suitable to convey the meaning of the message of the summary.	Title is not at all suitable to convey the meaning of the message of the summary and it is incomplete also.
Brief statement of the theme of the passage	Brief statement of the theme of the passage is highly effective to convey the message of the summary .	Brief statement of the theme of the passage is appropriate for the task concerned.	Brief statement of the theme of the passage is not enough to satisfy the requirements of the task.	Statement of the theme of the passage is not brief and unsuitable to convey the message of the summary.
Usage of familiar words	Usage of familiar words is highly beneficial to convey the message of the summary.	Usage of familiar words is appropriate in presenting the summary of the passage.	Familiar words are not used much in presenting the summary of the passage.	Unfamiliar words are used extensively in the content of the summary.

Excluding summariser's own ideas and comments	Summariser's own ideas and comments are not at all included in the summary.	Summariser's own ideas and comments are included in a few places.	Summariser's own ideas and comments are used in some contexts.	Summariser's own ideas and comments are used in most part of the summary .
Avoiding repetition of ideas/information	There is no repetition of ideas/information in the summary.	Repetition of ideas/ information is seen in a few places.	Repetition of ideas/information is seen in some contexts.	Repetition of ideas/information is used in most part of the summary.

APPENDIX XI
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SLM EVALUATION FORM FOR EXPERTS

Dr. Baiju K Nath   **Ms. Shahila N.**
Assistant Professor   Research Scholar

Respected Sir/Madam

I am a research scholar in the Department of Education in University of Calicut. I am doing research on study skills in English among higher secondary students. This evaluation form is designed to get your valuable responses regarding the self learning materials on selected study skills in English for higher secondary students. Your expert suggestions will prove to be highly beneficial as far as the revision of the material is concerned. The data given by you will be kept confidential and will be used for research purpose only. Thank you very much for your support in advance.

Shahila.N.

1.   Does the SLM easy for higher secondary students to study without the help of a teacher?   Yes/No

2.   Do you feel that the SLM is simple to learn for higher secondary students?   Yes/No

3.   Is the topic of the SLM - study skills- appropriate for higher secondary students?   Yes/No

4.   Do you think that the selected study skills are essential?   Yes/No

5.   Is the size of the SLM adequate?   Yes/No

6.   Does the SLM contain all the required information needed to learn study skills?   Yes/No

7.   Is more content needed to learn the study skills in addition to the SLM?   Yes/ No

8.   Are the learning activities helpful to refresh previous knowledge of students?   Yes/ No

9. Do the objectives stated in the SLM direct the students to proper learning? Yes/ No

10. Is necessary instruction given in the SLM to do learning activities? Yes/No

11. Are the instructions to do 'check your progress questions' in the SLM adequate? Yes/No

12. Are 'check your progress questions' appropriate to the topics in the SLM? Yes/ No

13. Is the content of the SLM appropriate to the level of higher secondary students? Yes/ No

14. Do you think that the content is adequate to convey the topics in the SLM? Yes/No

15. Are the examples given in the SLM useful to understand the ideas easily? Yes/No

16. Are there adequate illustrations for topics in the SLM? Yes/No

17. Does the presentation of content in small steps help easy understanding? Yes/No

18. Does the content in the SLM follow systematic arrangement? Yes/No

19. Does the list of content give an overall idea of the topics in the SLM? Yes/No

20. Does the numbering of sections help to go to the required part in the SLM? Yes/No

21. Do the headings give adequate guidance on different sections of the SLM? Yes/No

22. Does the introduction of a unit give an overall idea of the unit in the SLM? Yes/No

23. Do you feel that a common format is followed throughout the SLM? Yes/No

24. Is enough space provided for writing answers in the SLM? Yes/ No

25. Is adequate provision given for feedback for learner responses? Yes/ No

26. Do you think that the summary section is helpful to review the ideas presented?   Yes/No

27. Do you think that the SLM is presented in an interesting way for students?   Yes/No

28. Do you feel that 'check your progress questions' are appropriate for learning?   Yes/No

29. Do you feel that answers to 'check your progress questions' are helpful for students?   Yes/ No

30. Are the model answers to learning activities appropriate for proper understanding?   Yes/No

31. Is enough chance given to students for self-assessment through 'check your progress questions'?   Yes/No

32. Is enough chance given to students to check what they have already known, while doing "Learning Activity Questions"?   Yes/No

33. Do you think that provision for assessment properly utilized in the SLM?   Yes/No

34. Does the description of topics in the SLM contain simple sentences?   Yes/No

35. Do you feel that the terminology in the SLM is familiar to higher secondary students?   Yes/No

36. Do you feel that the SLM contains simple usages?   Yes/No

37. Do you feel a teacher talking style in the SLM?   Yes/No

38. Do you feel that the language used in the SLM is easy to follow for students?   Yes/No

39. Do you think that the language is used in the SLM in an interesting way to students?   Yes/No

40. Is the guideline of the SLM helpful for students to understand the purpose of the SLM?   Yes/No

41. Is the guideline adequate for students to use the SLM effectively?   Yes/No

42. Does the guideline provide an overview of the design of the units in the SLM?   Yes/No

43. Does the guideline adequate for students to get an idea about how to learn the SLM? Yes/No

44. Will you please give your valuable suggestions to improve the SLM on study skills in English.

APPENDIX XII

LIST OF EXPERTS

Experts who evaluated SLM on study skills in English

1. Mr. Mohamed Abdul Jaleel
   Former Reader, Department of English
   University of Calicut

2. Mr. Abdu Rahiman P.K.
   HSST, Communicative English
   IUHSS, Parappur

3. Mr. Mujeeb Rahman M.
   HSST, English
   AKMHSS, Kottoor

Other Experts

1. Prof. (Dr.) C. Naseema
   Professor, Department of Education
   University of Calicut

2. Prof. (Dr.) P. Usha
   Professor, Department of Education
   University of Calicut

3. Dr. T. Beena
   Assistant Professor II
   Amity Institute of Behavioural and Allied Sciences,
   Amity University, Uttar Pradesh

4. Dr. Jibin V.K.
   Assistant Professor(on contract)
   Department of Education
   University of Calicut

5. Mr. Abdul Azeez C.
   HSST, English
   IUHSS, Parappur

6. Mr. Shihabudheen E
   HSST, English
   GHSS, Tirurangadi

APPENDIX XIII
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
QUESTIONNAIRE ON SLM ON STUDY SKILLS IN ENGLISH FOR
HIGHER SECONDARY STUDENTS

Dr. Baiju.K.Nath   **Ms.Shahila.N**
Assistant Professor   Research Scholar

Instructions:

       I am a research scholar in the Department of Education in University of Calicut. I am doing research on study skills in English among higher secondary students. I need your valuable responses. Mark your responses by putting (✓) mark to the appropriate answer. The information given by you will be kept confidential and used only for research purpose.

Name:

Gender:

1.   Do you feel that the SLM is easy for you to study without the help of a teacher?   Yes / No

2.   Is the SLM simple to learn for higher secondary students?   Yes/No

3.   Is the topic of the materials, study skills appropriate?   Yes/No

4.   Do you think that the selected study skills are essential?   Yes/No

5.   Is the size of the SLM adequate?   Yes/No

6.   Does the SLM contain all the required information that you need?
                                                                         Yes/No

7.   Do you need more material to learn the study skills in addition to the SLM?   Yes/ No

8.   Do the learning activities help you to refresh your previous knowledge?   Yes/ No

9.   Do the objectives stated in the SLM help you to understand what you are going to learn?   Yes/ No

10.   Do you get necessary instruction to do learning activities in the SLM?

11. Do the instruction to do check your progress questions in the SLM adequate? Yes/No

12. Are 'check your progress questions' appropriate to the topic? Yes/ No

13 Is the content of the SLM appropriate to the level of your understanding? Yes/ No

14. Do you think that the content is adequate to convey the topic? Yes/No

15. Are the examples given in the SLM useful for you to understand the ideas? Yes/No

16. Do you get adequate illustrations in the module? Yes/No

17 Does the presentation of content in small steps help easy understanding? Yes/No

18. Does the content in the SLM follow systematic arrangement? Yes/No

19. Does the list of content give you an overall picture of the topic in the SLM? Yes/No

20. Is the numbering of sections helpful for you to go to the required part in the SLM? Yes/No

21. Do the headings guide you to the proper part of the SLM? Yes/No

22. Does the introduction lead you to the concerned section of the SLM? Yes/No

23. Do you feel that a common format is followed in the SLM? Yes/No

24. Do you get enough space for writing answers in the SLM? Yes/ No

25. Do you get adequate feedback for your response? Yes/ No

26. Do you think that the summary is helpful to review the learned ideas?

27. Do you think that the SLM is presented in an interesting way? Yes/No

28. Do you feel that 'check your progress questions' are appropriate? Yes/No

29 Do you feel that answers to 'check your progress questions' are helpful? Yes/ No

30. Are model answers to learning activities appropriate? Yes/No

31. Do you get enough chance for self-assessment through 'check your progress questions' from the SLM ? Yes/No

32. Do you get chance to check what you know through learning activity questions? Yes/No

33. Do you think that assessment is properly utilized in the SLM? Yes/No

34. Does the SLM contain simple sentences? Yes/No

35. Do you feel that the words used in the SLM familiar to you? Yes/No

36. Do you feel that the SLM contains simple usages? Yes/No

37. Do you feel a teacher talking style in the SLM? Yes/No

38. Do you feel that the language used in the SLM is easy to follow? Yes/No

39. Do you think that the language is used in the SLM in an interesting way? Yes/No

40. Do you understand the purpose of the SLM through the guideline to use the SLM? Yes/No

41. Do you get an idea about the content of the module through the guideline to use the SLM? Yes/No

42. Do you get an overview of the design of the unit through the guideline to use the SLM? Yes/No

43. Do you get an idea about how to learn using the SLM after reading the guideline? Yes/No

44. Do you get an idea about where to concentrate in the SLM after reading the guideline? Yes/No

45. Write down your suggestions if any, to improve the SLM on study skills.

APPENDIX XIV

**SELF LEARNING MATERIALS ON SELECTED STUDY
SKILLS IN ENGLISH FOR HIGHER
SECONDARY STUDENTS**

SELF LEARNING MATERIALS ON SELECTED STUDY SKILLS IN ENGLISH FOR HIGHER SECONDARY STUDENTS

Developed by
Ms. SHAHILA N
Research Scholar

Guided by
Dr. BAIJU K. NATH
Assistant Professor

Department of Education
University of Calicut

GUIDELINE FOR USING THE SELF LEARNING MATERIALS

Friends,

This is a material on study skills in English developed exclusively for you. Study skills in English are very important for learning English at higher levels. This material will help you to build a strong foundation to develop study skills in English. You will get the details about this material in the following description.

This material is specially designed in such a way that a teacher directly explains to you each and everything, including what you should do at each step. So, you can organize your own learning autonomously. Thus you can structure your learning independently. In other words, you can choose when to study and at what speed.

This self learning material consists of nine units. Each unit deals with a single study skill. All the units follow a common format and structure (see the format given at the end). Numbers are given to each section and sub- sections to make locating topics and learning it easily. Each unit begins with a short description of different sections of the unit. This will help you to get an overview of the unit.

Introduction to the unit gives you an overall idea of the unit. There is a section for Objectives, which lists out the abilities that you will gain after learning the unit.

Descriptions of content under different sections are very simple with examples and easily understandable to you.

There are questions with space for writing your answer under the title **Learning Activities** and **Check Your Progress** at certain places of the material in each unit. Questions in Learning activity section help you to remember what you have already studied in lower classes.

Check Your Progress questions are used to get an idea on what you have studied in the unit. Answers to Check Your Progress questions are given at the end. So you can compare your answer with those given at the end of the unit.

Let Us Sum Up section is the last section of each unit. This section will give you an outline of all major points that you have studied in the unit.

I hope that you will make use of this material to at its fullest. This material can exert its influence greatly in your academic and personal life.

The units for study will have the following format:

Unit X*

X.0 Introduction

X.1 Objectives

X.2 Section 1 (Main Theme)

    X.2.1 Sub-section 1 of section 1

    X.2.2 Sub-section 2 of section 1

    …………………………………

    ………………………………....

    ………………………………….

    Check your progress

X.3 Section 2 (Main Theme)

    X.3.1 Sub-section 1 of section 2

    X.3.2 Sub-section 2 of section 2

    ………………………………….

    …………………………………..

    Check your progress

X.n Let us sum up

Check your progress: possible answers

*`X` stands for the serial number of the unit concerned.

UNIT 1– LISTENING SKILL

This unit focuses on listening skill. It consists of six sections. Section 1 deals with 'what is listening'? Section 2 discusses 'types of listening'. Section 3 deals with 'principles of listening'. Section 4 and 5 discuss `factors affecting listening` and `barriers to listening` respectively. Section 6 deals with `ways to become a good listener`.

CONTENTS

1.0 INTRODUCTION TO THE UNIT

This unit on listening skill deals with 'what is listening'? Here you will get the definition of listening and description about the requirements needed for listening. Then we will discuss general listening, specific listening and other types of listening under 'types of listening'. After that we will have a discussion on 'principles of listening'. Then we will discuss `factors affecting listening` such as environmental factor, rehearsing a response, person bias, short attention and speed of the message. Then `barriers to listening ` such as selective listening, talking speed vs speed of thought, lack of interest, beliefs and attitudes, over-repetition of words and physical distractions will be described. Finally `ways to become a good listener` will be described.

1.1 OBJECTIVES

After going through this unit, you should be able to:

- describe listening

- differentiate and follow different types of listening

- apply principles of listening

- describe factors affecting listening

- understand barriers to listening

- use ways to become a good listener

1.2 WHAT IS LISTENING?

Let's commence our topic – what is listening?

2

Listening is a familiar activity in the life of all of us. Can you define it? Here you will get a chance to know more about listening.

Learning activity

In your opinion, what is listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

You might have written that listening is the act of receiving and responding to messages. Yes, you are correct. Very good.

Receiving spoken (and sometimes unspoken) messages and processing them to develop an understanding is known as listening. Identifying the sounds of speech and processing them into words and sentences are involved in listening.

While listening, ears are used to receive individual sounds and brain converts these into messages or meanings.

Eg: when you hear the ring of a bell, you can identify it as a school bell, cycle bell, office bell, etc.

Focus and **attention** are required for listening. Focus is the ability to gather and direct information. Attention can be considered as the act of close or careful observation. So, both focus and attention are essential for involving in effective listening. Greater focus is required for listening in a second language. In order to speak fluently in English, you

should develop adequate listening skills. The reason is that listening will be helpful for you to enrich your vocabulary, learn better sentence structure and make learning the correct pronunciation of words even easier. Listening is of various types. Do you know those types? Now, different types of listening are here described for you.

1.3 TYPES OF LISTENING

Do you know that there are different types of listening? They are general listening, specific listening and other types of listening. We can start with general listening.

1.3.1 General Listening

Types of listening which are used for general purposes come under general listening. Discriminative listening and comprehensive listening come under general listening. Here you get a chance to know more about **discriminative listening and comprehensive listening**.

1.3.1.1 Discriminative Listening

The most basic form of listening is discriminative listening. Here the understanding of the meaning of words or phrases is not involved. The different sounds only are involved in discriminative listening.

Example for discriminative listening: A distinction is made between the sounds of the voices of the parents.

You will be able to distinguish between different sounds of the ring of a bell, especially a long bell and a bell in between two periods, and a bell for interval, etc.

You will also be able to distinguish if a person is happy or sad by listening to his or her sound. We are able to understand our surroundings through discriminative listening.

Now let's see the next type of listening, i.e., Comprehensive listening.

1.3.1.2 Comprehensive Listening

Comprehensive listening includes understanding the message/ concept from the matter that you have listened to. If you are involved in comprehensive listening, suitable vocabulary and rules of grammar are needed for you. Clues from body language are also involved in comprehensive listening. In short, comprehensive listening means listening to the whole in all its aspects.

Eg: If the staff members are listening to the manager who is giving directions to do a particular task, they are involved in comprehensive listening.

If you are listening to the directions given by your friend to reach at her/his house, you are involved in comprehensive listening.

Check your progress 1

What is the difference between discriminative listening and comprehensive listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

………………………………………………………………………

………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………..

 Now we shall see the specific listening types.

1.3.2 Specific Listening

Listening types which are intended for specific purposes come under specific listening. The specific purposes may be for getting information, evaluating etc. Three types of listening can be included in specific listening. They are **informational listening, critical listening and therapeutic or empathetic listening.**

Let's discuss informational listening first.

1.3.2.1 Informational Listening

Learning Activity

What is the meaning of information?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………..

....

....

.

 You might have written that information is knowledge communicated about a particular fact or circumstance. Yes, you are correct.

If listening is for getting some information, it will be termed as informational listening. In formal settings, informational listening is listening accompanied by note-taking. Formal setting is the situation in which flow of information is already determined.

> *Eg: If you are listening to a lecture, you are involved in informational listening.*
>
> *If you are new to a school, the principal will explain to you the responsibilities and roles. At that time, you will be engaged in informational listening.*

Now we can go to the second type of specific listening, ie.critical listening.

1.3.2.2 Critical Listening

Can you guess the aim of critical listening? Do you know what the meaning of critical is?

Learning Activity

What is the meaning of critical?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………

……………………………………………………………………………

You might have written that critical denotes making judgement with strictness.

Yes, you are correct.

The aim of critical listening is to evaluate or scrutinize what is being said. Critical listening is concerned with analyzing opinion and making judgement. During critical listening, it is better to have an open-mind.

Eg: Before buying a phone, you will listen to the explanation given by the salesperson. While listening, you will evaluate the features of the phone. At that time, you engage in critical listening.

We can now deal with the third type of specific listening, therapeutic or empathetic listening.

1.3.2.3 Therapeutic or Empathetic Listening

Do you know the meaning of therapeutic and empathy?

Therapeutic denotes relating to the treatment of disease. Empathy denotes the psychological identification with the feelings, thoughts and attitudes of another.

If you are trying to understand the feelings and emotions of your friend, you are involved in empathetic listening. Empathetic listening generally gives encouragement for explaining and elaborating the feelings and emotions. Counsellors, therapists and some other professionals use empathetic listening.

Eg: If you are listening to a friend who is sad, you will try to identify his sadness with you. Here you are involved in therapeutic or empathetic listening.

Next we can discuss the other types of listening.

1.3.3 Other Types of Listening

Three listening types are included in other types of listening. They are **appreciative listening, rapport listening and selective listening**.

Let's start with appreciative listening.

1.3.3.1 Appreciative Listening

Appreciation denotes a feeling of admiration. Appreciative listening is listening for enjoyment.

> *Eg: If you are listening to music or to entertaining stories, you are involved in appreciative listening.*

The next listening type is rapport listening.

1.3.3.2 Rapport Listening

Do you know the meaning of the word 'rapport'? 'Rapport' means relationship or connection.

While trying to make friends with others, we engage in a type of listening that encourages other persons to trust and like us. This type of listening is rapport listening.

Eg: If a new student comes to your class, you will be approaching her/him by asking name, family details etc. That time, you are involved in rapport listening.

Now, we can move on to selective listening.

1.3.3.3 Selective Listening

Another type of listening is selective listening. Here the listener is somehow biased to what they are hearing. So she/he selects and listens. Listening will be only partial to get a general idea.

Eg: If you listen to a speech, sometimes you focus on important information only. So you are involved in selective listening.

Check your progress 2

What are the different types of specific listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Now you get a chance to be familiar with the principles of listening.

1.4 PRINCIPLES OF LISTENING

Here, some of the major principles of listening are described for you:

1. Stop talking.
Do you talk when you are listening to a class? Most probably, your answer will be 'no' or `sometimes`. Talking while listening

will surely hinder the process of listening. So don't talk, listen properly.

   Eg: You keep silence when you listen to a class.

2. Prepare yourself to listen.

   Do you make any preparation before listening? You have to do that. Relax. Concentrate. Put other matters out of mind. Then only listening will be effective.

   Eg: You become ready with concentration and listen to your friend.

3. Put the speaker at ease.

   Do you have the habit of disturbing the speaker? You shouldn't do that. Help the person who speaks to feel free to speak. Eye contact may be maintained with the speaker. Then only she/he can convey the message effectively and you can involve in effective listening.

   Eg: You listen to your mother without disturbing her.

4. Remove distractions.

   Do you try to remove the difficulties which cause disturbance in listening? You have to do that. Concentrate on what is being said so that the process of listening is made fruitful.

   Eg: You try to remove the background noise to listen effectively.

5. Empathise.

Do you try to understand the speaker's view point? Attempt to understand the speaker`s point of view. Then only you can participate in the process of efficient listening.

Eg: You listen to your friend and understand her/his sadness.

6. Be patient.

Do you sit patiently when you involve in listening? You have to practise patient listening. Allow the speaker to continue in their own time. Otherwise the speaker will feel difficulty to convey the message.

Eg:You listen to your friend patiently.

7. Avoid personal prejudice.

Attempt to be impartial. If you show partiality, you will involve in selective listening. So you will not be able to get the entire message.

Eg: You listen to a speech completely without showing any prejudice, while listening.

8. Listen to the tone.

Volume and tone both add to what someone is saying. So you should give importance to that also.

Eg: When you listen to your father , you listen to the tone. Then you can identify completely what he is saying.

9. Listen for ideas – not just words.

Do you have the habit of listening to words alone? Don't do that. You have to listen for the ideas too. The whole picture should be got, not just isolated bits and pieces. Then only you will get the message being conveyed by the speaker.

Eg: When you listen to a talk on disasters, you listen to the whole idea, not just words.

10. Wait and watch for non- verbal communication.

Gestures, facial expressions, and eye- movements are all important. So, these types of body language also should be given due consideration.

Eg: You consider your teacher's gestures and facial expressions while you are listening to the class.

10.5 FACTORS AFFECTING LISTENING

Learning activity

Can you mention any factor which affects listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………
………………………………………………………………………………

You might have written that 'noise' affects listening. Yes, you are correct.

The factors which affect listening are described below:

Environmental factor:

Environmental factors such as noise, temperature and uncomfortable seating can act as reasons for changing the attention from the speaker.

Eg: While you are listening to a class, you hear a noise from outside. This will affect your listening.

Rehearsing a response:

If the listener catches the meaning of what the speaker is saying, she/he will begin to rehearse a response. It may cause her/him to miss parts of the message. On another occasion, if the listener anticipates her/his turn to speak, she/he will spend time mentally or physically reviewing notes and thereby missing parts of the message.

Eg: When you are listening to a class with the expectation that the next speaker will be you, you can't listen to it properly.

Personal bias:

Personal bias will affect listening. So it is better to be without any personal bias for making listening effective. It is also good to be willing to listen to new ideas, make eye contact with the speaker and use non-verbal communication such as nodding the head or smiling to show interest.

Eg: If you have an impression about the speaker that her/his speech can't be understood, it will affect your listening.

Short attention:

Short attention can also affect listening. Shifting of attention should be avoided. Concentration on what the speaker is saying should be promoted. Concentration will help to get correct information and indicate the listener's interest in what the speaker is saying.

Eg: If you are listening to a speech with short attention, your listening will be disturbed.

Speed of the message:

Speed of the message will affect listening. If the listener is not able to follow the message due to the speed of delivery of the message, she/he will face difficulty in listening.

Eg: Sometimes you can't catch the message due to the speed of the speaker.

1.6 BARRIERS TO LISTENING

Learning activity

Can you think of any barrier to listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………
………………………………………………………………………………..

You might have written that lack of interest is a barrier to listening. Yes, you are correct.

Barriers to listening are described here for you:

Selective listening:

Sometimes selectivity in listening can act as a barrier to listening. It may be for the following reasons: preconceptions about the speaker and preconceptions about the importance of the topic.

Eg: When you are listening to a speech on India, you are not listening to the history of India. You are only listening to the present condition of India. You involve in selective listening.

Talking speed vs. speed of thought:

There is a considerable difference between talking speed and speed of thought. Talking speed of an average person is about 125 words per minute. At the same time speed of thought is about 500 words per minute. The result of this is that during listening there will be a tendency to jump ahead of what is actually being said.

Eg: If you are listening to a class on tsunami, sometimes you may be thinking about the destruction caused by tsunami. That may act as a barrier to listening.

Lack of interest:

Lack of interest will hinder listening. If the listener is not interested in the speaker, it will affect listening. The personal problems which distract the listener will also cause lack of interest and thereby listening will be interrupted.

Eg: If you are compelled to listen to a speaker in whom you are not at all interested, you can't listen effectively.

Beliefs and attitudes:

Listener will have her/his own beliefs and attitudes. If the speaker says what is contrary to the listener's beliefs and attitudes, the process of listening will be less effective. It is better to avoid being emotional.

Eg: If you are listening to a class which contradicts to your beliefs, you can't listen to the class fully.

The words:

Over-repetition of words and phrases will act as a barrier to listening. Use of unfamiliar words also causes listening to be less effective. The same word may convey different meanings to different people.

Eg: If you hear the same word "understand" used several times by a teacher in a class, your listening will be distracted.

Physical distractions:

Learning activity

Can you mention any physical distraction that affects listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

....
....
....

You might have written that noise acts as a physical distraction while listening. That is correct. Very good.

Physical distractions may include the background noises, uncomfortable physical conditions (i.e. too warm, too cold, uncomfortable seat, thirst), the lighting in the room and distracting pictures on the wall.

Eg: If you are sitting in an uncomfortable seat, you can't listen effectively.

Check your progress 3

What are the main barriers to listening?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

....

....

....

....

1.7 WAYS TO BECOME A GOOD LISTENER

To become a good listener is often more significant than speaking. If you listen carefully, you will get a deeper level of understanding about someone's situation and usage of appropriate words.

Here the ways to become a good listener are described:

- Be attentive.

  Eye contact should be made. Interest in what is being communicated should be shown.

- Do not check phone or tablet during a conversation.

- Use positive body language.

If you are nodding, it is a positive body language which shows that you are very interested and involved in the process of listening.

Lean forward and show an enthusiastic and relaxed nature. It is not good to express inappropriate shock or disbelief at what is said.

- Listen without prejudice.

  Don't listen with a pre-formed opinion. Keep an open mind. Listen with the readiness to receive new ideas.

- Be empathetic.

  Don't forget to show care and empathy for the person who is speaking.

1.8 LET US SUM UP

In this unit, an idea about listening was given. Here you got a definition of listening and a description of the requirements for listening. Then we discussed general listening, specific listening and other types of listening under 'types of listening'. We also had a discussion on 'principles of listening'. We discussed `factors affecting listening` such as environmental factor, rehearsing a response, personal bias, short attention and speed of the message. `Barriers to listening ` such as selective listening, talking speed vs speed of thought, lack of interest, beliefs and attitudes, over-repetition of words and physical distractions were described. Finally `ways to become a good listener` were described.

1.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress 1

The most basic form of listening is discriminative listening. Here the understanding of the meaning of words or phrases is not involved. The different sounds that are produced only are involved.

Discriminative listening develops through childhood and into adulthood. Example for discriminative listening: A distinction is made between the sounds of the voices of the parents.

Comprehensive listening includes understanding the message that is being communicated. For comprehensive listening, suitable vocabulary and language skills are needed. Sub-messages from non-verbal communication compliment comprehensive listening. Example: The tone of voice, gestures etc.

Check your progress 2

Three types of listening can be included in specific listening types. They are informational listening, critical listening and therapeutic or empathetic listening.

Check your progress 3

Selective listening, talking speed vs. speed of thought, lack of interest, beliefs and attitudes, over-repetition of words and physical distractions are the main barriers to listening.

REFERENCES

Caleb Storkey (2014). Listening skills-11Steps to Become a Good Listener. Retrieved, Aug 04, 2017 from calebstorkey.com/listening-skills-11-steps-to-become-a-good-listener/

Dictionary.com (2017). Empathy. Retrieved, Aug,12,2017 from https://www.dictionary.com/browse/empathy

Dictionary.com (2017). Therapeutic. Retrieved, Aug,12,2017 from https://www.dictionary.com/browse/therapeutic

Dictionary.com (2017). Information. Retrieved, Aug,12,2017 from https://www.dictionary.com/browse/information

English club(2016).What is listening. Retrieved, March 9,2016,from https://www.englishclub.com/listening.what.htm

Ginger(2017). 3 ways to improve your English communication skills. Retrieved, Aug,09,2017 from www. gingersoftware.com/content/ blog/3-ways-to-improve-your-english-communication-skills/

Inspirational Solutions. (n.d .). What is Rapport and why is it important to build Rapport? Retrieved, Aug 14, 2017 from www.inspirationalsolutions-nlp.co.uk/theimportanceofrapport.pdf.

Marelisa (n. d). 10 ways to improve your focus and sharpen your attention. Retrieved, Aug 12, 2017 from https://daringtolivefully. com/improve-you-focus.

Merriam-webster (2017). Appreciation. Retrieved,Aug 14,2017 from https://www.merriam-webster.com/dictionary/appreciation.

MY FREE SCHOOL TANZANIA (2014). Factors affecting listening. Retrieved, Aug 02,2017 from myfreeschooltanzania.blogspot. in/2014/08/factors-affecting-listening.html.

Skills you need (2016). Types of listening. Retrieved , March 11,2016 from www.skillsyouneed.com/ips/listening-types.html.

Skills you need (2016). The 10 principles of Listening. Retrieved, March 11,2016 from www.skillsyouneed.com/ips/listening-skills.html.

The free dictionary (n. d). Attention. Retrieved, Aug 12,2017 from www.thefreedictionary.com/attention.

University of Sheffield (n. d) .Barriers to listening. Retrieved,Aug 03,2017 from https://www.sheffield.ac.uk/polopoly_ fs/1.361954!/file/listenig_barriers.pdf

UNIT 2- READING SKILL

This unit discusses reading skill. It includes five sections. Section 1 focuses on `stages in reading`. Section 2 discusses `developing reading skill'. Section 3 deals with `intensive reading and extensive reading`. Section 4 discusses `types of reading skill`. Section 5 focuses on `effective reading`.

CONTENTS

2.0   INTRODUCTION TO THE UNIT

This unit on reading skill deals with `stages in reading`. Here different stages of reading will be described. They are perception and word recognition, comprehension, evaluation and reaction and application. Then we will deal with `developing reading skill`. Here skimming, scanning, reading the first and last sentences of each paragraph and reading to improve writing style will be described. After that intensive reading and extensive reading will be described. Then types of reading will be discussed. Finally effective reading through SQ3R, SQ4R and SQ5R will be described.

2.1   OBJECTIVES

After going through this unit, you should be able to

- Describe different stages in reading
- Develop reading skill
- Distinguish between intensive reading and extensive reading and apply it
- Use different types of reading skill
- Practise effective reading

2.2   STAGES IN READING

Let's commence our topic-Reading skill. You read different types of books, journals, newspapers etc. You read digital content also. When reading became digital, readers thought that it would result in the death of reading. But nowadays everything in our life has become digital. So, the readers also get accustomed to reading digital content. Modern readers

look for a consistent and good typography and for continuity while reading without much distraction. The focus should be on the content and context of the reading material while making it as aesthetically pleasing and interactive as possible. Usually modern readers like to engage and connect.

Do you know that reading has different stages? Let's go through those stages.

2.2.1 Perception and Word Recognition

All of us are reading a variety of items everyday in diverse forms. It may include texts in digital form in your phone/computer/TV, printed form, etc. How do you read these things? Actually you are going through different stages while reading. Those stages are described here.

First stage in reading is perception and word recognition. This is also known as mechanical aspect of reading or 'reading on the lines'. In this stage you first perceive the right word and its pronunciation. The concept of the word is formed in your mind with the association of form, sound and meaning of the word together.

Learning activity

Read the sentence "The child eats banana." What is the first step you have undergone while reading?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

You might have written that you first perceived the right words, their pronunciation and meaning of the words together. Yes, these things come under the first stage in reading, perception and word recognition.

Eg: "She is walking in the garden". When you read this sentence, you first perceive the words and their pronunciation. Meaning of the words also comes to your mind. These things happen in the first stage in reading, perception and word recognition.

Now we can go to the second stage in reading, comprehension.

2.2.2 Comprehension

The second stage in reading is comprehension. After the first stage, you will go deep into the literal meaning of the material read. The abilities of critical thinking and reading are required for comprehension. At a higher order of reading, you will involve in interpretation. At the critical level of comprehension, you will consider the relevance and utility of the material. Divergent thinking skills are used at the creative reading level.

Eg: "He is playing tennis". In the second stage in reading, when you read this sentence, you will go deeper into the literal meaning of it. You will also consider the relevance, authenticity and utility of the given sentence.

Now, let's move on to the third stage in reading, evaluation and reaction.

2.2.3 Evaluation and Reaction

The third stage in reading is evaluation and reaction. In this stage, you determine the utility, appropriateness and reliability of the information and

ideas received. A good reader evaluates events, ideas, characters or intentions of the author. The bye-product of critical and creative reading are evaluation and reaction. If you involve in critical reading, you will become actively engaged in what you read. For this you have to develop a clear understanding of the author`s ideas, and then question and evaluate the arguments and evidence provided to support those arguments. Then you have to form your own opinions. It helps you to get more from what you have read. Creative reading involves reading for implied and inferred meanings.

Eg: "They are singing a song". When you read this sentence, you determine the utility, appropriateness and reliability of the given information in the third stage in reading, evaluation and reaction.

Now let's go to the last stage in reading, application.

2.2.4 Application

The fourth stage in reading is application. In this stage, you will apply the acquired knowledge, ideas, experience, skill, attitude and values in your own life. The transformation of your personality by assimilating the positive ideas and values and applying the same in your day-to-day life is the goal of any fruitful reading.

Eg: If,after reading, you apply the acquired knowledge in your own life, it becomes application, the fourth stage in reading . After reading "His First Flight" by Liam O`Flaherty in Higher Secondary Course Part I English (2014), you will have a tendency to apply its theme in your life. You will be determined to face the challenges of life.

Now it will be interesting to know your status of learning

Check your Progress 1

Which are the different stages in reading?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Now we can go to the next topic, developing reading skill.

2.3   DEVELOPING READING SKILL

In developing reading skill,

- Develop skills in identifying what is best to read
- Develop skills in how to read.

So, some reading techniques can be used to develop reading skill. They are described below:

2.3.1 Skimming

Learning Activity

What do you know about skimming?

Instructions: Note down your answer in the space given below, and don't proceed before answering.

....

....

....

You may have written that skimming means going through a text quickly to obtain some idea of its content. Yes, good, that is correct.

Skimming denotes running through a text quickly to get some idea of what it's about. A sense of the tone and content of the text will be given by this. *Eg: Reading the table of contents or chapter overview to get the main divisions of ideas.*

2.3.2 Scanning

Next reading technique is scanning. When you involve in scanning, you look for specific information in a text. An example is using the index to look for sections that mention an author whose work is required by you.

Eg: Reading to get an answer for a specific question.

2.3.3 Reading the First and Last Sentences of Each Paragraph

Reading the first and last sentences of each paragraph is another reading technique. Usually important information comes at the start and end of paragraphs. By reading just the first and last sentences of each paragraph, how the argument of a text as a whole is developing can be gauged or important sections can be identified.

Eg: Among all the disasters in India, the tsunami is a relatively new phenomenon. Due to the lack of an adequate warning system, the

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

………………………………………………………………………

Now, we can go on to the next topic, intensive reading and extensive reading.

2.4   INTENSIVE READING AND EXTENSIVE READING

The purpose of intensive reading is to arrive at a detailed and thorough understanding of the text. The material for intensive reading is taken with a view to develop your power of judgement, discriminative reading, interpretation and appreciation. In intensive reading, you read with careful attention and concentration.

Eg: If you read "And then Gandhi Came" in Higher Secondary Course Part I English (2014) to get a specific information like the meaning of 'abhaya', it becomes intensive reading.

Extensive reading involves reading in quantity for your own enjoyment. This helps to increase reading speed, developing reading interests and reading habits. It normally happens outside the classroom. It provides valuable reinforcement of language already presented in the classroom and gives you useful practice in skills.

Eg: If you read "The price of flowers" in Higher Secondary Course Part I English (2014) for pleasure and enjoyment, it becomes extensive reading.

Now, let's move on to the next topic, Types of reading skill.

2.5   TYPES OF READING SKILL

There are different types of reading skill.

Learning Activity

Can you list out any type of reading skill?

Instructions: Note down your answer in the space given below, and don't proceed before answering.

....

....

....

You might have written careful reading and critical reading. Yes,it is correct. Very good.

Now we can go to the different types of reading skill.

2.5.1 Predicting : Study the Title

The titles of academic books or articles are factual as well as informative. They might be considered as very brief summaries of the contents of the text. So in order to read in a more focused and efficient way, the titles of books or articles can be very helpful.

Now let's move on to the next topic, surveying a text's beginning and ending.

2.5.2 Surveying a Text's Beginning and Ending

There are some tips to survey a text quickly.

Using first and last chapters of books:

The first chapter and the last chapter are worth looking for surveying a text quickly. In the first chapter, the author sometimes gives an outline of what topics he is going to deal with in the book. This will be helpful for you.

The writer may summarise his main arguments and list conclusions in the last chapter. Hence it is invaluable for survey purposes.

Now let's consider the next type of reading skill.

2.5.3 Surveying Journal Articles and Book Chapters

The abstract of an article or chapter will give a helpful summary of the content of the article/chapter. This will be extremely useful. Hence, read abstracts very carefully.

Also, it is helpful to read the first and last paragraphs in a article or chapter.

Now let's go on to the next type of reading skill.

2.5.4 Careful Reading and Finding Structure

An awareness of text organisation – the way in which the text is organised or structured will help to understand text. To know how a text is organised is important.

If you are aware of text organisation, it will be easier to identify the main ideas in the text. This is an important task when reading academic texts.

We can go on to the next type of reading skill.

2.5.5 Critical Reading

In the process of reading, you should not be passive. This means the reading process should not be a one-way process. It should be an active and critical process.

The first steps to become a critical reader are:

- Establish your own interim position: Ask questions like, Have I any views of my own on this topic, and if so what are they?
- Sometimes after reading the text, your views may be changed.
- Be receptive to the author's ideas and also critical of them simultaneously. It is a difficult process.
- Decide how far you agree with a particular expert.
- The evidence which the authors bring forward to support their case should be examined carefully.

Check your progress 3

Which are the different steps to be followed to become a critical reader?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………….

Next, we can move to the topic, Effective reading.

2.6   EFFECTIVE READING

Effective reading can be done through different techniques. Here three techniques are going to be described.

We can start with the first technique, SQ3R.

2.6.1 SQ3R

. SQ3R denotes the initial letters of the five steps that should be taken in studying a text. The five steps are:

1.   Survey,   2.   Question,   3.   Read,   4.   Recite
5.   Review

Survey: It indicates a quick glance through the text. It helps to save time by directing straight to the relevant pages.

Question: Ask certain questions regarding the content. Answers to questions will be the important things in learning. Questions that are asked

should lead to the five Ws (what, why when, who and where) of study content. The 'how' of a particular subject will also be explained by it.

Read: Active participation is required for reading. At the reading stage it is neither advisable to make notes nor underline words or phrases. One must just read to get the idea at this stage. Start underlining or marking the important points only after reading through the entire text.

Recite: Units / chapters which have been read need to be retained. After reading, recite or mentally recollect the key information and concepts.

Review: It includes a quick repeat of survey, question, read and recite. During review, go over the notes which have been written to help clarify points.

Eg: If you read "I will fly" by Dr.A.P.J.Abdul Kalam in Higher Secondary Course Part I English (2014), in the first step 'survey', you have to do a quick glance through it. Then in the second step 'question', ask questions related to the content like Why did Dr Kalam value the boy's question? Then in the third step 'read', you just read to get an idea about it. Then in the fourth step 'recite', you recite or mentally recollect the key information and concepts like way of being unique. In the last step 'review', you repeat the earlier steps survey, question, read and recite.

Now let's move on to the next technique, SQ4R.

2.6.2 SQ4R

SQ4R denotes the initial letters of the six steps that are taken in studying a text. The six steps are:

1.   Survey,   2.   Question,   3.   Read, 4.   Reflect

5.   Recite   6.   Review

Reflect is the new step. While learning, one should reflect on the study materials, because it helps to develop more ideas about the content and the meaning of the text. Reflecting helps to remember information that is contained in the text.

Eg: If you read "I will fly" by Dr.A.P.J.Abdul Kalam in Higher Secondary Course Part I English (2014), you have to reflect on the study material "I will fly" in the new step 'reflect'.

The third technique is SQ5R .

2.6.3 SQ5R

The seven steps in studying a text are:

1.   Survey,   2. Question, 3. Read,   4. Reflect, 5. Record
6.   Recite   7. Review

When a text is surveyed, there will be some questions regarding it. Writing down the questions will be important for reference later on.

Eg: If you read "I will fly" by Dr.A.P.J.Abdul Kalam in Higher Secondary Course Part I English (2014), you have to write questions like what was the boy's concern? in the new step "record" .

2.7   LET US SUM UP

In this unit, an idea about reading skill was given. Here we dealt with `stages in reading`. Here different stages of reading were described. They are perception and word recognition, comprehension, evaluation and reaction and application. Then we discussed `developing reading skill`. Here skimming, scanning, reading the first and last sentences of each paragraph and reading to improve writing style were described. Then intensive reading and extensive reading were described. Then types of

reading were discussed. Finally effective reading through SQ3R, SQ4R and SQ5R were described.

2.8   CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress 1

The different stages in reading are perception and word recognition, comprehension, evaluation and reaction and application.

Check your progress 2

Skimming denotes running through a text quickly to get an idea of what it's about.

Scanning involves looking for specific information in a text.

Check your progress 3

The different steps to be followed to become a critical reader are:

- Establish your own interim position: Ask questions like, Have I any views of my own on this topic, and if so what are they?
- Sometimes after reading the text, your views may be changed.
- Be receptive to the author's ideas and also critical of them simultaneously. It is a difficult process.
- Decide how far you agree with a particular expert.
- The evidence which the author brings forward to support his case should be looked carefully.

REFERENCES

Adams, P.J. (1968). Creative Reading. Retrieved, May 19, 2017 from https://eric.ed.gov/?id=ED020090.

Drake, P, Jackline, A, Robinson, C and Thorp,J. (2004). Becoming a Teaching Assistant. London: Paul Chapman Publishing.

Group 4: Reading (Skim and Scan) (n.d.). 5.Examples:Skimming and scanning. Retrieved, May 19,2017 from https://sites.google.com/site/nomoneynohoneyjghz/lesson/example-skimming-and-scanning.

Impelsys (n.d.) . What are readers seeking in their digital reading experience? Retrieved, June 7, 2017 from www.impelsys.com/blog/readers-seeking-digital-reading-experience/

Learner Support: Development of skills (2012). New Delhi: Indira Gandhi National Open University.

SCERT,Kerala.(2014). Higher secondary course, English, Class XI, Department of Education, Government of Kerala.

Suny Empire State College (2017). What is Critical Reading. Retrieved, May 18,2017 from https://www.esc-edu/online-writing-center/resources/critical-reading-writing/general-reading/critical-reading/

Wallace, M.J. (2004). Study skills in English (2nd ed.).UK: Cambridge University Press.

UNIT 3 – WRITING SKILL

This unit discusses writing skill. It contains seven sections. Section 1 focuses on the topic, 'stages in writing'. Section 2 deals with 'key aspects of effective writing'. Section 3 discusses the topic 'writing assignments'. Section 4 and section 5 deal with 'writing letter' and 'writing notice' respectively. Section 6 focuses on 'writing travelogue'. Section 7 discusses 'writing Curriculum Vitae'.

CONTENTS

3.0.   Introduction

3.1   Objectives

3.2   **Stages in writing**

       3.2.1 Planning

       3.2.2 Translating

       3.2.3 Reviewing/Editing

3.3   **Key aspects of effective writing**

3.4   **Writing assignments**

       3.4.1   Process description

       3.4.2   Compare and contrast

       3.4.3   Cause and effect

       3.4.4   For and against

       3.4.5   Problem/solution

3.5   **Writing letter**

       3.5.1.   How to write a formal letter

       3.5.2   Format of a formal letter

       3.5.3   Format of an informal letter

3.6   **Writing notice**

       3.6.1   Format of notice

       3.6.2   Ways to improve notice

3.7   **Writing travelogue**

       3.7.1   Steps for writing a travelogue

       3.7.2   Common mistakes when writing a travelogue

3.8   **Writing Curriculum Vitae (CV)**

       3.8.1   Preparing Curriculum Vitae

       3.8.2   What makes good Curriculum Vitae?

3.9   Let us sum up

3.10   Check your progress – possible answers

3.0 INTRODUCTION TO THE UNIT

This unit on writing skill deals with 'stages in writing'. The stages in writing are planning, translating and reviewing/editing. First we will discuss 'key aspects of effective writing'. Then 'writing assignments' will be discussed. Then we will have a discussion on 'writing letter'. Here format of a formal letter and an informal letter will be discussed. Then 'writing notice' will be discussed. Here format of a notice and ways to improve a notice will be presented. Then focus is on 'writing travelogue'. Here steps for writing a travelogue and common mistakes when writing a travelogue will be discussed. Then we will discuss 'writing Curriculum Vitae (CV)'. Here preparing Curriculum Vitae and what makes good Curriculum Vitae will be described.

3.1 OBJECTIVES

After going through this unit, you should be able to

- apply different stages in writing

- Use key aspects of effective writing

- Write assignments using different types of frames

- Write letter effectively

- Write notice in an effective manner

- Write travelogue in a befitting manner

- Write Curriculum Vitae including relevant details.

3.2 STAGES IN WRITING

You usually involve in the writing of different things.   For example answer to home work questions, summary, a letter, etc. At that time, have you ever thought about the different stages in writing? Here you are going to learn more about the stages in writing. The major stages in writing are planning, translating and reviewing/editing.

The first stage in writing is planning.

3.2.1 Planning

Before he starts writing, some questions come in to the mind of any good writer. The questions may be:

*   What subject matter, format and style should be selected for the writing?

*   Who is going to read this?

This stage is also known as the pre-writing stage. While writing, the plan need not be a strict one.

Eg: If you are asked to write a report on world environment day celebration in your school, you will think of the reader, subject matter, format and style. The report may be written like this.

Environment Day Celebration

Kozhikode
9ᵗʰ June, 2017

"World Environment Day" was celebrated with grandeur in our school. Mr. Venugopal, an environmentalist inaugurated the programme.. The students of 10ᵗʰ standard presented a role play on the theme "Environmental protection". It was highly appreciated by all.

An elocution competition was also conducted. A tree plantation drive was also organized. Students and teachers took part in the tree plantation drive. Thus the celebration of day was a great success.

Now let's go to the second stage in writing – translating.

3.2.2 Translating

Putting one's thoughts into appropriate language and style can be considered as translating. In translating, the right words, sentences and style of presentation are chosen. The chosen form of writing will be prose or poetry. If it is written in prose form, its format may be essay, story, letter, dialogue, one act play, biography or autobiography etc. The style of presentation will be descriptive, reflective, critical or creative.

Descriptive style of presentation gives clear and concise description of a place, people, object or an event. Through descriptive writing, an image of the place, people or thing can be formed in the minds of readers with the help of sufficient details. See the following examples for each of these styles.

Eg: Travel writing.

My train drew near to the Via Reggio platform on a day between two of the harvests of a hot September; the sea was burning blue, and there were a somberness and a gravity in the very excesses of the sun as his fires brooded deeply over the serried, hardy, shabby, seaside ilex-woods. I had come out of Tuscany and was on my way to the Genovesato: the steep country with its profiles, bay by bay, of successive mountains grey with olive-trees, between the flashes of the Mediterranean and the sky. But as the train arrived its noises were

drowned by a voice declaiming in the tongue I was not to hear again for months--good Italian.(Meynell,A, By the Railway Side)

Reflective style of presentation focuses on analyzing and examining an event, memory or observation. The meaning and impact of the occasion are reflected by the writer.

Eg: Self-assessment.

"I am efficient at keeping lines of communication open with my teacher. This was illustrated by the emails I sent. In the upcoming year, I aim to improve my active listening and writing skills."

In critical style of presentation, the writer identifies the important points of what happened. The writer also evaluates the strengths and weaknesses attributed to something.

Eg: Critical evaluation of a programme.

The speech on "New Directions in Higher Education"was effective. It   helped to provoke thoughts in the different aspects of higher education. The keynote speaker could prove his command over the subject by going deep in to the topic and citing examples. The organizing of the programme was also good.

Creative style of presentation depicts ideas and thoughts in an imaginative way.

Eg: Diary

19-07-2017

I am a college student. I find this time as joyful. I really do love college. The people around me have the capacity to change my viewpoint and life. My narrow-minded perspective can be altered.

Anyway this time is very crucial in my life. I feel that now I am working on building a foundation for my life.

 In this way, the first draft of writing is prepared as per plan.

Third stage in writing is reviewing / editing.

3.2.3 Reviewing / Editing

This can be considered the post writing stage. Many good writers review their work as they write. Rethinking and reorganisation of ideas and language will be needed. According to the demand of the subject matter or the requirement of the reader, the content or linguistic expression can be added or deleted.

 Eg: The young man started the quarrel. After reviewing: The furious youngman started the quarrel.

Now it will be interesting to check your status of learning.

Check your progress 1

Which are the different stages in writing?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…………………………………………………………………………………

……………………………………………………………………………

………………………………………………………………………………

………………………………………………........…………………………

3.3. KEY ASPECTS OF EFFECTIVE WRITING

While writing, you should try to incorporate the following five key aspects to make your writing a successful one. The five key aspects are given below:

1. **The reader should be given first consideration.**

Use words which can be picturised by the readers. Write to express the ideas and not to impress.

Eg: The only light was coming through the window of a small house.

2. **Simple words and short sentences should be used**.

It is good to avoid wordy prepositional phrases.

Eg: In the amount of (for), In order to (to), Due to the fact that (because), in the event that (if), during the time that (when, while) – Use prepositions in the brackets instead of the wordy prepositional phrases.

Eg: The child became sad <u>because </u>she lost her toy.

3. **Jargon should be used only when necessary.**

Jargon means specific phrases and words used by writers in a particular situation, profession or trade.

Eg: Getting on a soap box (Jargon – It means making a speech in public)

4. **Verbs and nouns should be used for writing.**

While writing, it is good to include verbs and nouns.

Eg: Can you bring a flower vase?

5. A **format can be given to improve readability of the document.**

Lists, bullets, charts, tables, indents, italics, bolds, headings and sub headings, etc. can be used.

Eg: A good survey report will have the following structure

- *Introduction*
- *Main body*
- *Conclusion*

In the next section, you will get an opportunity to know more about writing assignments.

3.4 WRITING ASSIGNMENTS

You are familiar with writing assignments. Still it will be better to know more about it.

Two elements are there in most assignment titles. They are the topic and the frame.

- The topic relates to the content of what is going to be written. Key words in the topic can be highlighted.

- The frame directs to structure/organise the content.

Eg: The use of VIDEOCAMERAS IN CLASSROOMS. **Is this a good thing? Discuss.**

The key words are given in capitals. The frame is given in bold. There are different types of frames. Five types of frames are going to be described here. They are process description, compare and contrast, cause and effect, for and against and problem/solution.

First of all, let's start with the first frame – process description.

3.4.1. Process Description

In process description, how something works or is organised or arranged is described. If one has to do process description, she/he should know the process very well. Then it should be explained clearly.

The words which can be used in process description frame are given below:

Vocabulary guide: Process descriptions

- First of all
- If this happens
- This does not mean that
- The result is
- The reason for this is
- Hence, ...
- when .....then
- finally
- The first (second) stage

some adverbials of time:

- before
- at the same time
- next
- previously
- simultaneously
- subsequently
- earlier
- concurrently
- after that.

Now, let's go to the second frame – compare and contrast.

3.4.2. Compare and Contrast

When things are compared, the ways in which they are similar or the same are looked for. When things are contrasted, the ways in which they are dissimilar or different are looked for. In these two basic ways, assignments can be written. Write down all the main points about the subjects to be compared/contrasted, and then take all the main points about the other subject.

The second way is take each point in turn and contrast them immediately.

The words which can be used in comparison/contrast frame are given below:

Vocabulary guide: Comparison/Contrast
• the same as ....in that
• corresponds to
• similar to.......because
• similarity
• not unlike
• resemblance
• resembles ....in that
• correspondence
• seems like ....because
• different from ....in that
• on the other hand
• dissimilar to ....because
• in contrast
• bears no resemblance to .... because

Next, we can discuss the third frame, cause and effect.

3.4.3 Cause and Effect

Why things happen are discussed in the frame of cause and effect.

Simple and complex causes: In simple cause, there will be one cause and one effect. In complex cause, there will be more than one cause.

The words which can be used in cause and effect frame are given below:

Vocabulary guide: Cause and effect

- As   • Because   • since
- consequently   • As a result
- for this/that reason   • This explains why
- So
- The effect ....that
- one result...............
- Resulting from
- owing to   • due to
- The cause of   • one reason for
- ....cause of ....
- ....reason for ....

Now you will get a chance to know more about the frame, for and against.

3.4.4 For and Against

In 'for and against' type of assignment, take up a position either for or against something.

Vocabulary guide: For and against

Stating one's position

Personal (p)

I would like to agree with the proposition ....

I cannot support the idea

suggestion

view

Impersonal (I)

...................argument ....

..................view ....

.................proposition ....

................idea ....

Presenting evidence

Evidence which supports this view is as follows:

backs up

confirms

disproves

refutes

undermines

Firstly, ...

Secondly, ...

Thirdly, ...

Finally, ...

The first (second.......final) point (p) I'd like to make is that........

(I)   to be made

that can be made

Counter-arguments

On the other hand, it (also) could be argued that..................

As against this,

However,

Let us take each of these points in turn.

arguments

views

issues

In response to the first (second......final) point, it would be argued that...............

argument

view

Next, you can know more about the fifth frame, problem/ solution.

3.4.5 Problem / Solution

In 'problem/solution' type of assignment, a problem is described and a solution to it is proposed. There will be more than one possible solution. Consider all noteworthy solutions and then evaluate them. Then one or two preferred solutions will be tested.

 Eg: Traffic in cities has become congested. *Which ideas have been recommended for solving this problem?*

 The frame is given in italics.

Check your progress 2

Which are the different types of assignment frames?.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

....

....

....

....

....

Now we can discuss writing letter.

3.5. WRITING LETTER

Letter writing will be familiar to you. But do you follow the format of writing a letter? Here you get an opportunity to know more about the format of formal letter and informal letter.

3.5.1 How to Write a Formal Letter

Although you are familiar with the formal letter, it will be good for you to grasp the things to be kept in mind while writing it. Thus 'How to write a formal letter' is described here.

Letters should have the desired effect on the reader. So for achieving this, they should be:

- In the correct format

- Short and to the point

- Relevant

- Free of any grammatical or spelling mistakes.

- Polite, even if you are complaining

- Well presented

Next, we can discuss the format of a formal letter.

3.5.2 Format of a Formal Letter

It is very important to know the format of a formal letter. So, it is given here for you to apply it in your letter writing. Before the format, an example of a formal letter is given here for you.

Eg:

From

Azad

Breeze Apartments

Goa

05-07-2017

To

The Editor

The Morning Star

Bengaluru

Respected sir,

Sub: Appreciation for publishing an article

I am writing this letter to appreciate you for publishing an article entitled "Save Our Earth" in connection with World Environment Day. The article was really an eye-opener. The article can exert influence on the readers and convey the message of protecting our environment. So it is my request to publish such articles which will be very beneficial for the society.

Yours faithfully

(Sd/-)

Azad.

Format:

1. The sender's address is written in the top left hand corner.

2. The date can be on the left below the sender's address.

3. The name and address of the receiver goes below the date, on the left.

4. The Salutation will be like Dear Mr. Rahul, Dear Ms. Rekha if the name of the person is known. Otherwise it will be Dear Sir/Madam or Respected Sir/Madam.

5. Put the subject of the letter directly below the salutation.

6. Make the content of the letter as short as possible .Use short and clear paragraphs.

7.   At the end of the letter, write yours sincerely, if the letter has been started with the name of the person, or yours faithfully if it has been started with something like Dear Sir.

8.   Sign and write name directly below this.

      Now, you can get the format of an informal letter.

3.5.3 Format of an Informal Letter

An informal letter is usually addressed to a relative or close friend. It is in a friendly manner.

You have to know the format of an informal letter. So it is given here for you. Before the format, an example of an informal letter is given here for you.

Eg:

Jeena

House No:171

MN Street, Lucknow.

07-07-2017

Dear Shalu,

How are you? I am fine here. What about your father, mother and sister?

I am glad to invite you for my birthday party on Monday. I consider you as my best friend and hope you will make the occasion wonderful with your presence.

Lots of love

(Sd/-)

Jeena

Format :

Address of the sender

Date of writing the letter

Greetings and name of the recipient

Introduction - This is the beginning of the letter

Body – Here the message is written.

Closure – Here the letter is going to end.

Complimentary close – Sign off with a short expression followed by a comma.

Eg:Lots of love,

Signature and name of the sender.

Next, you have a chance to know about writing notice.

3.6. WRITING NOTICE

You will be familiar with writing notice. But you should take care to keep the format of notice. Here it is given for you.

3.6.1. Format of Notice

Format

<table>
<tr><td>

Name of the Institution/Organisation, place

NOTICE

Date

HEADING

Content (Example). This is to bring to the notice of the _____(target group) _____that _____(event) _____ is being organized.

Date:

Time

Venue:

Chief guest (if any):

For any further clarification please contact the undersigned

Sd/-

Name (in block letters)

Designation (in brackets)
</td></tr>
</table>

An example of notice is given here for you:

MODERN SCOOL, PUNJAB

NOTICE

20-07-2017

BAN THE PLASTIC

A Plastic Ban Week is being observed by The Nature Club in our school ie.from 25-07-2017.Many programmes will be conducted to create awareness about the ill-effects of plastics in our environment. The programmes will include songs, role plays and poster making competitions. For further details, please contact the undersigned.

Sd/-

Hari

(Secretary, The Nature Club)

Next, you will get the ways to improve notice.

3.6.2 Ways to Improve Notice

If you use the ways to improve notice, it will be very beneficial for you. Here the ways are given:

1. Box is compulsory
2. Do not use personal pronouns

3.   Use passive voice. Write from a third person's perspective.

4.   Tone and Style of the language should be formal. But a notice from an individual (like lost and found notice) can be in an informal style.

5.   The format should be strictly followed.

Next, you will get details about writing travelogue.

3.7. WRITING TRAVELOGUE

A person's account of a journey is usually known as a travelogue. Are you eager to know the steps for writing a travelogue? It is going to be described here for you.

3.7.1 Steps for Writing a Travelogue

Go through the steps for writing a travelogue. Then you apply it in your writing of travelogue.

1.   The purpose of the travelogue should be decided.

2.   Take notes about what is seen, places that are visited and people you get acquainted with during travel. In addition to this, collect various brochures, tourism maps, and guides.

3.   Take as many pictures as possible.

4.   After reaching home, take time to review recordings.

5.   An outline of the travelogue should be created. That may not be a detailed report yet.

6.   After completing the outline, the full travelogue can be written. Give very clear descriptions, historic and factual information.

An example from a good travelogue is given here for you:

One built the Taj Mahal for his dead wife and the other named a city after her. Hyderabad, more famous today as Cyberabad, was named because of the love of Muhammad Quli for Rani Bhagmati, later called Begum Haidar Mahal. It is a striking example of what inspired lovers are capable of doing. And what a love story it was. The son of a Muslim king in love with a Hindu, village dancer.

The construction of the city was completed in 1592. Today, the city is an ideal mix of the past and the present. Known for its pearls, biryanis and the IT revolution, Hyderabad was once the proud owner of the Kohinoor diamond, the Darya-i-Noor, the Orloff, the Pitt, and the great table of the Nizam. Today most of these treasures can be seen behind tightly secured glass cages of museums abroad, but what you can see here, is the place where it all began.

Some 550 kilometres from Bangalore, the capital city of Andhra Pradesh, is well connected by road, rail, bus and the air network of the country. The official language is Telugu, but most people understand Hindi and English perfectly well. For those who understand Hindi, the heavily accented Hindi is a treat to hear.

If you want to see a truly beautiful and large private collection of antique artifacts, visit the Salar Jung Museum. It boasts of books written in the 11th century, of oriental artifacts, Egyptian carpets, European glassware and Indian handicrafts. Don't miss the famous double-sided statue of the veiled lady, and listen to the sweet chimes of the hourly clock.

One of India's largest mosques is located near Charminar. The Mecca Masjid can accommodate upto 10,000 people. Its construction was initiated by Muhammad Qutb Shah in 1617 and completed by Aurangzeb in 1693. Entry charges to these buildings are nominal at Rs. 10/- to Rs. 25/- per adult with extra charges for cameras. For foreigners, entry fees is about $5.

If shopping interests you, the nearby Chudi market with its brilliant coloured glass bangles is a visual treat. In the crowded streets here, people shop for just about anything and everything.

The famous Birla temple is very popular with devotees seeking darshan of Lord Vekateshwara.

Finally, for a non-vegetarian, Hyderabad is not appropriately visited until you taste the famous biryanis. Savour the rice dishes with kababs, haleem or Nahari sheep trotters and end the meal with the royal Shahi Tukra. For vegetarians the fare is not half as exciting.

My tribute to Hyderabad - a city with a glorious majestic past, and the promise of many tomorrows.

(Cheshta, india travelogue)

Next, you will get the opportunity to understand common mistakes while writing a travelogue.

3.7.2 Common Mistakes While Writing aTravelogue

Here common mistakes when writing a travelogue are given. So you should be taken care to avoid these mistakes in your writing of travelogue.

- Factual information only is focused. A lack of emotions may make the travelogue less interesting.

- Becoming very much enthusiastic about describing feeling and thoughts.

- Depending only on memories when writing a travelogue

- Becoming too critical or too in awe. Try to include both positive and negative moments of the journey.

Check your progress 3

Write the steps for writing a travelogue.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

3.8 WRITING CURRICULUM VITAE (CV)

An outline of a person's educational and professional history, usually prepared for job applications is known as Curriculum Vitae. It is also known as a resume.

Here preparing Curriculum Vitae is going to be described.

3.8.1 Preparing Curriculum Vitae (CV)

Nowadays, preparing CurriculumVitae is very essential in different situations. So you can make use of this topic on preparing Curriculum Vitae. An example of Curriculum Vitae is presented here for you.

Eg:

Martin Wardle

address: 1 Any Road, Anytown AN1 1CV

telephone: 01632 960 326

mobile: 07700 900 285

e-mail: martinwardle@example.com

Professional profile

An enthusiastic and professional Web Designer, who enjoys being part of, as well as leading, a successful and productive team. Quick to grasp new ideas and concepts, and to develop innovative and creative

solutions to problems. Able to work well on own initiative and can demonstrate the high levels of motivation required to meet the tightest of deadlines. Even under significant pressure, possesses a strong ability to perform effectively.

Objective

Now looking to build on extensive range of technical skills within a suitably challenging role. Keen to achieve further professional development.

Key technical skills

Adobe PhotoShop	*Macromedia Dreamweaver*	*QuarkXPress*
Adobe Illustrator	*Macromedia Flash*	*Strata Studio Pro (3D)*
Adobe Premiere	*Macromedia Director*	*FTP Programs*
Adobe After Effects	*Poser*	*Bryce 3D*
Adobe Acrobat	*QTVR*	*Microsoft Excel*
Microsoft PowerPoint	*Equilibrium*	*Media Cleaner Pro*

Career summary

2006–date   Webmaster, Graphics UK, London

- *Working within a major print design company, tasked with developing their fledgling Web Department*

- *Assessing initial set-up requirements and implementing hardware and software solutions accordingly*

- *Training the team in the use of QuarkXPress, Beyond Press Pro, PhotoShop, Dreamweaver, Media Cleaner Pro, QTVR and Adobe Premier*

- *Coordinating closely with Account Executives, actively soliciting new clients and nurturing existing client accounts, ensuring their needs and requirements were not only accommodated but surpassed*

- *Winning over many clients from larger companies, due to the extremely high standards of creative design work*

- *Training clients in subsequent website maintenance, particularly the use of Dreamweaver and its inbuilt FTP facility*

- *Initiating a company-wide changeover to a much faster ISP with enhanced technical support*

- *Clients include major blue chip companies such as the British Land Company and Millennium Diamonds as well as many high-profile government departments and agencies*

Selected portfolio

---

www.website.com   *www.anotherwebsite.com*

www.onewithtext.com

www.andanother.com

www.onewithgraphics.com

www.flashwebsite.com

www.personalwebsite.com

www.onemoreexample.com

Education and qualifications

2003–2006   National Diploma in Graphic Design & Multimedia (First Class Honours)

Dublin Institute of Technology, Ireland

Key Modules: Web Design, Visual Communication, Multimedia, Print Design, Typography & Photography Won the Multimedia Student of the Year Award and Best Use of a Mac   Award.

Professional development

- *Team Leadership (Management Training Centre, 2009)*
- *Presentation Skills (Management Training Centre, 2008)*

Personal details

Driving Licence   Full/Clean

Health   Excellent; non-smoker

Languages   *Fluent French & German*

Interests and activities

Currently include *Photography, Theatre & Amateur Dramatics,*
Football and Golf

References are available on request

<div align="right">

(CVCentre.co.uk, 2017)

</div>

To prepare a 'CV', there is no "one best way", but to project all your capacities in a best way. Curriculum Vitae should include personal details. Personal details would be name, address, and date of birth, telephone number and e-mail.

Then a CV should contain education and qualifications. After these work experience can be added. It is better to use action words such as developed, planned and organised. Attention can be given to relate the skills to the job.

Then interests and achievements should be included. Be short and to the point in this section. Take care to avoid many passive, solitary hobbies (reading, watching TV, stamp collecting). It is better to show a range of interests. Including hobbies that are not ordinary may help to stand out from the crowd. Any interests relevant to the job are good to mention. Anything showing proof of employability skills such as team working, organising, planning, persuading, negotiating etc can be included.

Then skills can be included (language, computing etc). Normally two referees are used: One academic and from an employer.

Next, the characteristics of a good CV are going to be described.

3.8.2 What Makes Good Curriculum Vitae (CV)?

- It is targeted at the specific job or career area.

- It should be clearly laid out.

- It should be informative but concise.

- It should be accurate in content, spelling and grammar.

Nowadays electronic portfolio is also prevalent. An electronic portfolio (e-portfolio) shows the abilities of the user who assembles and manages electronic evidence on the web. Input text, electronic files, images, multimedia, blog entries and hyperlinks may be included in electronic evidence. Electronic portfolio can be used as a place for self-expression. If users use online e-portfolio, they will get the chance to bring necessary changes dynamically over time. An e-portfolio can be taken as a form of learning record which gives real proof of achievement.

3.9. LET US SUM UP

In this unit an idea about writing skill was given. Here you have understood 'stages in writing'. Stages in writing are planning, translating and reviewing/editing. Then we discussed 'key aspects of effective writing'. Then 'writing assignments' was discussed. Then we discussed 'writing letter'. Here formats of a formal letter and an informal letter were discussed. Then 'writing notice' was discussed. Here format of a notice and ways to improve a notice were presented.

Then focus was on 'writing travelogue'. Here steps for writing a travelogue and common mistakes when writing a travelogue were discussed. Then we discussed 'writing Curriculum Vitae (CV)'. Here preparing Curriculum Vitae and what makes good Curriculum Vitae were described.

CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check your progress 1

Planning, translating and reviewing/editing are the different stages in writing.

Check your progress 2

Different types of assignment frames are process description, compare and contrast, cause and effect, for and against and problem/solution.

Check your progress 3

1.   The purpose of the travelogue should be decided.
2.   Take notes about what is seen, places that are visited and people you get acquainted with during travel. In addition to this, collect various brochures, tourism maps, and guides.
3.   Take as many pictures as possible.
4.   After reaching home, take time to review recordings.
5.   An outline of the travelogue should be created. That may not be a detailed report yet.
6.   After completing the outline, the full travelogue can be written. Give very clear descriptions, historic and factual information.

REFERENCES

Academic help (2016). How to write a travelogue .Retrieved, March 8, 2016 from https.//academic help-.net/creative writing/write – travelogue.html.

Butalia,R. (n.d). india travelogue. Retrieved,July 7, 2017 fromwww.indiatravelogue.com/dest/wben/wben4.html

Centre for Academic Success (2011). Study Guides: Writing. How to write a formal letter. Retrieved, February 26, 2016 from library. bcu.ac.uk/learner/writing guides/1.06,htm.

Cheshta (n.d). india travelogue. Retrieved, July 25, 2017 from www.indiatravelogue.com/trav/hyderabad.html.

Cottrell, S. (2003). The Study Skills Handbook(2nd ed.). London: Palgrave.

CVCentre.co.uk(2017). Example Curriculum Vitae. Retrieved, July 25, 2017 from https://www.CVCentre.co.uk/example curriculumvitae.htm.

Dron Study.com (n.d). Report writing. Retrieved, July 5,2017 from www.dronstudy.com/book/report writing/

Informal letter format(2013). Retrieved, March 22,2016 from www.buzzle.com/articles/informal-letter-format.html.

LinkedInCorporation (2016). Five keys to effective writing.Retrieved, March 8,2016 from www.slideshare.net/gracefat/five-keys-to-effective-writing-23941204.

LinkedInCorporation (2016). Short writing skill- Notice writing. Retrieved, Mar 5, 2016 from www.slideshare.net/ smartprep/notice-writing.

Literary Devices(2017). Jargon. Retrieved, June 15,2017 from https://literarydevices.net/jargon/

MidAmerica Nazarene University (2016). MNU blogs. Dairy of a college student. Retrieved, July 18, 2017 from www.mnu.edu/ mnublogs/diary-college-student/.

Pearson Education Services(2016). What is Descriptive Writing? Retrieved, July 5, 2017 from English.edurite.com/English-writing/descriptive-writing.html.

The George Washington University (n.d). Performance Management – Writing Effective Self-assessments. Retrieved, July 18,2017 from https://library.gwu.edu/sites/default/files/policies/Performance Management - Writing Effective Self-assessments. Pdf.

ThoughCo.(n.d.).By the Railway side, by Alice Meynell. Retrieved, July 18,2017 from https:// www.thoughtco.com/by-the-railway-side-alice-meynell-1690002.

University of Kent (2016). How to write a successful CV. Retrieved, March 8, 2016 from www.kent.ac.uk/careers/cv.htm.

Wallace, M.J. (2004). Study skills in English (2nd ed.). UK: Cambridge University Press.

Wikipedia(2017). Electronic portfolio. Retrieved, July 13,2017 from https://en.wikipedia.org/wiki/Electronic-portfolio.

Your dictionary(2017). Definition of creative writing. Retrieved, July 6, 2017 from grammar. Your dictionary.com/ word-definitions/definition-of-creative-writing.html.

Your dictionary(2017). What is Reflective Writing? Retrieved, July 5, 2017 from grammar.yourdictionary.com/for-students-and-parents/what-is-reflective-writing.html.

UNIT 4- REPORTING

This unit discusses reporting. It contains five sections. Section 1 deals with basic characteristics of a report. Section 2 focuses on types of report. Section 3 discusses forms of report. Section 4 deals with stages in report writing. Section 5 discusses features of report writing.

CONTENTS

4.0 Introduction

4.1 Objectives

4.2 **Basic characteristics of a report**

4.3 **Types of report**

   4.3.1 The Form report

   4.3.2 The Informal report

   4.3.3 The Formal report

4.4 **Forms of report**

   4.4.1 Factual

   4.4.2 Instructional

   4.4.3 Persuasive

4.5 **Stages in report writing**

   4.5.1 Clarifying purpose
   4.5.2 Planning the work
   4.5.3 Collecting information
   4.5.4 Organizing and structuring information
   4.5.5 Writing the first draft
   4.5.6 Checking and re-drafting

4.6 **Features of report writing**

4.7 Let us sum up

4.8 Check your progress: possible answers

4.0 INTRODUCTION TO THE UNIT

This unit on Reporting describes 'basic characteristics of a report'. Then you will be familiarized with different 'types of report' viz. the Form report, the Informal report and the Formal report. Then different forms of report will be described. The different forms of report are factual, instructional and persuasive. Then we will discuss 'stages in report writing'. Finally 'features of report writing' will be described.

4.1 OBJECTIVES

After going through this unit, you should be able to

- describe basic characteristics of a report
- use appropriate types of report
- use suitable forms for report
- prepare report following specific stages in report writing
- apply features of report writing

4.2 BASIC CHARACTERISTICS OF A REPORT

Let's begin our topic, Reporting. You might have prepared different types of reports in different contexts. Do you know what a report is? A report can be considered as a highly structured document written in a formal style. Based on your reading and some form of practical work, such as an investigation, survey or experiment, a report can be written. For a particular purpose, to inform, to persuade or to offer recommendations, reports are prepared.

Example of a report:

To: The Principal of NJS School

A report on the lack of interest in sports among the students of NJS School.

The aim of this report is to study about the lack of interest in sports among the students of NJS School. I have conducted a survey among the students of NJS School. From the survey, it is clear that among 1,000 students, only 100 choose sports as their favourite leisure activity during their spare time. That means only 10% of the students is interested in sports.

One of the reasons raised by the students is that their own attitude towards sports. Many students think that playing sports makes them getting hot, dirty and sweaty. Some students expressed their concern about lack of time also.

Many students expressed that parental factors were also involved in neglecting sports. In their opinion, parents give more attention on academic work. Some students opined that school ground and sports equipments are of poor condition.

Due to lack of interest in sports among the students, I put forward some suggestions for consideration. The school authorities should convey the significance of sports to the students. The school authorities should also conduct a discussion with parents and improve the sports facilities.

Written by,
(Jagan)
Secretary
Sports club
NJS School

Learning Activity

What are the basic characteristics of a report?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
……………………..

You might have written that reports contain meaningful presentation. Yes, of course, that is correct.

You are getting the opportunity to know more about the basic characteristics of a report. They are given below:

1. All reports are factual.

   Reports contain facts.

   Eg:

   From the survey, it is clear that among 1,000 students; only 100 choose sports as their favourite leisure activity during their spare time.

2. All reports organize facts in to a meaningful presentation.

   Facts are organized in such a way that a meaningful presentation of the facts can be seen in the reports.

   Eg:

   Many students expressed that parental factors were also involved in neglecting sports. In their opinion, parents give excessive amount of attention on academic work. Some students opined that the school field and sports equipment are not up to the level.

3. Most reports interpret the information gathered.

Interpretation of the information is carried out in reports.

Eg:

One of the reasons raised by the students is that their own attitude towards sports. Many students think that playing sports makes them getting hot, dirty and sweaty.

4. Many reports make recommendations.

Recommendations can be done through reports.

Eg:

Due to the lack of interest in sports among the students, I put forward some suggestions for consideration. The school authorities should convey the significance of sports to the students.

5. Almost all reports are assigned or requested.

In almost all cases, reports may be prepared on request.

4.3 TYPES OF REPORT

You know, there are different types of report. For your information, they are described below.

4.3.1 The Form Report

Repetitive reporting is done on forms that are designed to record the required information in a convenient way.

Eg: Filling in a time sheet or attendance register. Time sheet is a piece of paper on which an employee records the number of hours they have worked. Here the information is reported repetitively.

4.3.2 The Informal Report

Are you eager to know more about the informal report? Yes, let's see the details.

The format of an informal report includes these headings:

Introduction

Information

Findings

Conclusions

Action required

  The form of letters, memos, and written presentations can be taken as informal reports. Informal reports do not follow the strict rules that apply to the formal report. Normally they are quite short (two-three pages). To record information permanently about accidents and incidents that happen in the workplace, informal reports are used. *Other examples are:*

Progress   *reports*

(Student Progress Report)

Trip reports

Munnar is a hill-station in the Western Ghats. It is located at 1600 metres above sea level. It is considered as one of the most beautiful hill-resort towns in Southern India. We visited in the last week of May. One attraction in Munnar is Cheeyappara Falls.

4.3.3 The Formal Report

Here is the third type of report, i.e. the formal report. The formal report is a specialized kind of book. It is more like a book and is often bound in covers. Usually they will have more than 2000 words. They deal with subjects of importance.

Parts of a formal report:

Body of report

Introduction or background

Discussion of findings

Summary, conclusions, recommendations.

Supplementary parts of a report

Footnotes or endnotes

Bibliography

Appendix

Now let's check what you have learned.

Check your progress 1

Can you describe any two types of report?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………………………………………………………
....
....
....

4.4 FORMS OF REPORT

Different forms of report are there. Forms of report are based on purpose of the report. Here you will get a chance to be familiarized with different forms of report.

4.4.1 Factual Report

The factual or informative report is expected to define or establish a current situation. The school report can be considered as belonging to this category.

Eg: The 2015 SKA Higher Secondary School Annual Report describes the vibrant nature of our school, our commitment to excellence and our restless

pursuit of achieving Our Best. Our teachers are responsible. They are always ready to satisfy the needs of their students.

Established in 1997, SKA Higher Secondary School has been preparing our children for the future. Here all students are supported to reach their full potential academically, socially and emotionally. We are blessed with active teachers and dedicated support staff. They are working to assist each child to reach their potential. Our staff has high expectations .So they adopt a wide variety of innovative teaching practices.

4.4.2 Instructional Report

A situation is explored and a range of options for further action is suggested in the instructional or explanatory report.

Eg:A report on Cholera

What is Cholera?

Cholera is a very infectious disease. It spreads when the stool of infected people contaminates food and water. If people relieve themselves near food and water sources, this will happen. Another reason for infection is eating food without washing your hands. Cholera causes severe diarrhoea.

Symptoms of Cholera

The symptoms of cholera usually develop within hours or days. The symptoms include vomiting and extremely watery diarrhoea that is whitish in colour. Cholera diarrhoea is painless. Connected with cholera, there is no fever. Due to cholera, there will not be blood in the stool.

How to avoid cholera

- *Don't forget to wash your hands before cooking, preparing or eating food.*

- *Try not to eat food or drink water, if you can't boil, cook or peel it.*

- *Boil drinking water for three minutes.*

- *Filter the water through a cloth to reduce the chance of cholera.*

- *Be cautious to relieve yourself in a clean place well away from water sources used for drinking, bathing, washing or watering crops.*

No symptoms are shown by most people who are infected with Cholera .But they can still spread germs through their stool. Cholera causes death – so always be careful.

4.4.3 Persuasive Report

A problem is investigated and a specific course of action is suggested in the persuasive or leading report. A surveyor's report belongs to this category.

Eg: Survey of Academic and General Reading in English

On 13th February 2012, a survey was conducted among 20 postgraduate students at the University. The purpose of the survey was to find out the reading habits in English of the students.

A questionnaire was used to conduct the survey. It was given to the students to complete. The initial part of the questionnaire dealt with the type of reading and its frequency. The second part was concerned with newspapers: the type of items read and those that were read first.

From the table of data, the most important items are as follows. In the first section academic books are read regularly by 71% of the students . At the same time, 34% students regularly read academic journals. The comments made about the reading of newspapers, magazines and fiction are described below. 65%

students sometimes read regional or local newspapers, 59% sometimes read books of fiction, 52% sometimes read general magazines, and 46% sometimes read national daily newspapers. On the other hand, 37% never read Sunday newspapers and 31% never read fiction.

In the second section, not surprisingly, 100% read news about their own country in newspapers and 46% read this first. 84% read international news,15% read this first. 71% look at radio and TV information.

The conclusions derived from the survey are given below. Students have little time for general reading: most of their reading time is spent on books and journals on their own subject. Outside their studies, apart from reading news about their own country, international news, they probably spend most time watching TV .

Overall, if the report is factual, gather information to fully explain or define a situation. In the case of instructional report, gather the information to explain a problem and offer a range of solutions. If the report is persuasive, gather the information to explain a problem and recommend just one solution.

4.5 STAGES IN REPORT WRITING

Do you know the different stages in report writing? Here the different stages are going to be described.

4.5.1 Clarifying Purpose

In order to help to communicate the information more clearly, it is better to know the purpose. Knowing the purpose will help to be more selective when collecting the information.

Eg:

The purpose of this report is to investigate the reasons behind the increase in computer gaming addiction among teenagers. The report will also recommend preventive measures for computer gaming addiction.

Next stage in report writing is planning the report.

4.5.2 Planning the Report

To write a clear, concise and effective report, careful planning is essential. Careful planning will give adequate time to each developmental stage.

- The report should be considered as a whole.
- The task of writing the report should be broken down into various parts.
- Consider the time available for the task of writing the report.
- Deadlines should be set for the various stages.

    Next stage in report writing is collecting information.

4.5.3 Collecting Information

A number of questions are there to ask at this stage:

- What information is needed?
- Where can it be found out?
- How can it be collected?
- In what order will the information be arranged?
- Make a list of what information is needed.
- Make an action plan which states how the information can be gathered.

    Next stage in report writing is organizing and structuring information.

4.5.4 Organizing and Structuring Information

In order to organize information into topics, it is better to brainstorm ideas into a 'spider diagram'.

- The main theme should be written down in the centre of a piece of paper.
- All the ideas and key words related to the topic should be written down starting from the centre and branching out along lines of connecting ideas.
- Circle or link by lines each idea as appropriate.
- After finishing, related ideas can be highlighted and then topics can be sorted.
- Main headings will be formed by some ideas, and sub-sections will be formed by other ideas under the main headings.
- Then a pattern will emerge and the main headings can be arranged in a logical order.

 Structuring the report

There are some common elements which can be found in all reports. They are given below:

- Introduction
- Main body
- Conclusion

Introduction

The aim of the report and the methodology should be included. Methodology denotes how the enquiry is carried out.

Eg: The aim of this report is to study about the lack of of interest in sports among the students of NJS School. I have conducted a survey among the students of NJS School.

Main body

Collected information should be included in main body. Then the information has to be analysed.

Eg:

From the survey ,it is clear that among 1,000 students, only 100 choose sports as their favourite leisure activity during their spare time. That means only 10% of the student   population is interested in sports.

One of the reasons raised by the students is that their own attitude towards sports. Many students think that playing sports makes them getting hot, dirty and sweaty. Also some students expressed their concern about lack of time.

Many students expressed that parental factors were also involved in neglecting sports. In their opinion, parents give excessive amount of attention on academic work. Some students opined that the school field and sports equipment are not up to the level.

Conclusion

In conclusion section, summary and recommendations can be included.

Eg:

Due to the lack of interest in sports among the students, I put forward some suggestions for consideration. The school authorities should convey the significance of sports to the students. The school authorities should also conduct a discussion with parents and improve the sports facilities.

Next stage in report writing is writing the first draft.

4.5.5 Writing the First Draft

Writing the first draft comprises the style of writing and the lay out.

Active or passive

Short sentences can be written using the active voice. The passive looks more formal. Be careful to avoid mixing the two voices.

Eg: The school authorities should convey the significance of sports to the students.

Simplicity

Don't use overly complicated language. Unnecessary jargon should not be used. Abbreviations should be standardized.

Eg: Munnar is a hill-station in the Western Ghats. It is located at 1600 m above sea level.

. Lay out

A progressive numbering system is used in most reports. The decimal notation system is the most common system.

Single Arabic numbers are used in the main sections - 1, 2, 3, and so on.

A decimal number is used in sub-sections - 1.1, 1.2, 1.3 and so on.

If sub-sections are further divided - 1.1.1, 1.1.2, 1.1.3 and so on.

An example structure is given below:

1.   Introduction

1.1 ....

1.1.1 ....

1.2 ....

1.2.1. ....

2.   Methodology

2.1 ....

2.1.1 ....

2.2.2 ....

Presentation

- Wide margins should be left for binding and feedback comments from the tutor.
- Short and concise paragraphs should be used.
- Clear headings should be used - highlighted in bold or underlined.
- Label and number all diagrams and illustrations.
- List all standard units, measurements and technical terminology in a glossary of terms at the back of the report.

The next stage in report writing is checking and redrafting.

4.5.6 Checking and Redrafting

Checking and redrafting is the final stage in report writing. Once the first draft of the report has been written, it is needed to check it through. The work should be assessed in the following areas:

- Structure
- Content
- Style

Clarity and precision of the work should be looked at.

It will be interesting to check your status of learning.

Check your progress 2

Which are the different stages in report writing?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………….

4.6 FEATURES OF GOOD REPORT WRITING

Do you know the features of good report writing? Here they are going to be described.

1. **Clarity of thought**

   A good report has to be drafted in a simple and clear language. You shouldn't use difficult and confusing language. You should prepare the report in such a way that the reader can understand the entire report easily, exactly and quickly.

Eg: Munnar is a hill-station in the Western Ghats. It is located at 1600 metres above sea level. It is considered as one of the most beautiful hill-resort towns in Southern India. We visited in the last week of May. One attraction in Munnar is Cheeyappara Falls.

2. Complete and self-explanatory

While writing a report, you should try to make it complete and self-explanatory. Avoid repetition of facts, figures, information, conclusions and recommendations. A good report will give complete information to the readers in a precise manner.

Eg: Due to the lack of interest in sports among the students, I put forward some suggestions for consideration. The school authorities should convey the significance of sports to the students. The school authorities should also conduct a discussion with parents and improve the sports facilities.

3. Comprehensive but compact

Try to make the report brief and compact. In the meantime, a complete picture of the problem under investigation should be given. Thus, make the report comprehensive but compact.

Eg: The aim of this report is to study about the lack of of interest in sports among the students of NJS School. I have conducted a survey among the students of NJS School.From the survey ,it is clear that among 1,000 students, only 100 choose sports as their favourite leisure activity during their spare time. That means only 10% of the students are interested in sports.

4. Accurate in all aspects

In all aspects, the report should be correct. A report should be written in such a way that it should be always accurate, factual and reliable.

Eg: From the survey, it is clear that among 1,000 students, only 100 choose sports as their favourite leisure activity during their spare time. That means only 10% of the student   population is interested in sports.

5. Suitable format for readers

A report should have a proper format. It should be appropriate to the type of the report. All essential components such as title, introduction, findings and recommendations should be there in a report.

6. Impersonal style

An impersonal style should be followed in a report. The report should be written in third person.

Eg:A questionnaire was used to conduct the survey. It was given to the students to complete. The initial part of the questionnaire dealt with the type of reading and its frequency. The second part was concerned with newspapers: the type of items read and those that were read first.

7. Impartial approach

While writing a report, an impartial approach should be followed. This means that objectivity should   be there in report writing. Personal views, sentiments, emotions etc. should not be considered while writing a report.

Eg: One of the reasons raised by the students is that their own attitude towards sports. Many students think that playing sports makes them getting hot, dirty and sweaty. Some students expressed their concern about lack of time also.

8. Essential technical details

Certain necessary technical details should be there in a report. For instance, proper numbering should be given for the pages and paragraphs of the report. The report should contain marginal headings and titles.

9. Logical arrangement

Logical arrangement of the different parts of the report should be made to make the report an integrated document. Suitable planning should be done while preparing a report.

Now your status of learning should be checked.

Check your progress 3

Can you write any four features of report writing?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

………………………………………………

4.7 LET US SUM UP

In this unit, some idea about reporting was given. Here you got the 'basic characteristics of a report'. Then different 'types of report' viz. the Form report, the Informal report and the Formal report were presented. As the next topic, different 'forms of report' were described. The different forms of report are factual, instructional and persuasive. Then we discussed 'stages in report writing'. Finally 'features of report writing' were described.

4.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress: 1

1. THE FORM REPORT

Repetitive reporting is done on forms that are designed to record the required information in a convenient way.

Eg: Filling in a time sheet or attendance register.

2 .THE INFORMAL REPORT

The form of letters, memos, and written presentations can be taken by Informal reports can take the form of letters, memos and written presentations. Informal reports do not follow the very strict rules that apply to the formal report. Normally they are quite short (two-three pages). To record information permanently about accidents and incidents that happen in the workplace, informal reports are used. Other examples are:

progress reports

trip reports

Check your progress: 2

The different stages in report writing are given below :

       1 Clarifying purpose

       2 Planning the work

       3 Collecting information

       4 Organizing and structuring information

       5 Writing the first draft

       6 Checking and re-drafting

Check your progress: 3

1.Clarity of thought

2. Complete and self- explanatory

3.Comprehensive but compact

4.Accurate in all aspects

REFERENCES

Burns, T and Sinfield,S. (2008). Essential Study Skills.The Complete Guide to Success at University (2nd ed.). London:Sage.

Cambridge University Press(2017). Cambridge Dictionary. Retieved, January 19, 2017 from dictionary.Cambridge.org/dictionary/English/timesheet

Formal and informal reports- iLearn(n.d). Retrieved, February 13, 2017 from ilearn.totton.ac.uk/pluginfile.php/…/FORMAL_AND_INFORMAL REPORTS.doc?...
How to write a survey report(2010). Retrieved, February 9, 2017 from mgimo.ru/files/640/HOW_TO_WRITE_SURVEY_REPORT..2010.doc.
Kalyan City Life Blog (2016). Good Report Writing- Features, How to write a good report?Retrieved, December 28,2016 from Kalyan-city-blogspot.in/2010/11/good-report-writing-features-how-to.html.

One familys blog(n.d). Munnar trip report. Retrieved, January 23,2017 from www.one familys blog.com/2012/01/munnar-trip-report.html.

Open Polytechnic(n.d). How to write a report. Retrieved, January 20,2017 from https://www.openpolytechnic.ac.nz/current-students/study-tips-and-techniques/assignments/how-to-write-a-report.

Report writing Techniques (n.d). Retrieved, April 16,2015, from sct.emu,edu.tr/gursev/report writing techniques.htm.

RMIT University (2008). Study and Learning Centre. Writing a Report. Retrieved, April 10., 2015 from www.edu.au/study and learning centre.

SCERT,Kerala.(2014). Higher secondary course, English, Class XI, Department of Education, Government of Kerala

Slideshare (2017). Proposals and Formal reports. Retrieved, February 8,2017 from www.slideshare.net/ tayybasket198/formal- reports-56128275

Slideshare(2017).Report Writing. Retrieved, January 20,2017 from www.slideshare.net/orangecanton/report-writing-introduction

Slideshare(2017). Writing a report(Tips and sample of reports). Retrieved, January 19,2017 from www.slideshare.net/fzhidris/writing-a-report-tips-and-sample-of-reports?next-slideshow=1

SPRING (1999). Academic studies English, support Materials and Exercises for WRITTING REPORTS. Retrieved, April 10, 2015 from www.readingwritinghotline.edu.au/wp-content/uploads/writing-reports-pdf.

Student Progress Report(n.d). Retrieved, January 19,2017 from https://www.google.co.in/search?q=progress+report+picture&biw=1366

Subiaco Primary School (2012). Annual Reports. Retrieved, February 8, 2017 from subiacops.wa.edu.au/school/annual-reports/

T sheets(2015). Free Excel Time sheet Template-Weekly, Bi-weekly & Monthly Time cards. Retrieved, February 7, 2017 from https://www.tsheets.com/resources/timesheet-templates.

University of Wolverhampton(2014). Learning and Information Services. Retrieved, January 18, 2017 from www.wlv.ac.uk/lib/media/departments/lis//skills/study-guides/LS004-Guide-to-Report-Writing.pdf.

Writing reports (n.d). Retrieved, April 2015 from www. Iboro.ac.uk/Service/ltd/campus/reportwr.pdf.

UNIT 5 – PARAGRAPHING

This unit focuses on paragraphing. It contains five sections. Section 1deals with 'structure of a paragraph.' Section 2 discusses 'characteristics of an effective paragraph'. Section 3 and section 4 discuss 'principles of a good paragraph' and 'types of paragraphs in an essay' respectively. Section 5 deals with 'paragraph lay out'.

CONTENTS

5.0 Introduction

5.1 Objectives

5.2 **Structure of a paragraph**

      5.2.1 Topic sentence

      5.2.2 Supporting sentences

      5.2.3 Concluding sentence

5.3 **Characteristics of an effective paragraph**

      5.3.1 Unity

      5.3.2 Development

      5.3.3 Coherence

5.4 **Principles of a good paragraph**

5.5 **Types of paragraphs in an essay**

      5.5.1 Introductory paragraphs

      5.5.2 Body paragraphs

      5.5.3 Transitional paragraphs

      5.5.4 Concluding paragraphs

5.6 **Paragraph lay out**

5.7 Let's sum up

5.8 Check your progress-possible answers

5.0 INTRODUCTION TO THE UNIT

This unit on paragraphing first describes 'structure of a paragraph'. Structure of a paragraph comprises topic sentence, supporting sentences and concluding sentence. Then 'characteristics of an effective paragraph' will be discussed. Characteristics of an effective paragraph include unity, development and coherence. Then we will discuss 'principles of a good paragraph'. Then 'types of paragraphs in an essay' will be described. Types of paragraphs in an essay are introductory paragraphs, body paragraphs, transitional paragraphs and concluding paragraphs. Finally paragraph lay out will be described.

5.1 OBJECTIVES

After going through this unit, you should be able to

- Describe the structure of a paragraph
- Describe the characteristics of an effective paragraph
- Prepare a good paragraph by following the principles of a good paragraph
- Distinguish different types of paragraphs in an essay
- Use appropriate paragraph lay out

5.2 STRUCTURE OF A PARAGRAPH

Let's begin our topic- Structure of a paragraph. You are familiar with preparing paragraphs for different purposes. Have you ever thought about the structure of a paragraph? Here the structure of a paragraph is explained for you. The structure of a paragraph consists of three different types of sentences. They are topic sentence, supporting sentences and concluding sentence.

5.2.1 Topic Sentence

Can you guess what a topic sentence is? From the name itself, it can be understood easily. The main topic and the controlling idea of the paragraph are stated by a topic sentence. Language which indicates the structure of the paragraph may be contained in the topic sentence.

Eg: *Rehabilitation is an integral part of disaster management. Since disasters are non-routine events, they require non-routine responses for effective management and rehabilitation. This means that the Government cannot rely on normal procedures to implement appropriate responses. There should be proper coordination among the various departments of the government to bring speedy relief to the victim. Moreover the rescue teams require the learning of special skills and attitudes in dealing with disasters. Additionally, they need to be well-equipped with the latest technologies.*

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India', 2014.)

Here the first sentence in the paragraph is the topic sentence.

Next we shall move on to supporting sentences.

5.2.2 Supporting Sentences

The topic sentence is developed by supporting sentences. Supporting sentences help to develop the idea which is introduced by the topic sentence. See the sentences in yellow colour.

Eg: : Rehabilitation is an integral part of disaster management. <u>Since disasters are non-routine events, they require non-routine responses for effective management and rehabilitation. This means that the Government cannot rely on normal procedures to implement appropriate responses. There should be proper coordination among the various departments of the government to bring speedy relief to the victim. Moreover the rescue teams require the learning of special skills and attitudes in dealing with disasters.</u> Additionally, they need to be well-equipped with the latest technologies.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India', 2014)

The underlined sentences are supporting sentences.

Next we can have the description of a concluding sentence.

5.2.3 Concluding Sentence

The end of the paragraph is signaled by a concluding sentence. Sometimes a concluding sentence leaves the reader with important points to remember. Concluding sentences are not mandatory. They are optional only. But they can sometimes be helpful in summarizing the main points of the paragraph.

A concluding sentence may be begun with signals such as:

- In short
- In summary
- Indeed
- Therefore, it is clear that…
- Additionally

Eg: Rehabilitation is an integral part of disaster management. Since disasters are non-routine events, they require non-routine responses for effective management and rehabilitation. This means that the Government cannot rely on normal procedures to implement appropriate responses. There should be proper coordination among the various departments of the government to bring speedy relief to the victim. Moreover the rescue teams require the learning of special skills and attitudes in dealing with disasters. In short, they need to be well-equipped with the latest technologies.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India', 2014)

Here last sentence is the concluding sentence.

Now it will be a boost for you if you revise what you have learned.

Check your progress 1

Can you write the structure of a paragraph?

Instructions: Write down your answer in the space given below, and don't proceed before answering Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Now we shall go to the next topic, Characteristics of an effective paragraph.

5.3 CHARACTERISTICS OF AN EFFECTIVE PARAGRAPH

Learning Activity

Can you note down any characteristic of an effective paragraph?

Instructions: Note down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………….

You might have written that an effective paragraph should contain a unified idea. Yes, it is correct. Very good.

Here characteristics of an effective paragraph are going to be described. You can make use of these characteristics to create a good paragraph.

5.3.1 Unity

Unity is the first characteristic of an effective paragraph. Unity means that all sentences in the paragraph explain, develop, and support a central idea in some way. In order to achieve unity, commence with a clear topic sentence. It is not necessary that it has to appear at the beginning of the paragraph. The purpose stated in the topic sentence sets the agenda for the rest of the paragraph. The topic sentence gives the unifying idea. Hence the topic sentence should be clear, and concise. A good topic sentence acts as the backbone of a paragraph, which supports the skin and muscle, all the sentences that follow in the paragraph.

Eg: India, due to its geographical location and geological formation, is highly prone to disasters. Its long coastline, snow-clad peaks and high mountain ranges

and the perennial rivers in the north, combine to add to this problem. India, which has only two percent of the total geographical area, has to support 18 per cent of the total population of the world. Therefore, there is tremendous pressure on the natural resources, namely floods, droughts, landslides earthquakes, etc.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India',2014.)

This paragraph fulfills the characteristic of unity. It has a central idea- Disasters in India.

The next characteristic of an effective paragraph is ***development.***

5.3.2 Development

Effective paragraphs are fully developed. In order to make the paragraphs fully developed, there are three ways to be ensured. They are: giving the right level of supporting detail, selecting the right kind of evidence and selecting the right pattern of development for the purpose.

Developing paragraphs with the right *level* of detail

Details should be provided for fully developing the sub-topic of the essay's main idea in a paragraph. To include the right level of detail, answers to questions using the 5 Ws can be added in the paragraph. 5Ws stand for what, when, who, where and why**.**

Eg:Stephen is a famous biologist and outspoken environmentalist. He was born on April 12, 1933. His interest in public speaking developed when he was in High School. He continued to win many public speaking about conserving

nature. After working in many universities, Stephen moved to the University of British Columbia where he continued with his research in biology. Today, Stephen shares his environmental concerns with the world through his TV programme, The Nature of Things.

Developing paragraphs with the right *kind* of detail

Depending on the purpose of the essay, it is significant to give the right kind of detail. The demands of the assignment and the discipline also should be considered to include the right kind of detail.

Eg: The parts of speech describe how a word is used in a sentence. Eight main parts of speech are there: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. Sub-classes will be there for most of the parts of speech. For prepositions, there are sub-classes like prepositions of time, prepositions of place.

Developing paragraphs with the right pattern of development

The pattern of development in a paragraph depends on the purpose of the essay. A process pattern might be used in order to explain, step by step, how something is done. The key is in selecting the right pattern of development, keeping in mind that you can use a variety of patterns in the same essay.

The different types of pattern are narration, description, process, exemplification, comparison/contrast, definition, cause and effect.

Narration: Sensory words are used in this pattern to develop ideas .The topic sentence is near or at the end of the paragraph. The unique feature of a narrative type of development is that it tells a story.

Eg: Once upon a time a lion lived in a forest. It was sleeping under a tree after a heavy meal. After sometime, a mouse came there and it started to play on the lion. Immediately the lion got up and looked for those who disturbed its nice sleep. Then a small mouse was standing trembling with fear. The lion jumped on it and began to kill it. The mouse cried and begged the lion to forgive it. The lion forgave and left it. The mouse felt very happy. On another day, a hunter caught the lion in a net. Suddenly the mouse came there and cut the net. Thus the lion escaped. After this, the mouse and the lion became friends.

Description: Vivid sensory description is used in this pattern. Sense words (e.g., *bitter, light, bright, loud*), vivid action verbs, (e.g., *dive, drip*) and transitions of space (e.g. *here, there, to the left, up*) are used to give sense impressions of a scene. To create a dominant sensory impression, this pattern is useful.

Eg: Lake Calhoun is a beautiful place where we can swim and relax. The water is warm and clean during summer. A great number of people come to the beaches seeking relief from a midsummer scorcher. In addition to swimming, visitors also indulge in canoeing, sailing, windsurfing, or fishing. The scene of blue water is actually refreshing. Children are very happy. They laugh and splash in the water.

Process: This pattern is usually used to explain a process or how to do something. Transitions of enumeration (e.g., *first, second, third*) and/or time (e.g., *then, next, finally*) are used in this pattern. A process paragraph relies on clear communication of the instruction or steps.

Eg: Today we are going to make chicken primavera. First of all, make ready the following things: two or more skinless, boneless chicken breasts; two cans of Cream of Mushroom soup; two cans of Cream of Chicken soup; milk; butter;

vegetable oil, noodles and finally one very large sized frying pan. Secondly, boil water and about 1 tablespoon of vegetable oil with noodles. Then cut the chicken in to small pieces of about 1 inch cubes.

Exemplification: Examples (or one longer, extended example) are used in this pattern to support the topic sentence.

Eg: Sometimes children can perform important tasks within the family. Then it will be a great assistance to their parents and other family members. For example, they can clean the household, wash dishes, or take care of pets. When they do these tasks, they learn to be responsible. Another example of children doing significant tasks is the help they give the parents while the parents are busy or working.

Comparison/Contrast: In order to make readers understand a concept by pointing out similarities and differences between it and another concept, this pattern of development will be useful. The comparison is simply a means to an end and the conclusion of the paragraph should be drawn from the comparison.

Eg: My hometown and my college town have several similar things. First, both occupy small rural communities. For example, my hometown has a population of only about 5000 people. Similarly, my college town consists of about 6,000 local residents. Another similarity is that they are both located in rural areas.

Definition: A complete, working definition of a term, concept or idea is given in a paragraph of definition. One central feature of this pattern is that it tells both what the term is and what it isn't, that is, it defines the boundaries of a term. This pattern is useful when new or specialized terms are used, or when a key concept is defined.

Eg:E-mail is not something you can hold in your hand, send in the mail, and a stamp is not needed to send it. E-mail is mail in digital form and sent to its recipient through the Internet. Due to the technological advancement, mail has been turned into something computer made that can be sent to anyplace, anytime, as long as there is an Internet connection. For instance, a person need not wait before the post office to send an important letter or message, all they want to do is simply get on to the Internet and prepare the letter and hit the send button.

Cause and Effect: The causes or the effects of something or the relationship between both are presented in cause and effect paragraphs. Transitions of logic (e.g., *thus, therefore, consequently, as a result*) and words and phrases of cause and effect (e.g., *because, for the reason that, given that, in effect*) are used in this pattern prominently. If there is more than one cause to a particular effect, do not restrict the analysis or explanation.

Eg:In recent years, the growth of the cities is so large that now about 50% of the Earth's population lives in urban areas. There are many reasons for this happening. First, as a result of the increasing industrialization of the nineteenth century many factory jobs were created. Thus people were compelled to be located in cities. These jobs attracted many people from rural areas. Second, many schools were established to educate the children of the new factory labourers. The promise of a better education made many families to leave farming communities and move to the cities.

Here is the third characteristic of an effective paragraph, Coherence.

5.3.3 Coherence

A coherent paragraph flows because it is arranged according to a definite plan. All the sentences "stick together" and lead readers smoothly from the topic sentence to the concluding one. This "stickiness" results from sentences that follow, one from the other, in a way that makes sense. There are a number of ways to achieve coherence. It can be achieved through different ways. They are using ordering principles, pronouns, transitional words, and repetition.

Using an ordering principle to achieve coherence

An ordering principle for the ideas in the paragraph can be decided to achieve coherence. A chronological ordering principle is used in narrative paragraphs. Narrative paragraphs relate events connected by time. In narrative paragraphs, **transitions of time like "then", "next", and "finally"**etc., can be used**.**

Eg: First ,I eat breakfast. Then, I wear clothes. Next, I read the newspaper. After that I make my lunch. Finally, I go to school.

Using pronouns to achieve coherence

Using pronouns to refer to nouns in previous sentences in the paragraph will be helpful to achieve coherence. While using pronouns, make sure that it is clear what noun (antecedent) the pronoun is pointing to.

While using pronouns to create coherence, use them judiciously.

Eg: The fortune teller moved **her** *dry hands over the glass ball.* **She** *heard the laughter and the shouts of the children .* **They** *never came in to see* **her.** *The teenagers were curious to hear stories from her. She told stories for them.*

Using transitional words and phrases to achieve coherence.

Transitional words and phrases are helpful to create coherence by providing bridges between sentences within the paragraph and between paragraphs. Words and phrases like "also", "in addition to", "additionally" and "furthermore" signal to the readers that the relationship between two sentences is one of addition.

Relationships of detail or example ("for example", "that is", "more specifically"), logic ("therefore", "thus", "in conclusion"), contrast ("yet", "nevertheless", "on the other hand") or similarity ("likewise", "similarly", "in other words") can be created by other word and phrase groups. While using transitional words and phrases, don't stick one or two in without thinking about the meaning.

Eg:My favourite hobby is traveling. Therefore, I wanted to get a job that paid me to travel. I worked for a company where I had chances to lead bicycle trips. It was not an easy job. In addition, I wanted to do work in the office. However, I tried to enjoy my job.

Using repetition to achieve Coherence

Judicious repetition of key words and phrases and synonyms provide the readers with necessary signposts and strengthen the flow of the essay.

More than two separate terms or phrases per paragraph may not be used. In the case of a short paragraph, that number is usually enough to create variety without creating confusion.

Eg: I saw a beautiful bird yesterday. Its wings and beak were beautiful. Its blue colour was also beautiful. Its appearance was so marvelous that, I couldn't take my eyes from it.

Now it is good to know the status of your learning.

Check your progress 2

What are the characteristics of an effective paragraph?

Instructions: Write down your answer in the space given below, and don't proceed before answering Compare your answer with the one given towards the end of this unit.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Now let's move on to the next topic, Principles of a good paragraph.

5.4 PRINCIPLES OF A GOOD PARAGRAPH

Have you ever followed the principles of a good paragraph while preparing a paragraph? Here you will get a chance to know the principles of a good paragraph.

The Principles listed below should be followed in order to create a good paragraph.

1. The paragraph should contain a topic sentence.

2. The topic sentence should be supported and developed by all remaining sentences.

3. Only one main idea must be developed.

4. The flow of sentences should be smooth and logic.

5. A concluding sentence may be included but is not necessary.

So you have got the principles of a good paragraph. Now you can use these principles while you are preparing a good paragraph. Now we can learn our next topic- Types of paragraphs in an essay.

5.5 TYPES OF PARAGRAPHS IN AN ESSAY

Do you know about the different paragraphs in an essay? Here you get a chance to be familiarized with the different types of paragraphs in an essay.

5.5.1 Introductory Paragraphs

Learning Activity

What is an introductory paragraph?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

You might have written that an introductory paragraph is one which introduces the idea in an essay. Yes. Very good.

An introductory paragraph engages readers' interest with a strong opening sentence. The opening sentence should be relevant to the subject. An introductory paragraph should support the essay by giving relevant background information and context, such as important facts or theory.

Eg: Disaster is a very common phenomenon for humanity. Human beings have experienced disasters in different forms since time immemorial. The latest World

Disaster Report suggests that disasters have increased both in frequency and intensity.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India',2014)

Now we can go to the next type of paragraphs – body paragraphs.

5.5.2 Body Paragraphs

You know about an introductory paragraph. Now you can understand about body paragraphs. Body paragraphs can be used to develop the ideas fully. At first a sub-topic of the thesis can be introduced in a topic sentence. The topic sentence doesn't provide details, just the general topic of the paragraph. The way of relating the paragraph's topic/main idea to the essay's core thesis can be presented in the topic sentence. A topic sentence gives an interpretation of the fact. The topic sentence is one's own idea, based on the interpretation of the sources. With the topic sentence in place, the idea can be developed with sentences that provide supporting details. In well-developed body paragraphs, evidence should be provided to support the topic sentence. Interpretation of the topic sentence should also be provided. Signposts are to be provided. The body paragraph also contains a concluding sentence that *sums up* the point of the paragraph and ties it clearly to the thesis. The main point of the paragraph can be summed up by a good concluding sentence.

Eg: The western region is widely known for severe droughts, wind erosion of land and soil, floods and cyclones. This area is also prone to earthquakes. The southern region, particularly the coastal region, is vulnerable to cyclones, sea erosion, tsunami, and landslides. The islands of Andaman and Nicobar and Lakshadweep are confronted with the problems of sea erosion and tsunami. The

Indian coastal areas have faced some of the severest cyclones both along the eastern and western coasts.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India', 2014)

Now it is the turn to the third type of paragraphs- Transitional paragraphs.

5.5.3 Transitional Paragraphs

In order to shift from one sub-topic of the thesis to another or from a general discussion to a more detailed treatment of an idea, a transitional paragraph can be used. Thus transitional paragraphs act as signposts that guide readers to the next part of the essay. Transitional paragraphs serve a specific function. So they will be less in an essay.

Eg: Rehabilitation is an integral part of disaster management. Since disasters are non-routine events, they require non-routine responses for effective management and rehabilitation. This means that the Government cannot rely on normal procedures to implement appropriate responses. There should be proper coordination among the various departments of the government to bring speedy relief to the victim. Moreover, the rescue teams require the learning of special skills and attitudes in dealing with disasters. Additionally, they need to be well-equipped with the latest technologies.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India',2014)

5.5.4 Concluding Paragraphs

The last type of paragraphs is concluding paragraphs. The conclusion reasserts the core idea of the paper. An effective concluding paragraph reinforces the central idea of the paper. One way to ensure that you have written an effective conclusion is to ask, If the conclusion paragraph strengthens the main message of the paper, it will be an effective conclusion.

Eg: Disaster management has assumed greater importance in recent times. The whole purpose of disaster management is not to prevent these natural or man-made disasters. We may not be able to avert many of these disasters , but we can definitely mitigate their impact.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India', 2014)

Now you can remember once again what you have learned by answering the question given below.

Check your progress 3

Which are the different types of paragraphs in an essay?

Instructions: Write down your answer in the space given below, and don't proceed before answering Compare your answer with the one given towards the end of this unit.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Now we can go to the last topic of this unit- Paragraph lay out.

5.6 PARAGRAPH LAY OUT

Are you interested to know the different types of paragraph lay out?

There are two types of paragraph lay out. They are given below.

There are two methods to signify where a paragraph begins and ends.

1.Indent the paragraph   :

Eg:

Disaster is a very common phenomenon for humanity. Human beings have experienced disasters in different forms since time immemorial. The latest World Disaster Report suggests that disasters have increased both in frequency and intensity.

The western region is widely known for severe droughts, wind erosion of land and soil, floods and cyclones. This area is also prone to earthquakes. The southern region, particularly the coastal region, is vulnerable to cyclones, sea erosion, tsunami, and landslides. The islands of Andaman and Nicobar and Lakshadweep are confronted with the problems of sea erosion and tsunami. The Indian coastal areas have faced some of the severest cyclones both along the eastern and western coasts.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India', 2014)

2. Leave space between paragraphs

Eg:

Disaster is a very common phenomenon for humanity. Human beings have experienced disasters in different forms since time immemorial. The latest World Disaster Report suggests that disasters have increased both in frequency and intensity.

The western region is widely known for severe droughts, wind erosion of land and soil, floods and cyclones. This area is also prone to earthquakes. The southern region, particularly the coastal region, is vulnerable to cyclones, sea erosion, tsunami, and landslides. The islands of Andaman and Nicobar and Lakshadweep are confronted with the problems of sea erosion and tsunami. The Indian coastal areas have faced some of the severest cyclones both along the eastern and western coasts.

(Higher Secondary Course, Part I, English, 'Disasters and Disaster management in India',2014)

5.7 LET US SUM UP

The structure of a paragraph was explained in section 1. In section 2, characteristics of an effective paragraph were described. In section 3, principles of a good paragraph were given. Types of paragraphs in an essay were explained in section 4. Section 5 dealt with paragraph lay out.

5.8 CHECK YOUR PROGRESS- POSSIBLE ANSWERS

Check your progress 1

The structure of a paragraph consists of three different types of sentences. They are a topic sentence, supporting sentences and a concluding sentence.

Check your progress 2

Characteristics of an effective paragraph are unity, development and coherence.

Check your progress 3

The different types of paragraphs in an essay are introductory paragraph, body paragraph, transitional paragraph and concluding paragraph.

REFERENCES

About education(2017).Pronoun Exercise: Recasting a paragraph with pronouns. Retrieved, February 27, 2017 from grammar.about.com/od/ grammarexercises /a/RecastingWithPronouns-2.htm.

Lind McCloud-Bondoc (n.d). Writing Effective Paragraphs. Retrieved February 23, 2015, from write-site athabascau.ca/documentation/ writing-effective-paragraphs. pdf.

Pearson Longman(2007). Unit 8 Grammar reference.Retrieved, February 25,2017 from www.pearsonlongman.com/ae/postcards2e/pdf/level01/Postcards-Gram-Ref-08.pdf.

Sponsor A Village(2017). 5 W's – Sample paragraph. Retrieved, March 8,2017 from www.sponsoravillage.ca/2010/01/5-ws - sample-paragraph/

Swanson,M and Spirn,K.(2017). Reading and Writing Resources. Retrieved, February 27,2017 from www.laspositascollege.edu/raw/ paragraphtransitions.php.

The University of Melbourne (2010), Help sheet paragraphs. Retrieved, February 23, 2015 from Sydney.edu.au/business/–data/assets/pdf-file/0007/90376/Writing paragraphs.pdf.

Walters, S.F. (2000). Cause and Effect Paragraphs. Retrieved, February 25, 2017 from Irs.ed.uiuc.edu/students/walters/cause.html.

Woodward (2017). Parts of speech. Retrieved, March 13,2017 from www. grammar.cl/English/parts-of-speech.htm.

Younggren, Z (2005). English 120 – definition paragraphs. Retrieved, February 25, 2017 from english 120.pbworks.com/co/page/19006850/definition paragraphs.

UNIT 6 – NOTE-TAKING SKILL

This unit focuses on note-taking skill. It contains three sections. Section 1 discusses 'note-taking' and 'steps in note-taking'. Section 2 presents before you 'note-taking hints' and 'abbreviated writing'. Section 3 brings you to the topic of 'discourse markers' and 'methods of note-taking'.

CONTENTS

6.0 Introduction

6.1 Objectives

6.2 **Note-taking**

    6.2.1 Importance of note-taking

6.3 **Steps in note-taking**

6.4 **Note-taking hints**

6.5 **Abbreviated writing**

6.6 **Discourse markers**

    6.6.1 Functions of discourse markers

    6.6.2 Note-taking strategy for discourse markers

6.7 **Methods of note-taking**

    6.7.1 Linear notes

    6.7.2 Diagrammatic notes

6.8 Let us sum up

6.9 Check your progress: possible answers

6.0 INTRODUCTION TO THE UNIT

This unit on note-taking skill deals with what is note-taking, importance of note-taking and steps in note-taking. First, note-taking hints and abbreviated writing will be described. Then, we will have a discussion on discourse markers. Here functions of discourse markers and note-taking strategy for discourse markers will be described. Then methods of note-taking will be discussed. Here linear notes and diagrammatic notes will be described.

6.1 OBJECTIVES

After learning this unit, you should be able to:

- describe note-taking and its importance
- prepare notes by following the steps in note-taking.
- apply note-taking hints in the process of note-taking
- use abbreviated writing while taking notes.
- apply discourse markers in the process of note-taking
- use appropriate methods of note-taking

6.2 NOTE-TAKING

We can begin our topic note-taking. You are taking notes in class .So you are familiar with the process of note-taking,aren't you?

Learning Activity

What do you know about note-taking?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

....

....

You might have written like this: Note-taking is the process of taking down notes. Now let's look at note-taking in detail.

Note-taking can be described as the process of writing down important information from a text, talk, or other learning opportunities (photo, video, etc.) in order to review and remember the information for later use. Note-taking helps you to be active and alert during a class or during reading a text and focus on the important information in it. Note taking allows you to remember significant ideas over time. Now let's see the importance of note taking.

6.2.1 Importance of Note-Taking

Now let's go to the importance of note-taking. Note-taking is important in the following ways:

- The core of important ideas in the class/text can be identified with the help of organized notes.

Eg: Disasters-Indian Context

1. Highly prone to disasters

2. Reasons for vulnerability

2.1 Geographical location and geographical formation

2.2 Snow-clad peaks and high mountain ranges

2.3 Increasing population

(Higher Secondary Course PartI- English,'Disasters and Disaster Management in India', 2014)

You can see in thisexample for organized notes, how this type of notes brings out the main points in the lesson.

The next importance of note taking is that,

- It helps to learn and remember later by providing a permanent record.

Notes will act as a permanent record which can be referred later. Another importance of note taking is that,

- Note-taking will be the only chance to learn the information presented in the class/text which may not be available anywhere else.

The information presented through the class/text will not be anywhere else. But if you have taken notes, you can refer it at any time.

Yet another importance of note taking is that,

- The lecture's underlying organization and purpose will become vivid through note-taking.

If you go through your notes, you can easily get the purpose and organization of the class/text.

Eg: If the class/text contains an argument for something, it will be available from the notes.

Now, it will be interesting to check your status of learning.

Check your progress 1

What is note-taking?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…...

....

....

....

…………………………………………………………………………………

6.3 STEPS IN NOTE-TAKING

Have you ever thought about the specific steps inr note-taking and attempted stepwise note-taking? Yes, there are some specific steps in note-taking.

Are you eager to know those steps in note-taking? OK. Then, here it is going to be described. There are five steps in note-taking. The steps are Preview, Selection, Question, Organisation, and Review. Now, let's see each step in detail.

1. **Preview**: Suppose you are going to attend a class. It is better to have some idea about the topic and focus areas. The reason is that such awareness is essential for note-taking. Note-taking should be organized in such a way that it should have some connection with previous knowledge. This action is termed as preview in note taking.

Eg: If you are going to attend a class on 'Quest for a theory of everything', it is better to have some idea about Stephen Hawking.

2. **Selection**: Now we are going to the second step in note-taking. In a class, everything should be listened. But there is no need to copy everything. The main theme of the class and the important ideas should be identified and selected while taking notes.

Eg: A passage from 'Quest for a Theory of Everything' is given below:

In the Cockcroft Lecture Room, on April 29, 1980, scientists and university dignitaries gathered in steep tiers of seats, facing a two-storey wall of chalkboard and slide screen. The occasion was the

inaugural lecture by a new Lucasian Professor of Mathematics, the thirty eight-year-old mathematician and physicist, Stephen Hawking. (Higher Secondary Course Part I- English, 'Quest for a Theory of Everything' ,2014)

From this passage, the important idea selected is as follows:

Scientists and university dignitaries were gathered to attend the inaugural lecture by Stephen Hawking on April 29, 1980.

3.   **Question**: Now we shall pass on to the third step in note-taking. Note-taking should be focused around questions. The questions starting with what, when, why, where and how can be used for focusing on ideas.

   Eg: If you are taking notes on Question tag, your notes will be focused around questions like what is a question tag?

4.   **Organisation**: The fourth step in note-taking is organisation. Trying to see the material (class/ lesson / video) as a whole with all its relationships and interconnected parts is the most important process in note-taking. Organized notes are found to be easier to remember. During the time of exam, organized notes will be more helpful.

Eg for organized notes:

Disasters and Disaster Management in India

- *Disaster – a very common phenomenon*
- *Increased both in frequency and intensity*
- *People – vulnerable to all types of disasters*
    - ❖ *Types- earthquakes,floods,cyclones,landslides,droughts*
- *Both in developed and developing countries*

(Higher Secondary Course Part 1- English,'Disasters and Disaster Management in India',2014)

Eg for unorganized notes:

- *Disaster is a very common phenomenon disasters increased both in frequency and intensity. People vulnerable to all types of disasters earthquakes,floods,cyclones,landslides,droughts Both in developed and developing countries*

  (Higher Secondary Course Part 1-English, 'Disasters and Disaster Management in India', 2014)

5. **Review**: Review is the fifth step in note-taking. After taking notes, it is significant to reread and revise the notes. The purpose of review is to make the notes perfect.

Now it will be good to check what you have learnt. You can write the answer in the space given for it.

Check your progress 2

Imagine that you are taking notes while listening to a class. Then which are the five steps involved in your note-taking?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

....
....
....
..

6.4 NOTE-TAKING HINTS

Now we shall pass on to note- taking hints. Here hints means clues which make note-taking more effective.

Learning Activity

Will you try to write some note-taking hints which are familiar to you?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

You might have written that shortened words can be used instead of long words and important words can be highlighted. Of course, your answer is correct. Knowing note-taking hints will be very useful to you in your note-taking process.

Some note-taking hints are given below.

You can make wonders in note-taking by using them.

- Shorthand notation and abbreviated words can be used.

  Instead of long words, symbols and shortened words can be used to make the process of note-taking more effective.

  Eg: She did not come to school b/c she was ill.

  Here b/c stands for 'because'.

- When the speaker goes too fast, dashes for words can be used.

  If you find it difficult to follow the speaker, you can use dashes in the place of words. Then it will be helpful for you to remind you that some words are omitted.

Eg: There are different types of disasters. They are earthquakes, floods…

- Space can be left for filling it later.

  If space is left in the place of missing words, you can fill the words there when you go through it later.

- Attention to important words can be drawn by using symbols.

Eg: Underline, CAPS circle box , ☆

Symbols can be used to highlight significant words.

Eg: Stephen's parents were not wealthy, but they believed in the value of education.

- A mistake should not be erased.

  Mistake should not be blackened completely. Instead a single line through a mistake can be drawn. This saves time and the mistake can be seen later.

  Eg : Secondly, I would like to welcome you all to the conference today.

- Avoid distractions.

  It is better to avoid disturbances like unnecessary sound from outside etc.

- Start notes with a date.

  It will be good if notes are started with a new date. It will be helpful in future reference also.

- Use chapter titles and subheadings as section breaks in notes.

You can make your notes more convenient by breaking it into sections. Chapter titles and subheadings can be used as section breaks.

- Use your own words to capture the main ideas and key details.

  It is always advisable to use your own words to indicate the important ideas and main details.

- Use lots of space

  Be free to use enough space. It will be useful when you want to add anything in your future reference.

- Develop abbreviations

  It is always a good idea to develop and use shortened words to make note-taking more convenient.

- Read and review notes frequently

  It is effective for you to read and review notes frequently.

  Now, it is time to check the level of your learning.

Check your progress 3

List any five note-taking hints which you will use in the process of note-taking.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

6.5 ABBREVIATED WRITING

Now we are going to the next section. It deals with abbreviated writing. Sometimes you might have used shorthand writing in your notes.

Learning activity

Write a few abbreviations which are familiar to you.

Instructions: Write down your answer in the space given below, and don't proceed before answering.

…………………………………..................……………………..

……………………………………………………………………………

…………………………………..................…………………………………..…

….

You might have written e.g, etc, i.e. This is what is meant by abbreviated writing. This type of writing using shortened form of words or sentences is what is meant by abbreviated writing. Abbreviated writing is the type of writing in which words or sentences are made in to shorter. Developing shorthand writing will be very useful to write faster.

Some suggested abbreviations are given here.

lk	=	like
e.g.	=	example
p	=	page
no.or #	=	number
nos.or#s	=	numbers

b/c	=	because
b/4	=	before
wd	=	word
ref	=	reference
diff	=	different
w/	=	with
v/o	=	without
2	=	to, two, too
ibid	=	in the same place (in a box or article)
et.al	=	and others (often used to mean other authors)
cf	=	compare
wrt	=	write
rt	=	right
i.e	=	that is
$\exists$	=	there is
$\rightarrow$	=	means
~	=	about (or c. for latin "circa", mng – "about")
$\therefore$	=	therefore
etc	=	and so on
vs	=	versus, as opposed to
ch	=	chapter
Q	=	question
lrn	=	learn
N.B or n.b.	=	note well (something important)
viz.	=	namely, that is to say

(Carman, R.A and Adams, W.R, 1972)

Some very common symbols and their meaning are given below:

Symbol	Meaning
=	is equal to, the same as
#	is not equal to, not the same as
∴	therefore, thus, so
∵	because
+	plus, more
-	minus, less, except
>	greater than
<	less than
>>	much greater than
<<	much less than
%	percent
÷	divide, divided by
X	multiply, multiplied by
λ	insert (something that has been omitted)
⇒	from . . . to, leads to, results in

(Wallace, M.J, 2004)

Now, it is time to check the level of your learning.

Check your progress 4

Write any five abbreviations and their meaning.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

6.6 DISCOURSE MARKERS

Now let's move on to the topic, discourse markers. A discourse marker is a particle that is used to direct or redirect the flow of conversation without adding any significant paraphrasable meaning to the discourse. Discourse markers are essentially linking words. They show how one piece of conversation is connected to another piece of conversation. For the meaning and structure of a class, text etc. discourse markers serve as signals. You can easily understand the organization of ideas with the help of discourse markers. If you are aware of the structure of a spoken or written input, it will be easy for you to understand the spoken or written input. If the structure is a map, discourse markers are like signposts. Signposts can be used to point out the direction in a map. Similarly discourse markers are used to point out the direction in which the argument is heading in a class or text.

Now let's see the functions of discourse markers.

6.6.1 Functionsof Discourse Markers

1. If you want to LIST something, you can use discourse markers such as **first, secondly, in the first place, my next point is, last/finally**

Eg:Raju finished <u>first</u> in the race.

Sherin wants two things from her teacher – firstly a group assignment, and <u>secondly,</u> two weeks time.

I would like to put discipline <u>in the first place.</u>

<u>My next point is</u> that hard work has its own merit in life.

Arun came in the <u>last</u> bus.

<u>Finally</u>Meera's mother allowed her to go to the tour.

2. In order to show the CAUSE AND EFFECT relationship between one idea and another, some discourse markers such as **so, because, therefore, since,** are used.

Eg:She was getting tired <u>so</u> she came home.

Renu came late <u>because</u> she missed the train.

Rohan likes reading. <u>Therefore</u> he buys many books.

<u>Since</u> they were dressed up, she assumed they were going to the marriage.

3. Some discourse markers show that the speaker is going to illustrate his/her ideas by giving an EXAMPLE.Eg: **For instance, for example .**

Eg:In the coir industry, <u>for instance,</u> 3000 jobs are being lost.

We can easily become more environment-friendly by,<u>for example,</u> using recycled paper.

4. In order to introduce an idea which runs against what has been said, or is going to be said(CONTRAST), you can use discourse markers such as **but,andyet,nevertheless**, and **although.**

Eg:He is very hardworking , <u>but</u> less creative.

She says that she is a vegetarian <u>and yet</u> she eats fish.

It was a very hard task,<u>nevertheless,</u> John didn't give up.

<u>Although</u> tired, sleep didn't come.

5. If you want to express a TIME RELATIONSHIP, you can use **then, previously, next, while, after that** and **when.**

   Eg: John was working in the city <u>then.</u>

   She had posted the card two months <u>previously.</u>

   My <u>next</u> assignment is on adjectives.

   I cleaned the house <u>while</u> you were playing outside.

   Rekha was educated at home until the age of twelve. <u>After that</u> she was sent off to the school in Ooty.

   <u>When</u> did he go to the hostel ?

6. To indicate how important something is, that is as an indication of SIGNIFICANCE(EMPHASIS), discourse markers can be used.

   Eg:-It is worth noting, I would like to direct your attention to.. A key/crucial issue is…

Eg:<u>It is worth noting</u> that Renu has secured first rank in the exam in spite of her adverse situations.

<u>I would like to draw your attention to</u> the environmental pollution in this area.

<u>A key issue is</u> the condition of the road to the school.

7. You can see discourse markers may be used to REPHRASE what has already been said, or to introduce a DEFINITION.

Eg:- In other words, to put it another way, by this I mean, that is to say, let me put it this way.

Eg: Meena always comes late in the class. <u>In other words</u> she is a late-comer.

<u>To put it another way</u> , what separates the two countries?

<u>By this I mean</u> that you are a good girl.

We are only human, <u>that is to say,</u> we commit mistakes.

<u>Let me put it this way,</u> Arun is rich, but he is not helping the poor.

8. Sometimes you will have a number of related points to present, you can use discourse markers to show that you are adding another related idea (ADDITION).

    Eg: -**furthermore, moreover, in addition to, as well, not only…but also.**

Eg: She suggests that they can go to the Chinese restaurant- it is very good and <u>furthermore</u> it is very cheap.

It was a good car, and it was, <u>moreover,</u> an affordable amount they were asking for it.

<u>In addition to</u> cricket, I am good at chess.

She wants ghee rice <u>as well</u>.

Anu is <u>not only</u> smart <u>but also</u> very compassionate.

9. In order to express a CONDITION, you can use discourse markers such as **if, and unless.**

Eg:<u>If</u> you study well, you will win in the examination.

<u>Unless</u> you study well, you will fail in the examination.

10.   If you want to show that you are about to sum up your message, or part of it (SUMMARY), you can use discourse markers such as **the gist/essence/core of my argument is, andto summarise.**

Eg: <u>*The gist of my argument is*</u> *that you should do your work in time.*

<u>*To summarise,*</u> *he is very hardworking.*

Now it will be interesting to check your status of learning by answering a question.

Check your progress 5

Give any two functions of discourse markers.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…..

....

....

....

…………………………………………………………………………

Now we shall see note taking strategy for discourse markers.

6.6.2 Note-Taking Strategy for Discourse Markers

Are you interested in knowing the possible note-taking strategy for discourse markers? The note-taking strategy will be very useful in your note-taking .The possible strategy with respect to discourse function is given in the table 1 given below.

Table 1

Note-taking strategy for discourse markers

Discourse function	Possible note-taking strategy	Example
1. Listing	Use numbers (1, 2, 3, ...). Take a new line for each item in the list	A dictionary can be used to check the 1. Meaning 2. Spelling 3. Pronunciation 4. Word stress
2. Cause and effect	Use 'therefore' sign ($\therefore$) ; Use 'because' sign ($\because$); Use arrow sign ($\Rightarrow$) to mean 'causes'	Stephen was ill at the time of the scholarship examination for westminister $\therefore$ he attended the local Saint Alban's School.
3. Example	e.g;	We cannot judge by appearance alone. Eg: Stephen Hawking
4. Contrast	Use BUT; list contrasting items in two columns; use the	Stephen's parents were not wealthy, but they believed

	tick mark(✓) for 'the same as' and (X) for 'is different from'; V. (=versus, 'against')	in the value of education.
5. Time Relationship	Use arrow(s) to denote 'was followed by'	Stephen's twenty-first birthday was in 1963. He contracted a rare disease.
6. Emphasis	Use block capitals Underline Draw box around point	Of all the disasters, **FLOODS** are the most common.
7. Rephrase/Definition	Use 'equals' sign (=) i.e	There is a direct correlation between higher human development and better preparedness to manage disasters. ie., the countries which have lower human development are more vulnerable to

		the risks of disasters and damage.
8. Addition	Use 'plus' sign (+) Use numbers	He is smart. + He is creative .
9. Condition	if.....then	If you come early, then you can meet the principal.
10. Summary	Use box to contain summary	Disasters, both natural and man-made have become very common today. Whatever the form, thousands die each year due to disasters.

Now it will be interesting to check your status of learning by answering a question.

Check your progress 6

What are the note-taking strategies for the discourse functions listing, contrast, and emphasis?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…...

....

....

....

6.7 METHODS OF NOTE-TAKING

Now we shall move on to the next topic, methods of note-taking. There are different methods of note-taking. They are linear notes and diagrammatic notes.

6.7.1 Linear Notes

One method of note-taking is preparing linear notes. Linear notes are the most usual method of note-taking. They are sequential notes. Hence, they may be especially useful when notes are taken down in a class. But, linear notes are not simply continuous prose. They are a series of notes highlighting the key points. They are usually made under a hierarchy of headings.

Outline for Linear Note-taking

Main Headings for Notes
Heading for section of notes 1
Heading for sub-section 1
Point 1
Point 2
Point 3
Heading for sub-section 2

Point 1

Point 2

Point 3

Heading for sub-section 3

Point 1

Point 2

Point 3

Heading for section of notes 2

Then continue as above......

Eg:

His first flight

Young Seagull's attempt to fly

His fear to fly

    Alone on his ledge

    Two brothers and their sister had already flown away

    He was afraid to fly

His actions and thoughts

    Took a little run to the brink of the ledge

    He felt that his wings would never support him.

    He became desperate

His family's enjoyment

His parents flying about with his brothers and sister

His parents teaching them how to skim the waves

They were laughing at his cowardice

(Higher Secondary Course, Part I-English,'His First Flight', 2014)

Advantages of Using Linear Notes

Learning Activity

Can you guess and write some advantages of linear notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

You might have written that notes can be clearly organized and specific points found out easily. That is correct. Very good.

Now let us look at the advantages of using linear notes.

- Notes can be made in the same order as the book or the lecture or seminar

- If notes are clearly organised, it will be easy to find and refer to specific points at a later date.

- To include a fair amount of written text and detail is easy with linear notes.

It is difficult to illustrate links between different sections or topics. This is the main problem with linear notes.

6.7.2 Diagrammatic Notes

The second method of note-taking is that of diagrammatic notes.

Diagrammatic notes are also called 'spider' diagrams. Here an overview of the area can be given on just one side of paper. An overall understanding of a given topic can be gained with the help of diagrammatic notes.
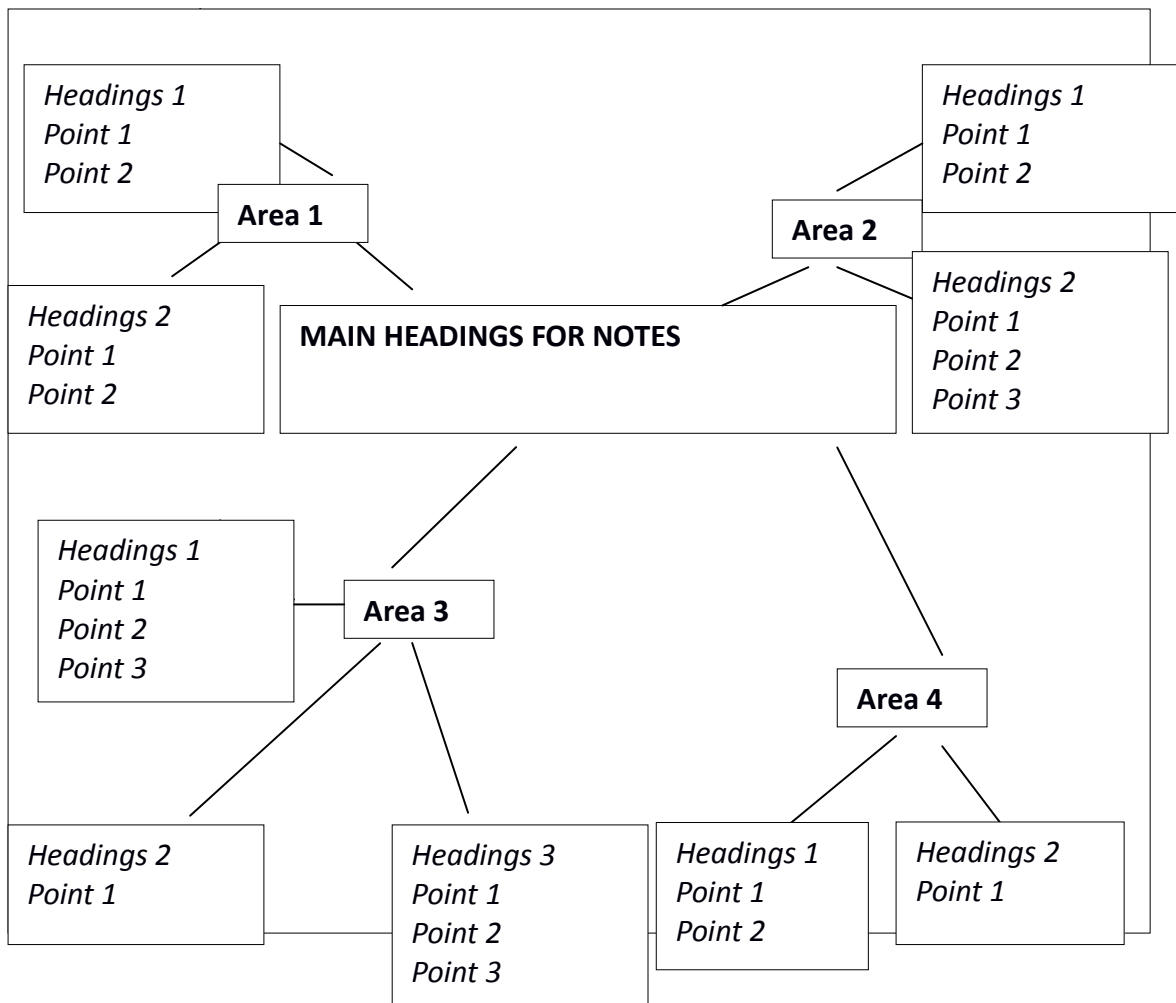
Lecture by Stephen Hawking

- **Presence of Scientists and University dignitaries**
- **Inaugural lecture by Stephen**

Cockcroft Lecture Room

Quest for a theory of everything

Hawking startled his listeners

The title of the Lecture, "Is the End In Sight for Theoretical Physics?"

- **He believed the title**
- **He sat in a wheel chair**
- **One student read his lecture**

His biography

Birth and parents' status

- **Born on 8 January 1942**
- **Parents were not wealthy**
- **They believed in the value of education**

His education

His schooling

- **Parents' decision to send to Westminster**
- **Ill at the time of the scholarship Exam**
- **He was sent to the local Saint Alban's School**

Advantages of Using Diagrammatic Notes

Learning Activity

Can you list out some advantages of diagrammatic notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

You might have written that more information can be presented in the diagram and linkage of information can be done. Along with this there are other advantages also for diagrammatic notes.

- 'The topic as a whole' can be felt while looking at the page.
- Information is not presented in isolated 'chunks'.
- A lot of information can be presented in a diagram.
- The information has been organised in such a way that the key points can be remembered.
- Information can be linked in diagrammatic notes.

Now, it will be interesting to check your status of learning by answering a question.

Check your progress 7

What are the advantages of diagrammatic notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

....

....

....

....

6.8 LET US SUM UP

Now, let's sum up the discussion on note taking and try to remember the key points.

Note-taking is the process of writing down important information from a text, talk, or other learning opportunity in order to review and remember the information later. Note-taking is found to be important in many ways. Note-taking has five steps. They are preview, selection, question, organisation and review. In this unit, you were given some idea about note-taking hints and abbreviated writing. You can make use of it to bring a favourable change in your note-taking process.

Here functions of discourse markers and note-taking strategy for discourse markers were given in detail. Different methods of note-taking viz.linear notes and diagrammatic notes were also discussed.

6.9 CHECK YOUR PROGRESS : POSSIBLE ANSWERS

Check your progress 1

Note-taking is the process of writing down important information from a text, talk, or other learning opportunity in order to review and remember the information later.

Check your progress 2

The five steps involved in note-taking are preview, select, question, organize and review.

Check your progress 3

- Choose a note-taking format and adhere to it.

- Avoid distractions.

- Start notes with a new date

- Use chapter titles and sub-headings as section breaks in notes

- Use own words to capture the main ideas and key details.

Check your progress 4

lk	=	like
e.f., ex	=	example
p	=	page
no.or #	=	number
nos.or#s	=	numbers

Check your progress 5

In order to introduce an idea which runs against what has been said or what is going to be said (CONTRAST). Eg:- but, and yet, nevertheless, although, on the other hand, however, whereas, despite.

If you want to express a TIME RELATIONSHIP, you can use then, previously, next, while, after that and when.

Check your progress 6

Listing – Use numbers (1,2,3 …). Take a new line for each item in list.

Contrast – Use BUT ;list contrasting items in two columns; use tick for 'the same as' and cross sign for 'is different from';V.(=versus,'against')

Emphasis- Use block capitals, underline, draw box around point.

Check your progress 7

Advantages of diagrammatic notes:

- 'The topic as a whole' can be felt while looking at the page. Information is not presented in isolated 'chunks'.

- A lot of information can be presented in a diagram

- The information has been organised in such a way that the key points can be remembered.

- Information can be linked in diagrammatic notes.

REFERENCES

Carman, R.A and Adams, W.R.(1972). Study skills: A Student's Guide for Survival. New York :John Wiley & Sons.

Drake, P; Jacklin, A; Robinson, C;Thorp, J.(2004). Becoming a Teaching Asssistant. London: Paul Chapman Publishing. Note-taking.(2015). Retrieved, January 1, 2015 from www.pleasval.k12.ia.us.study skills/student note-taking.htm.

English Grammar .(2016). Common discourse markers.Retrieved, July 19, 2016 from www.english grammar. Org/common-discourse markers/

English language learners (2016). Retrieved, July 20,2016 from ell.stackexchange.com/questions/28874/after- which-or-after that.

SCERT,Kerala.(2014). Higher secondary course Part I, English, Class XI, Department of Education, Government of Kerala.

Wallace, M.J.(2004).Study skills in English(2ndEd.). UK:The Press Syndicate of the University of Cambridge.

Your dictionary (2016).Since sentence examples. Retrieved, July 19,2016, from sentence.your dictionary.com/since.

UNIT 7-NOTE-MAKING SKILL

This unit deals with note-making skill. It contains seven sections. Section 1 deals with 'note-making'. Section 2 discusses 'steps in note-making'. Section 3 deals with 'forms of notes'. Section 4 and section 5 deal with 'linear notes' and non-linear notes' respectively. Section 6 discusses 'the Cornell method'. In section 7, 'ideal notes' are explained.

CONTENTS

7.0 INTRODUCTION TO THE UNIT

This unit deals with 'note-making' and 'steps in note-making'. Then, different 'forms of notes' will be described. Different forms of notes are outline, table, mind map, time line, flow chart and tree diagram. After that we will have a discussion on 'linear notes'. Here, how to prepare linear notes, advantages and disadvantages of linear notes will be described. Then, 'non-linear notes' will be discussed. Here, stages in preparing creative notes, advantages and disadvantages of non-linear notes will be described. Finally, the Cornell method and ideal notes will come in for discussion.

7.1 OBJECTIVES

After going through this unit, you should be able to

- describe note-making
- prepare notes by following the steps in note-making
- use suitable forms of notes
- use appropriate methods of note-making
- apply the Cornell method in the process of note-making
- prepare ideal notes.

7.2 NOTE-MAKING

We can start our topic-note-making. You make notes on different occasions. Just think of the occasions when you do it.

Learning Activity

What all things do you know about note-making?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

....

....

You might have written that note-making is a process in which other people's ideas can be translated into our own words. That is good. Now let's have a detailed discussion on note-making.

Note-making is an advanced writing skill. It is a more active and focused activity where information is assimilated and made sense of. It acts as a useful learning aid. Relevant information is highlighted and condensed in good notes. Hence, good notes are helpful for you to pick out the key points on a particular subject. Other people's ideas can be translated into our own words by making notes. Thus, notes provide a sound platform for better remembering and understanding. Let's see an example.

Eg :

Poetic devices

> *1.Alliteration*
>> *a. Repeated consonant sounds at the beginning of words placed near each other.*
>> *b. Usually on the same or adjacent lines.*
>>> *Eg: From Samuel Taylor Coleridge's "The Rime of the Ancient Mariner",*
>>>> *"The fair breeze blew, the white foam flew,*
>>>> *The furrow followed free;*
>>>> *We were the first that ever burst*
>>>> *Into that silent sea".*

> *In the above lines alliteration is seen in ("b", "f" and "s")*
>
> *2.Assonance*
>
> *a. Repeated vowel sounds in words placed near each other.*
>
> *b. Usually on the same or adjacent lines .*
>
> *The use of assonance in Robert Frost's poem, "Stopping by Woods on a Snowy Evening".*
>
> *"He gives his harness bells a shake*
> *To ask if there is some mistake*
> *The only other sound's the sweep*
> *Of easy wind and downy flake.*
>
> *The underlined letters in the above extract are vowels that are repeated to create assonance.*
>
> *(Higher Secondary Course, Part I, English, 2014)*

Usually, we get large amounts of information from classes, books, journals, websites, etc. It is impossible to depend on memory alone for accurate understanding of all the information. Making our own notes is a good way of thinking about, and getting actively involved with, the information and ideas which are obtained from various sources.

Now, let's see how notes are helpful for us? OK. It is described below. Notes are helpful in the following ways:

- Notes help us to understand and remember the things which we have been read, seen or heard.

- Notes help us to shape our own ideas, giving a chance to refine information for later use.

Eg: Using a 'rough book'. Ideas presented in the rough book can be converted into notes.

- Notes are helpful to plan and organise while writing answers.

    Eg: Essays, reports etc.

- Notes help us to condense, refine and organise information for easy memorizations.

    Eg: Revision for exams, preparation for presentations etc.

    These are the major uses of notes in our daily life.

Now, we can go to the steps in note-making.

7.3 STEPS IN NOTE-MAKING

Do you follow the steps in note-making while you are involved in the process of note-making? In order to make the process of note-making more effective, certain steps are to be followed. See the steps given below:

1. Read carefully, focusing on the key points.

In order to make notes, first the passage should be read completely and carefully. Pay attention to the main points, while you are reading.

2. The key points of the topic are to be highlighted.

Emphasis should be on the main points.

3. The key points are to be rewritten in your own words.

It is better not to use the author's words, while you are making notes. Instead, you can rewrite the key points in your own words.

Eg: Look at the passage.

Frank and Isobel Hawking, Stephen's parents were not wealthy, but they believed in the value of education. So they planned for Stephen to go to Westminster, a famous public school in the heart of London. Unfortunately, Stephen was ill at the time of the scholarship examination for West minster. Therefore he attended the local Saint school. (Higher secondary course, Part I, English, 2014)

Now the key points can be rewritten like this:

Stephen's parents poor – they believed in value of education – took Stephen to a well-known public school – Stephen fell ill at the time of the exam - attended the local Saint school.

4. Paraphrase is to be done by changing structure and words.

Structure and words can be changed. But, meaning should be the same. In this way, the note has to be prepared.

From the key points presented above, the notes can be prepared.

Eg: Though Stephen's parents were poor, they had belief in the value of education. So they took Stephen to Westminster, a well-known public school in London. Unfortunately Stephen fell ill at the time of scholarship exam for Westminster. So he went to the local Saint school.

5. Notes are to be written in a suitable note form.

The next step is to convert the written notes in to an appropriate note form.

Eg: Stephen's schooling

Westminster school

a.Stephen's parents were not rich,still they had belief in value of education.

b.They had a plan to take him to Westminster, a well-known public school in London.

The local saint school

a. He fell ill at the time of scholarship exam for Westminster

b. So he went to the local Saint school.

6. Paraphrased notes are to be checked to make sure that the original meaning is retained and that they are written in your own words.

Finally you have to ensure that meaning is not changed and it is written in your own words.

Now it will be interesting to check your status of learning.

Check your progress 1

Which are the steps involved in the process of note-making?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

7.4 FORMS OF NOTES

Now, let's move on to forms of notes. There are different forms of notes which can be used in different situations. You might have heard about at least a few of them.

Learning Activity

What are the different forms of notes used while making notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………

You might have written that you are using notes as outline, table etc. Very good. There are some other forms of notes also, such as, mind map, time line, flow chart and tree diagram. Each form of notes has its own merits. So, knowing different forms of notes will be helpful for you in making notes for different purposes. Now, let's explain the different forms of notes.

7.4.1 Outline

Outline is a very common form of making notes. Are you eager to know more about it? Ok. It is going to be described here.

Outline is the simple form of notes.

Outline note structures: Examples:

> *Topic*
> 1. *Subtopic 1*
>   a) *Point 1*
>   b) *Point 2*
>   c) *Point 3*
> 2. *Sub topic 2*
>   a) *Point 1*
>   b) *Point 2*
>   c) *Point 3*

Story
1. *Fable*
    a. *A short story*
    b. *It tells a general truth.*
2. *Fairy tale*
    a. *It is a traditional story written for children.*
    b. *It usually involves imaginary creatures and magic.*

The characteristics of outline are explained below:

- Notes are presented in a chronological order.
- Headings, sub-headings and examples are included.
- Key words and symbols are used.
- Note is organized effectively.
- It will be neat.

7.4.2 Table

Next, you are going to be familiarized with the second form of notes, 'table'.

A table is a means of arranging data in rows and columns. As a communication tool, a table allows a form of generalization of information from an unlimited number.

Tabulated notes: Example

Types	*Characteristics*
Note-taking	*Copied, dictated, passive, thoughtless*
Note-making	*Personal, inventive, creative, active*

Knowing the features of table will be very useful for you. So, they are described below.

The features of table are going to be described:

- Ideas are classified into different categories.
- Ideas are separated into different columns and rows.
- Short but clear information should be provided in tables.
- To compare and summarise information, it is useful.
- For cause and effect, it is not suitable.

Now, let's go to the next form of notes, which is 'mind map'.

7.4.3 Mind Map

Mind map is another form of notes. Now, you may be very eager to know the features of mind map. Here they are described. See the illustration.

Structure of a Mind Map
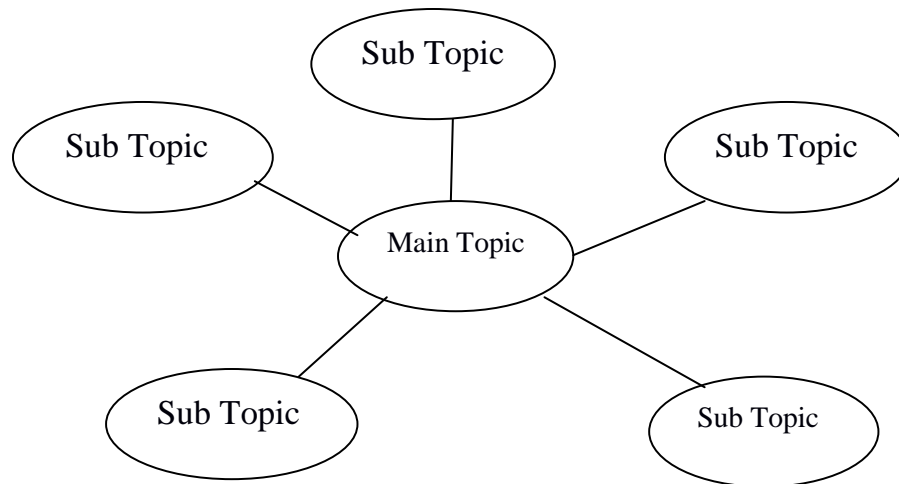
Eg:
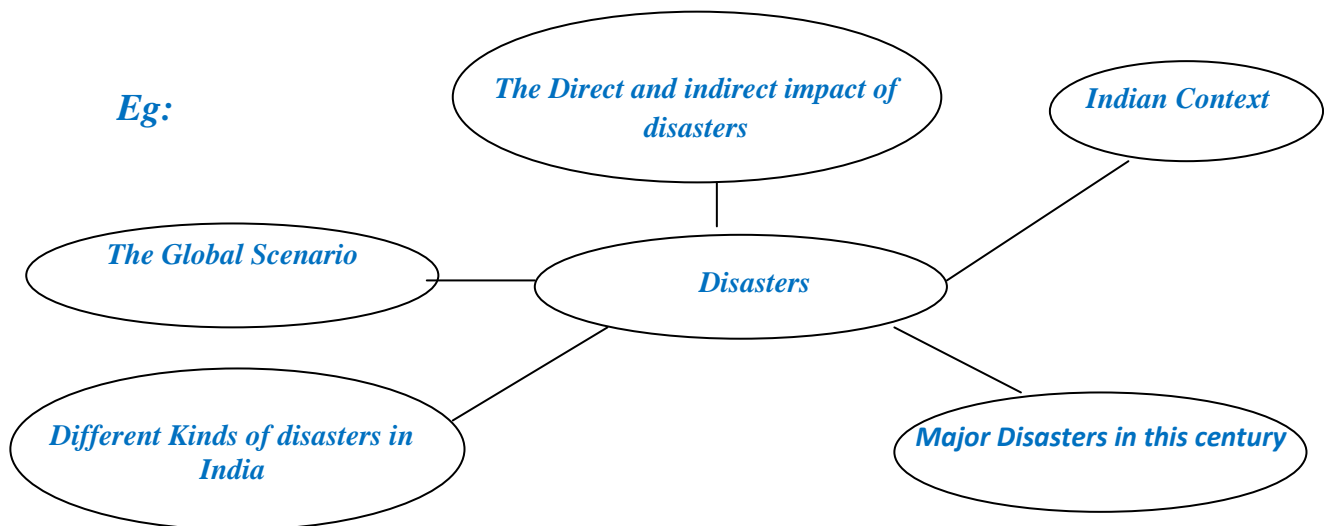
(Higher Secondary Course, Part I, English, Disasters and Disaster Management,2014)

- Images, colours, symbols, arrows and capital letters are used to convey meaning.
- Relationship between concepts is shown. Important points are highlighted.
- A mind map begins in the centre of the page with some key word or core idea.

- Sub-ideas branch out in all directions.
- The relations between ideas are symbolized using lines.
  - During brainstorming, ideas can be recorded in a suitable way using the mind map.

Now let's go to the next note form, time line.

7.4.4 Time Line

Do you know what a time line is? Time line is a graphical representation of an event or process by displaying items sequentially along a line. Timeline can be arranged by time of day, date, or event.

Eg: The facts about Stephen Hawking are listed in chronological order in the time line.

1988 — *His book was published*

1984 — *He completed the first draft*

1980 — *He thought of writing a book*

1965 — *He and Jane were married*

1963 — *He contracted a rare disease*

1959 — *He went to Oxford*

1950 — *Thinking seriously about becoming a scientist*

1942 — *Birth*

(Higher Secondary Course, Part I, English, 2014)

Time line has the following features:

- It includes date and information on events.
- It is used for notes on events that happen in a sequence over a period of time.
- Information is shown in a logical way.
- Possible relationships between events are displayed.
- Important events in a process can be identified from time line.

7.4.5 Flow Chart

Now, we shall see another form of making notes - flow chart.

Learning Activity

Can you write anything about a flow chart?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

You might have written that symbolic shapes are used in a flow chart. Very good.

A flow chart is a diagram that shows a process. A series of boxes or other specialized symbols represent the steps. Symbols are connected with arrows. Data can be conveyed through flow chart in a visually pleasing way.

Eg: Article flow chart

Start with a Noun

Is the noun referring to a SPECIFIC object, place, or thing? — *Yes* →	**Is it the name of someone or something?** *No* →	*Use THE* *Eg: Please put the salt on the table.*

No ↓

Can you COUNT the noun? — *Yes* →

Yes *Use no article (usually . . .)* *Eg: Abdul Kalam*

No ↓

Use NO ARTICLE

Eg: Please buy salt from the shop

Is the noun singular or plural — *Singular* → **Use A or AN Eg: can you bur me a cup of tea?**

Plural ↓

Use NO ARTICLE

Eg: Students should bring books to class.

(ESL Resources, 2016)

Here, the important characteristics of flow chart are mentioned:

- Information that comes in a series of process is represented.

Sometimes information will be presented as a series of process. Such type of information can be represented in a flow chart.

- Symbolic shapes are used to show steps in a process.

  Boxes or other specialized symbols are used to represent steps in a process.

- Arrows connecting the symbols are used to indicate the flow of the process.

    Now, it will be interesting to reproduce what you have learned.

Check your progress 2

Mention any three characteristics of flow chart.

Instructions: Write down your answer in the space given below, and don't   proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

7.4.6   Tree Diagram

    Now ,let's take a look at another form of notes, tree diagram.

Learning Activity

Can you describe a tree diagram as perceived from the name?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………………
……………………………………………………………………………………...................
....

You might have written that a tree diagram is like a tree. Yes, correct. Very good.

Tree diagram is a diagram which begins with one item that branches into two or more, each of which branches into two or more, and so on. It is just like a tree, with a trunk and multiple branches.

Eg:

```
                          ┌──────────┐
                          │  Nouns   │
                          └──────────┘
        ┌──────────────┬──────────────┬──────────────┐
 ┌────────────┐  ┌────────────┐  ┌────────────┐  ┌────────────┐
 │ Collective │  │  Abstract  │  │  Common    │  │  Concrete  │
 │   Nouns    │  │   Nouns    │  │  nouns     │  │  nouns     │
 └────────────┘  └────────────┘  └────────────┘  └────────────┘
```

Collective Nouns	**Abstract Nouns**	**Common nouns**	**Concrete nouns**
Refers to a group	*Referring to ideas, concepts,*	*Refer to general things*	*Actual things you can touch, see, taste, feel and hear*
Eg: Team, herd	*Eg: Love, Success*	*Eg: People, boxes*	*Eg: Chair, Oranges*
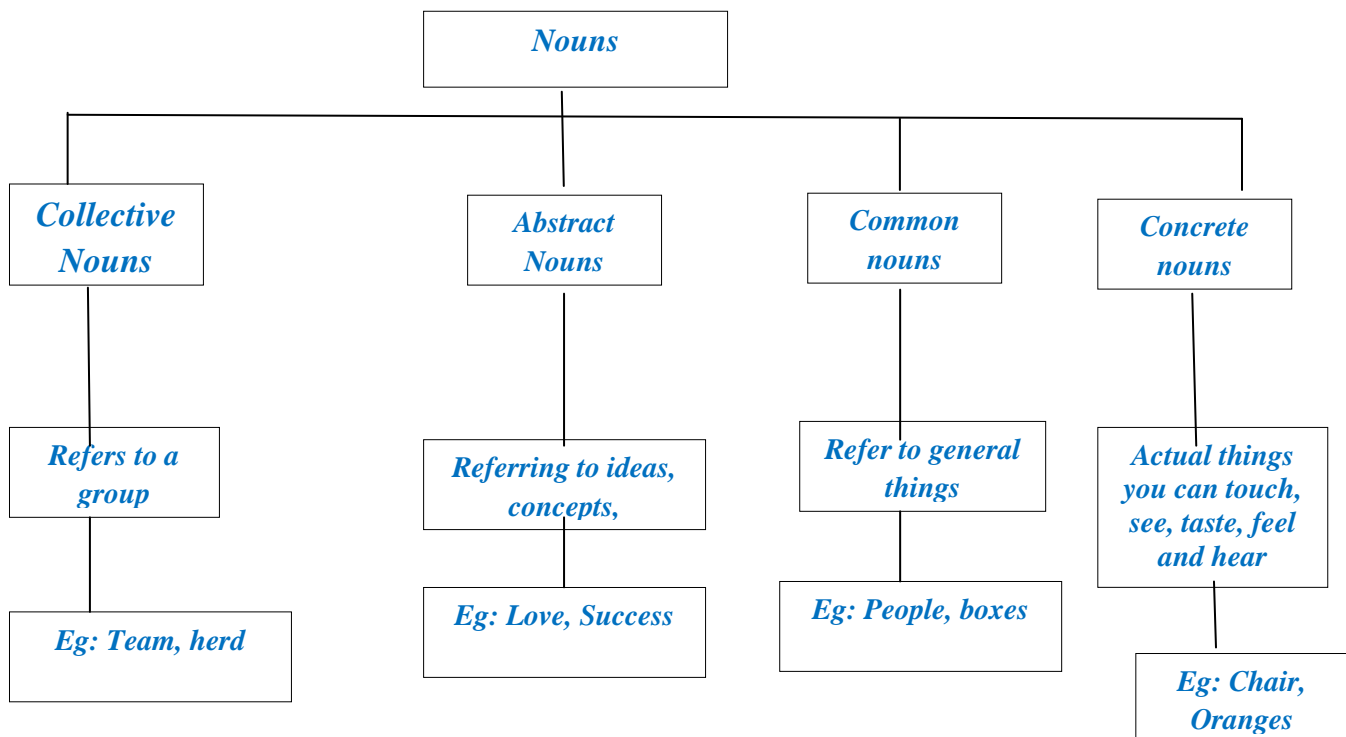
It is important to know the characteristics of a tree diagram for preparing a tree diagram. So, the characteristics of a tree diagram are described below:

- A tree diagram branches out symmetrically. Hence it looks like a tree.
- It is suitable to represent ideas that come in a hierarchy.
- It includes categories and sub-categories.
- How each part relates to another is clearly shown in a good tree diagram.

Now, let's consider linear notes, which is another form of notes.

7.5   LINEAR NOTES

If information is written down in a linear fashion, that is, line by line, it is called linear notes. Linear notes list information of one item underneath another down a page.

7.5.1 How to Prepare Linear Notes?

You will be eager to know how linear notes are prepared. So we can go to the topic, How to prepare linear notes. Key points can be selected and the notes can be structured with headings, sub-headings, numbers or bullets, adding highlighting and mnemonics to make these notes as memorable as possible.

Eg:

Battles

Trafalgar

- *A naval engagement by the Royal Navy*
- *Against the combined fleets of the French and Spanish Navies.*

Alamo

- *In the Texas revolution*
- *February 23-March 6,1836*

Waterloo

- *On 18 June,1815*
- *Near Waterloo in present day Belgium*

(Higher Secondary Course, Part I, English, 2014)

7.5.2 Advantages of Linear Notes

Now we shall see the advantages of linear notes.

Learning Activity

Can you guess and write some advantages of linear notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

You might have written that they can be prepared easily. Of course you are right. Very good. Now we shall see other advantages of linear notes . Linear notes can be produced easily. There is not much complication to prepare it.Because of this; they are often used for recording information at meetings, lectures and talks. When a passage needs to be condensed, refined or paraphrased, linear notes are commonly used.

Now it will be interesting for you to know the disadvantages of linear notes.

7.5.3 Disadvantages of Linear Notes

Do you want to know the disadvantages of linear notes? They are explained below:

Sometimes linear notes will contain a lot of words and it will be lengthy. In linear notes, well-formed sentences are used. So it's easy to miss essential information. The associations and connections between key ideas on a particular topic can't be always conveyed by linear notes. It will be difficult also to get important points from linear notes. It will be impossible to arrive at an immediate overview of a subject area.

Now it is the time to check your status of learning.

Check your progress 3

List out the disadvantages of linear notes.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

....

....

....

....

....

7.6 NON-LINEAR NOTES OR PATTERN NOTES OR CREATIVE NOTES

Now let's move on to the topic-Non-linear notes. Non-linear notes are so called because they are not linear. The central topic has branches to different sides. So it is just like a pattern. Hence they are also known as pattern notes. Creativity is included in preparing linear notes. So they are also known as creative notes.

Learning Activity

Can you write some features of non- linear notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

You might have written that non-linear notes are visual. Non-linear note-taking begins with notes in the middle of a page, usually an oval representing the subject, and then spread out with 'legs' making connections north, south, east and west. Non-linear notes are diagrammatic in appearance and often strikingly visual. The topic goes in the centre of the page and subtopics branch off from it. Sub topics are connected by lines and arrows that help to show how the different sections of a topic relate to one another.

In pattern notes, information is organised and presented visually. It is a type of diagram containing words, drawings and images connected in various significant ways.
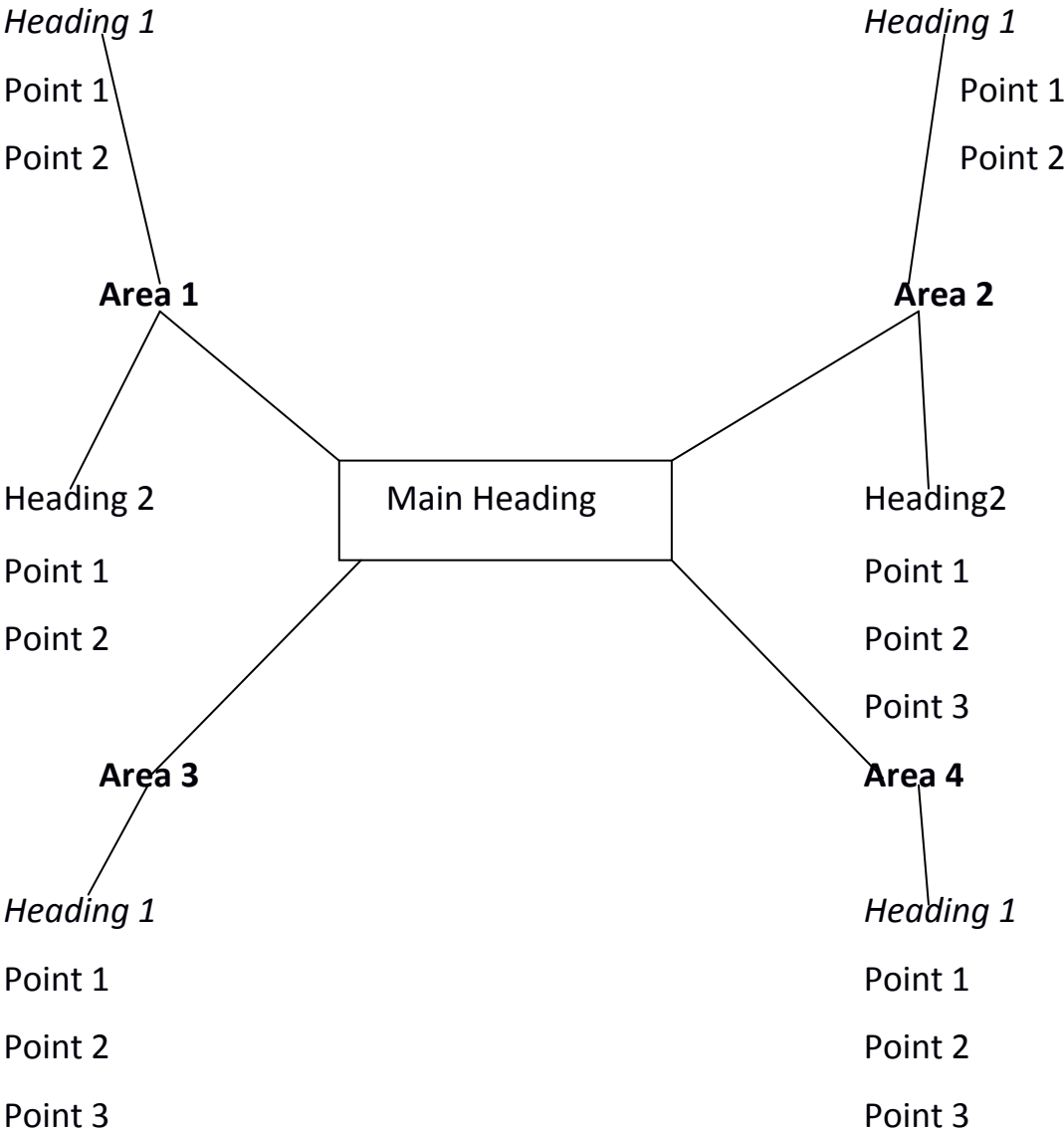
Heading 1

Point 1

Point 2

Area 1

Heading 2

Point 1

Point 2

Area 3

Heading 1

Point 1

Point 2

Point 3

Main Heading

Heading 1

Point 1

Point 2

Area 2

Heading2

Point 1

Point 2

Point 3

Area 4

Heading 1

Point 1

Point 2

Point 3

Eg:

A challenge for all humanity

**Floods
more common**

The global Scenario

Highly prone to disasters

Indian Context

Disasters

Management in India

Rehabilitation of victims

Purpose- not prevention, but   reduction of impact
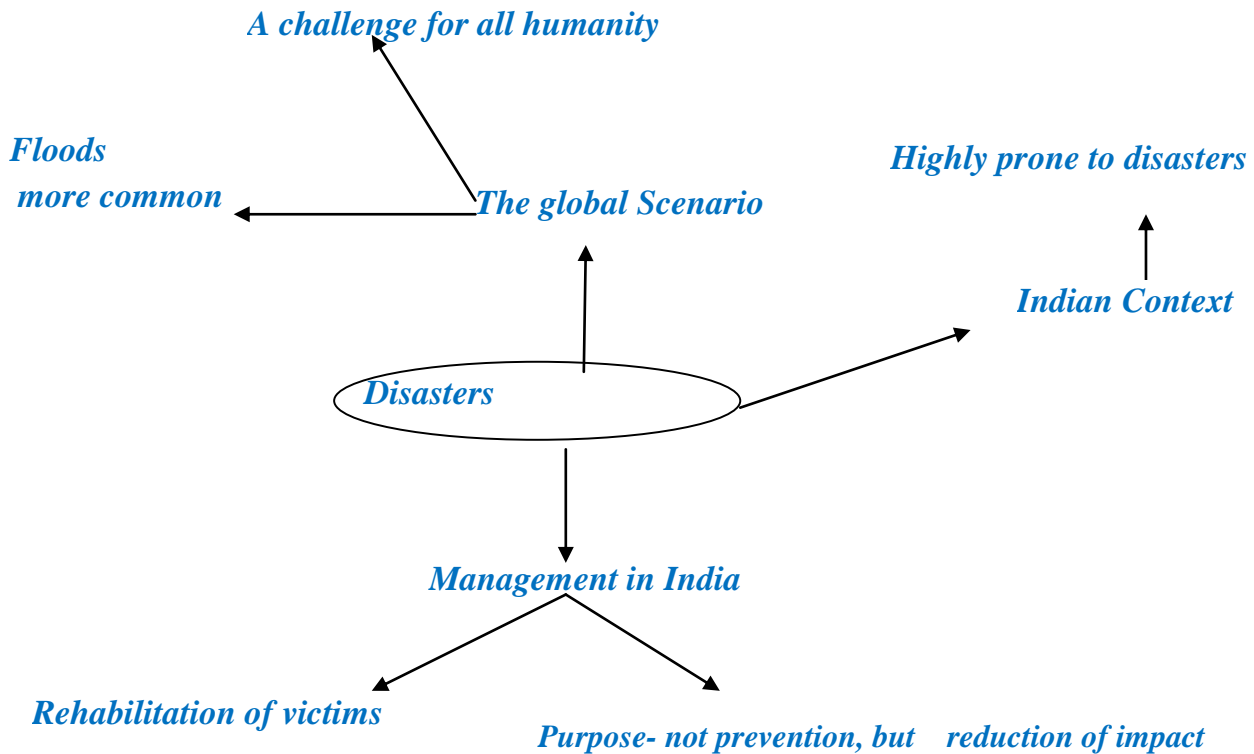
(Higher Secondary Course, Part I, English, Disasters and Disaster management in India, 2014)

Visual notes such as mind maps are included in pattern notes. When creating pattern notes, they are written from the centre of the page in all directions. Other pattern notes can be created from every item in pattern notes. Creativity is needed to produce pattern notes. So this helps to develop creativity. New ideas flow more smoothly. Colour is also an extremely important part of pattern notes and contributes to the overall organisation of ideas.

A quick method to prepare pattern notes

1. Use a horizontal sheet of paper and colours, pens, pencils, highlighters etc.

2. Begin with a main idea in the centre of the page. A key word, phrase or image that sums up the topic can be used.

3. Start working from the centre of the page. Think creatively and put down ideas that relate to the centre using key words, symbols and images.

4. How these branches relate to the central topic should be explored.

5. Colour can be used wherever possible to show themes, link topics etc.

6. Boxes, circles, symbols, drawings etc. can be used to make material memorable.

Now, you will get the opportunity to know the steps in preparing creative notes.

7.6.1 Steps in Preparing Creative Notes

You have learned that pattern notes will help to enhance creativity and activity into note making. Here instead of taking down every word that is said, the writer's own keywords that summarise or stand for the information are used. It is significant to reduce information to key words because they are easier to remember.

There are several steps in preparing creative notes. They are given below:

1. Prepare: First, you should try to get an overview of the class or topic/ chapter. In the case of books, read the beginning and end of chapters. With classes, you should try to know what the class is to be about from the syllabus or scheme of work.

2. Getting ideas: Once it is known that what the class or text is about, get as many ideas as possible based on the topic.

3. Goal-set: Work out the sort of information that is wanted to take away (an overview, key points, key names and dates, key quotes, etc.).

    Eg:<u>Disasters</u> as a key name for a note on Disasters.

4. Be active: With goals in mind, engage with the lecture or the text in an active way, searching for and identifying key words, points etc.

5. Draft: First, put the key points down in a 'rough' way.   With the lecture, put the title in the centre of a piece of paper and draw points away from the title. If things connect directly to the central topic, branch them off. If they connect with each other, draw them off from the sub-branches.

6. Review rough notes: Decide what is needed to keep and what is not needed.

    Think about how to connect ideas with each other.

7. Construct: One's own key-word pattern should be constructed by adding colour, pictures and diagrams to illustrate points and to act as memory triggers.

8. Revise: Notes should be reviewed regularly to bring them to the long-term memory.

7.6.2 Advantages of Non- Linear Notes

Now let's go to the topic, Advantages of Non- linear notes.

Learning Activity

Will you write some advantages of non- linear notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

You might have written that non-linear notes are helpful to connect ideas. There are other advantages of non-linear notes also. They are described below:

- Getting a 'kick-start' for thinking at the beginning of the creative process.
- Ideas can be connected together.
- To make notes on something read, seen or heard.
- An immediate overview of a project or topic can be provided.
- The outline of an essay, report, short story, oral presentation etc. can be planned and prepared.
- The advantages and disadvantages of an issue can be considered.
- Helpful for finding out what one knows and what one doesn't know about a topic.

.

7.6.3 Disadvantages of Non- Linear Notes

Now let's move on to the topic, Disadvantages of non- linear notes

Learning Activity

Can you write some disadvantages of non- linear notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

You might have written that it will take time to create non-linear notes.

Here the disadvantages of non linear notes are going to be discussed.

- Notes seem to be dirty- looking notes as a result of non-linear approach.

- To create non-linear notes, time and effort are needed.

- They can sometimes be uneven in their coverage of material.

- Space will not be sufficient when working on a complex mind map.

Check your progress 4

 Write down some advantages of non- linear notes?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

....

....

....

....

....

7.7 THE CORNELL METHOD

Now it will be good to know more about one more type of note making method - the Cornell method.

In the Cornell method, a line is to be drawn to divide the page: the left-hand side takes up one third of the page and right hand side takes up two-thirds.

Recall column	Notes column
On the left-hand side,you should note down: key words headings/sub headings dates brief references any questions or doubt about the material on the right ideas for further study	On the right-hand side of the page, jot down notes that are related to the direct content of the talk which is being listened to or the text which is being read. Use underlining, colours, boxes, circles etc. to make things stand out. Include: Important explanations Central ideas Direct quotes Rough diagrams etc. The material on the right can be linked with key words on the left that sum up, comment on or question the main body of notes.

Eg:

Recall column	Notes column
Disasters Devastating disasters in America Drought	Increased both in frequency and intensity. Tornadoes, hurricanes and cyclones. Reason for 48 percent of deaths due to natural disasters

(Higher secondary course, Part I, English, Disasters and Disaster management in India, 2014)

From the table you can see that central ideas can be noted down in the notes column. Key words, facts, names, questions and data related with the information in notes column can be included in the left recall column.

It is good to leave space between each idea so that afterwards materials to fill any gaps can be added. Answer to the questions can be also included.

Cornell method gives opportunity to check recall of the main ideas later by looking only at the key words in the recall column.

Making Notes using the Cornell Method

- Jot down any important ideas in the notes column. In the recall column, add dates and figures.

- Then, key words should be devised to sum up or label the main ideas in the notes column and they should be put in the recall column. If there are any questions about the ideas presented, they can also be noted down in the recall column. These words will be helpful to trigger memory of the structure and content of the programme.

Eg:

Recall column	Notes column
April 29,1980	*The inaugural lecture by Stephen Hawking.*
Title of the lecture	*'Is the End in Sight for Theoretical Physics?'*
Holy Grail of Science	*The theory that explains the universe and everything that happens in it.*
January 8,1942	*Stephen Hawking was born in Oxford, England.*

(Higher Secondary Course, Part I, English, 'Quest for a Theory of Everything',2014)

179

Now it will be a joy for you to know your status of learning.

Check your progress 5

Prepare a note in the Cornell method.

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Now let's move on to the next topic, Ideal notes.

7.8 IDEAL NOTES

Have you ever thought about the notes which are ideal?

If you include the following in your notes, you can make your notes ideal notes.

Source: If you are listening to a lecture, include title, the lecturer's name and date in your notes.

If you are reading a text, try to include author, date, title, town and publisher.

Headings: Capturing key topics can be written in your notes.

Key words:Include key points, examples, illustrations, names and new ideas.

Some structure: Things that make the notes easy to navigate: patterns, numbering, arrows, highlighting, etc: things that link the notes to the course aims, outcomes and assignment can be included.

Mnemonic triggers: You incorporate things that make the notes memorable: cartoons, colour, illustrations.

Further reading: People or articles to read noted and highlighted can be written.   (Burns, T and Sinfield, S ,2008)

Check your progress 6

Which are the elements in an ideal note?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

7.9 LET US SUM UP

In this unit, you got a description of 'note making' and 'steps in note making'. Different 'forms of notes' were vividly explained with examples. Different forms of notes are outline, table, mind map, time line, flow chart and tree diagram. Then 'linear notes' and 'non- linear notes' were explained with examples. One note making method, 'The

Cornell method' was described. Finally you got a description of 'ideal notes'.

7.10 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress 1

1.Focusing on the key points, read carefully.

2.The key points of the topic are to be highlighted.

3.The key points are to be rewritten in the writer's own words.

4.Paraphrase is to be done by changing structure and words.

5.Notes are to be written in a suitable note form.

6.Paraphrased notes are to be checked by making it sure that original meaning is retained and it is written in the writers own words.

Check your progress 2

- Information that comes in a series of process is represented.
- Symbolic shapes are used to show steps in a process.
- Arrows connecting the symbols are used to indicate the flow of the process.

Check your progress 3

Sometimes linear notes can become wordy and far too long. While choosing words and concentrating on writing well-formed sentences, it's easy to miss essential information. The associations and connections between key ideas on a particular topic can't be always conveyed by

linear notes. Also it will be problematic to make important points stand out from linear note text. It will be impossible to arrive at an immediate overview of a subject area.

Check your progress 4

- Getting a 'kick-start' for thinking at the beginning of the creative process.
- Ideas can be connected together.
- To make notes on something read, seen or heard.
- An immediate overview of a project or topic can be provided.
- The outline of an essay, report, short story, oral presentation etc. can be planned and prepared.
- The pros and cons of an issue can be considered.
- Helpful for finding out what one knows and what one doesn't know about a topic.

Check your progress 6

Source, headings, key words, some structure, mnemonic triggers and further reading.

REFERENCES

ASQ(2016). Tree Diagram.Retrieved, September 1,2016 from asq.org/learn-about-quality/new-management-planning-tools/overview/tree-diagram.html.

Burns,T and Sinfield, S.(2008). Essential Study Skills. The complete guide to success at University(2nd ed.). London:Sage.

dummies(2016). How to study with linear and non-linear notes.Retrieved, September 1, 2016 from www.dummies.com/education/college/how-to-study-with-linear-and-non-linear notes/

Ibrahim,R.B, Che Ghani, A.A.B and Abd Rahman, S.B (n.d). English for Academic Communication. ULAB1112.Retrieved, January 1, 2015 from language academy.utm.my/nurhazwani/files/2014/02/OCW-NOTE-MAKING.pdf

ILA/NCTE(2016). Readwritethink.Retrieved, September 1, 2016 from www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html

Literary Devices (2016). Alliteration. Retrieved,October 21,2016 from literarydevices.net/alliteration.

Literary Devices (2016). Assonance. Retrieved, November 11,2016 from literarydevices.net/assonance

Lucidheart(2015). What is a flow chart?-Flowchart Tutorial. Retrieved, September 1,2016 from https://www.lucidchart.com/pages/what- is- a-flow chart-tutorial.

Note-making (n.d). Access:Writing and Information Skills. Retrieved, February 8, 2 015 from www.rgu.ac.uk/files/7%20Note-Making SEPT.pdf

UNIT 8 – INFORMATION TRANSFER SKILL

This unit focuses on information transfer skill. It includes three sections. Section 1 discusses 'what is information transfer'? Section 2 deals with 'information transfer from verbal to visual mode'. Section 3 discusses 'information transfer from visual to verbal mode'.

CONTENTS

8.0   INTRODUCTION TO THE UNIT

This unit on information transfer skill deals with 'what is information transfer'? Here you will get the definition and significance of information transfer. Then 'information transfer from verbal to visual mode' will be described. Here tree diagram, matrix, flow chart, algorithm, cyclical charts and graphs will be described. Then 'information transfer from visual to verbal mode' will be described. Here semantic markers will be described.

8.1   OBJECTIVES

After going through this unit, you should be able to

- describe information transfer.
- transfer information from verbal to visual mode and vice versa.

Let's begin our topic – What is information transfer?

8.2   WHAT IS INFORMATION TRANSFER?

Let`s look at information transfer. Information transfer refers to a process of converting language information from linguistic form (verbal language) to non-linguistic(non-verbal language) form and vice versa (Rasuna Talib, 2014). The forms of visual, audio and audio-visual representation of information can be used. They facilitate learner`s activities in exploring information.

Eg:The following table contains the number of Ph.Ds awarded by the University of Pune during the period 2000-2008.

Year	Arts	Science	Commerce
2000-2001	21	72	32
2001-2002	45	112	25
2003-2004	90	87	30
2005-2006	84	75	18
2007-2008	42	64	14

Based on this table, a paragraph can be written. Thus information is transferred from visual to verbal form.

In the context of teaching and learning, visual representation of verbal information contained in a text, and verbal reconstruction of visual information contained in charts, diagrams, graphs, etc are involved in information transfer.

Usually the information is presented verbally only. If you get the information in verbal form only, it will pose problems for you in processing, comprehending and remembering new information. The verbal representation will be reinforced by visual representations of the information. If you are given a visual mode of information, it will be very effective for you to grasp the idea more easily.

Eg: Instead of giving a detailed paragraph, the information can be compressed in a pie chart or diagram.

A pie chart is given below:

Favourite Sport of the Plus One Students
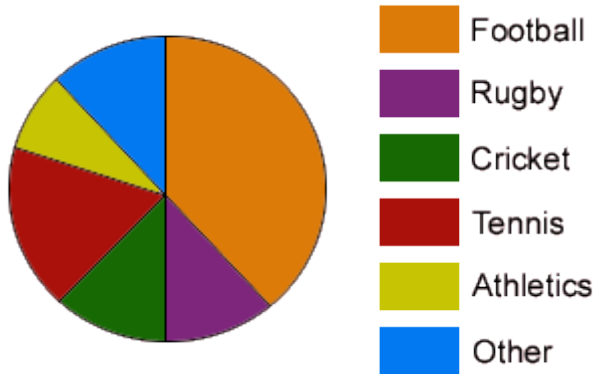
Now, it will be interesting to check your status of learning.

Check your progress 1

What is the significance of information transfer?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

………………...

8.3   INFORMATION TRANSFER FROM VERBAL TO VISUAL MODE

There are different ways of transferring information from verbal to visual form.

Learning Activity

Can you list out any way of transferring information from verbal to visual form?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

....

....

....
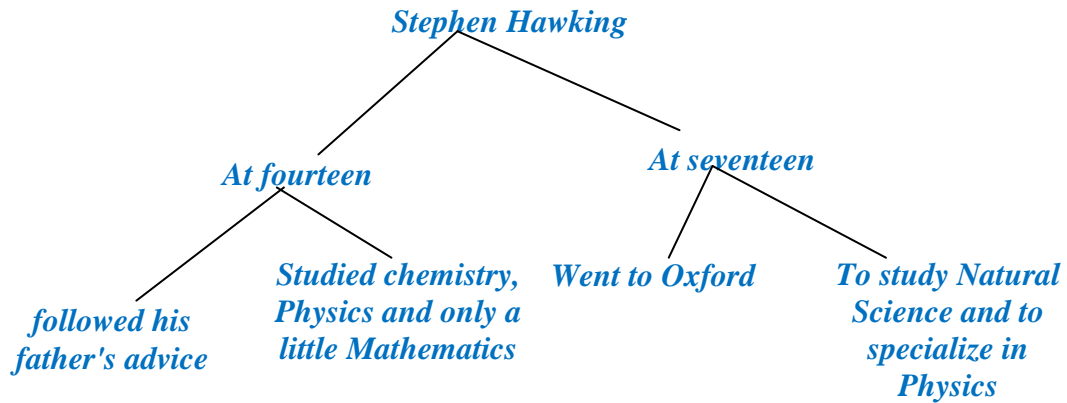
You might have written that **tree diagram, flow chart, graphs** etc. can be used to transfer information from verbal to visual form. Yes, you are correct. Now the different ways of transferring information from verbal to visual form are going to be described.

First of all, let`s know about tree diagram.

8.3.1 Tree Diagram

Do you know what a tree diagram is? The name itself suggests its form. Tree diagram contains a main stem with several branches. Key words or phrases on the stem and its branches present crucial information. Tree diagram enables you to visualize the main points and the relations between them. So it is useful for providing support to the passage in a book. Also tree diagram will stay longer in your memory. Henceforth it is useful for the revision for an examination.

Eg:

Stephen Hawking

At fourteen

At seventeen

followed his
father's advice

Studied chemistry,
Physics and only a
little Mathematics

Went to Oxford

To study Natural
Science and to
specialize in
Physics

Now, we can move on to the second way of transferring information from verbal to visual form – matrix.

8.3.2 Matrix

Have you ever used a matrix to present information?

The information present in the text can be converted in to a tabular form, i.e. in a table. It is called matrix. You can include more information and details in a matrix than that of a tree diagram. Almost all the information contained in a text can be represented in a matrix. So it will be very useful for you.

For showing similarities and differences, matrices are beneficial

Eg:

Conditional clauses	Tense		Nature	Example
	If clause	*Main clause*		
First conditional	*If+ present*	*will/shall/can/may+infinitive*	*Open condition*	*If you work hard, you will win.*
Second conditional	*If + past*	*would/should/could/might +infinitive*	*Unlikely to be fulfilled*	*If you worked hard, you would win.*
Third conditional	*If+past perfect*	*Would/should/could/might+ have+past participle*	*Unreal past situation*	*If you had worked hard, you would have won.*

Now it will be interesting to check your status of learning.

Check your progress 2

What is matrix?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Next, you can be familiarised with another way of transfer of information from verbal to visual form-flow chart.

8.3.3. Flow Chart

Learning activity

Do you know what a flow chart is?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

....

....

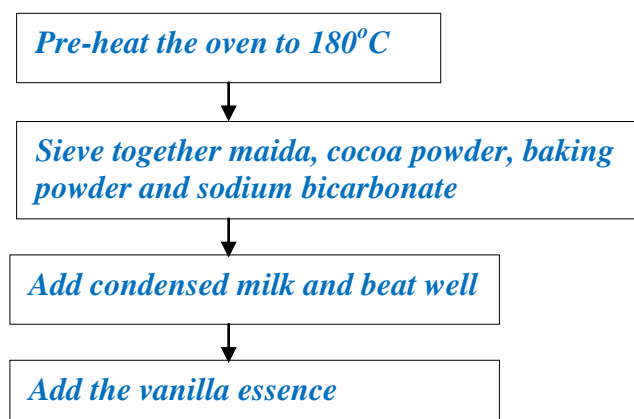..

You might have written that flow chart is a sequence of written statements. Yes, that is correct. Good.

For representing descriptions of linear processes, the flowchart acts as a convenient tool. A logical, step by step sequence can be found in a flowchart.

The entire process from start to finish can be represented in a flow chart effectively. Hence you can use a flow chart to represent a process from beginning to end. Flow chart is a sequence of written statements which are linked by arrows to indicate the line of reasoning.

*Eg: The initial steps of making a cake are shown here.*

Pre-heat the oven to 180^oC

↓

Sieve together maida, cocoa powder, baking powder and sodium bicarbonate

↓

Add condensed milk and beat well

↓

Add the vanilla essence

Now, let's go to the next way of transferring information from verbal to visual form –algorithm.
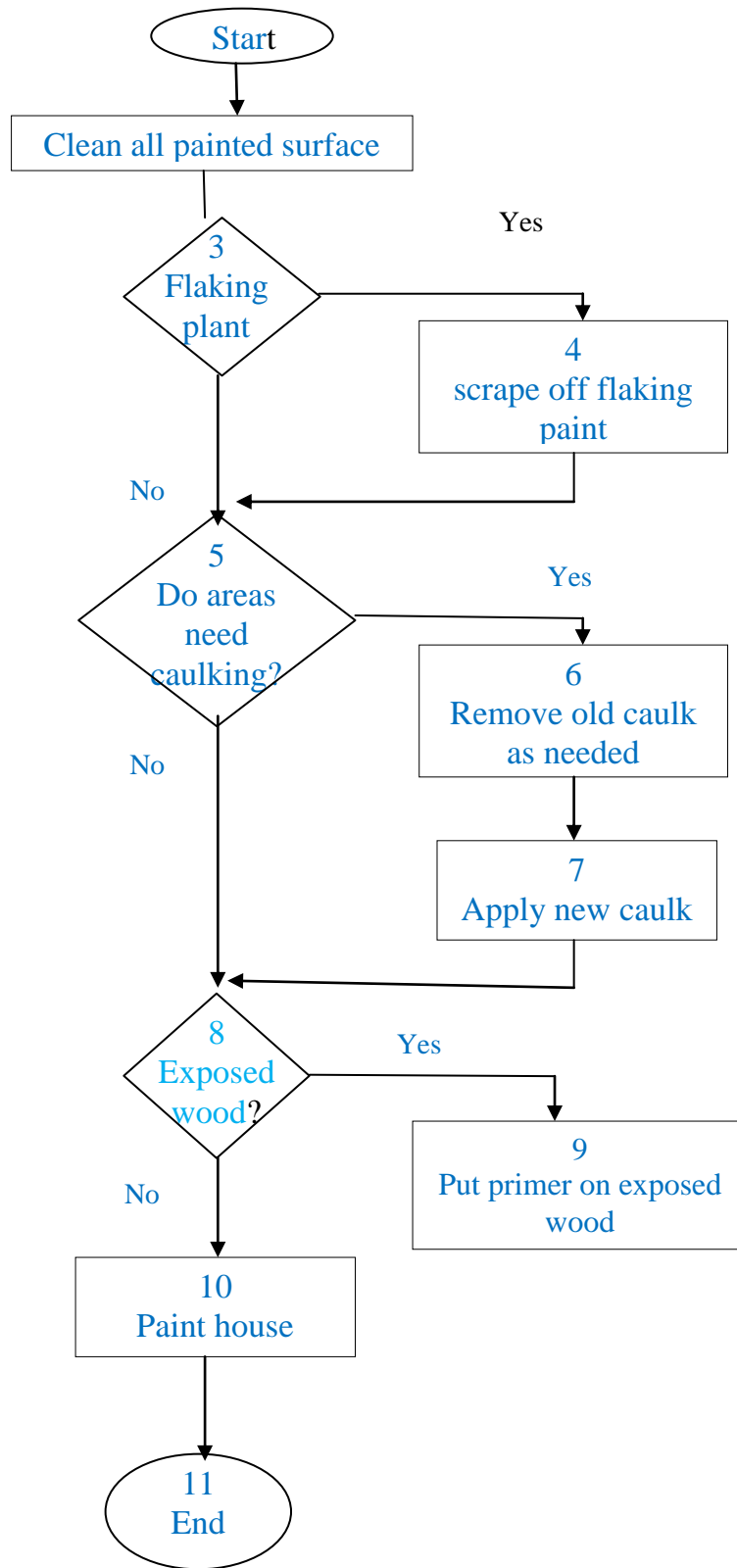
8.3.4 Algorithm

Have you heard about algorithm? In algorithm, all processes are not totally linear.

Making decisions at different stages in the process are involved in algorithms. A breakdown of this decision-making element is included in an algorithm. A thousand words of text may be convertible into a page of algorithm.

Algorithms use the following symbols to represent the process.

start/stop

Process

Decision

No

Yes
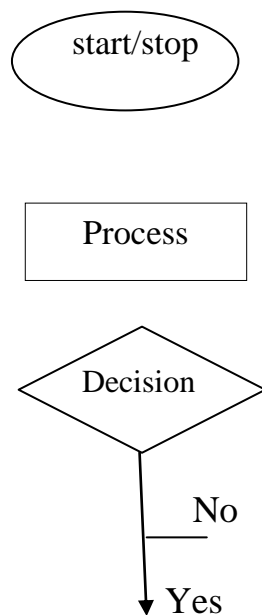
Do you know another name of algorithm? Algorithms are also known as 'Decision Trees'. A completed algorithm shows all the possible choices and routes. It resembles a tree with various branches. So algorithms are known as 'Decision Trees'.

```mermaid
flowchart TD
    Start([Start]) --> Clean[Clean all painted surface]
    Clean --> D3{3 Flaking plant}
    D3 -->|Yes| B4[4 scrape off flaking paint]
    D3 -->|No| D5{5 Do areas need caulking?}
    B4 --> D5
    D5 -->|Yes| B6[6 Remove old caulk as needed]
    B6 --> B7[7 Apply new caulk]
    D5 -->|No| D8{8 Exposed wood?}
    B7 --> D8
    D8 -->|Yes| B9[9 Put primer on exposed wood]
    D8 -->|No| B10[10 Paint house]
    B9 --> B10
    B10 --> End([11 End])
```

Next, let`s discuss the fifth way of transferring information from verbal to visual form – cyclical charts.

8.3.5   Cyclical Charts

Learning activity

What is the use of a cyclical chart?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

....

....

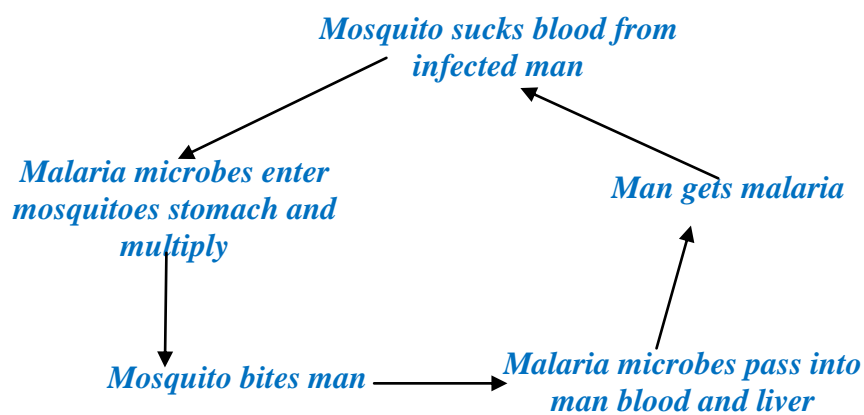...

You might have written that cyclical chart can be used to describe a cyclical process visually. Yes, you are correct. Very good.

An example of a cyclical chart is given here:

Mosquito sucks blood from infected man

Malaria microbes enter mosquitoes stomach and multiply

Man gets malaria

Mosquito bites man

Malaria microbes pass into man blood and liver

Then, we can move on to the next form of transferring information from verbal to visual form – graphs.

195

8.3.6 Graphs

For you, graph will be a familiar term. There are different types of graphs. Here, three types of graph are going to be described.

8.3.6.1 Line Graph

Line graphs are used to show continuous change over specified period of time. Here a changing variable is plotted on the Y (or upright) axis against a fixed variable on the X (or horizontal) axis. Thus you can draw a line graph to show continuous change over specified period of time.

Eg:

Line graph showing population in different years
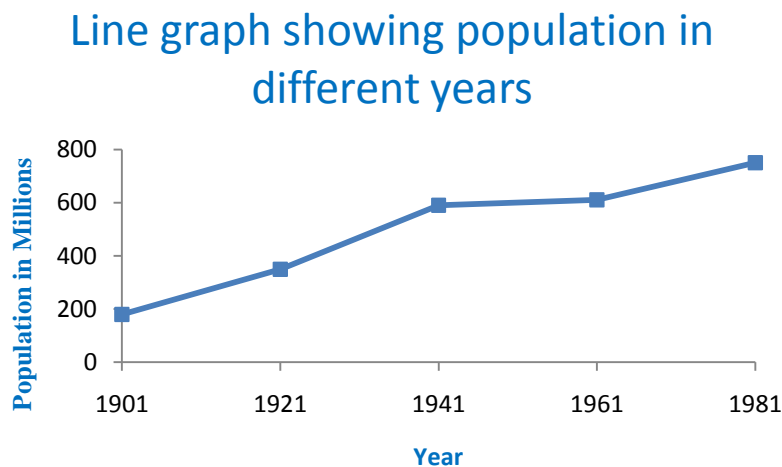
Now, let's look at the second type of graph, bar graph.

8.3.6.2 Bar Graph

Learning activity

Can you say what a bar graph is?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

....

...

You might have written that a bar graph shows data as 'bars' proportional to the figures. Yes, good, that is correct.

Bar graphs are suitable for comparing several items, especially over time, as differences show up sharply.

When the graph represents more than one variable, different colours and/or designs are used to highlight the difference. So you can use bar graphs for the comparison of several items over time.

Eg: The bar graph given below shows the height of four children.

Bar graph showing height of children
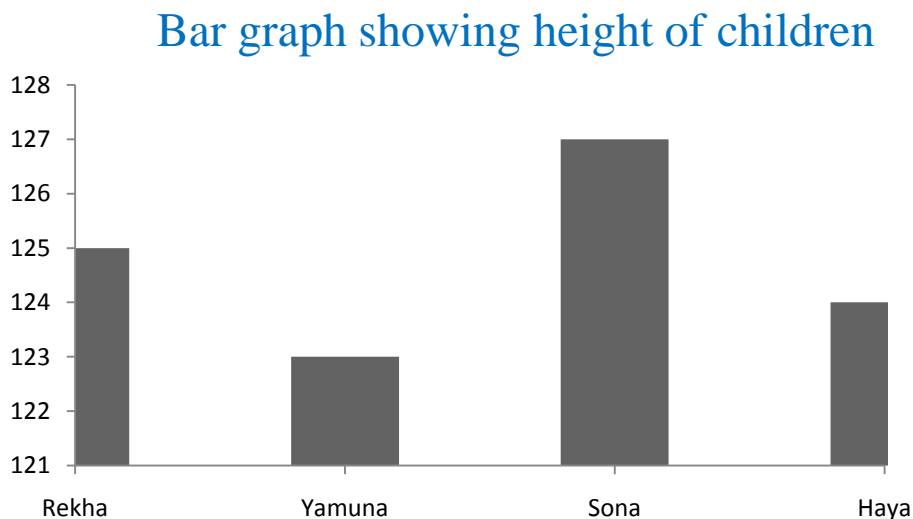
Next, we can move on to pie graph.

8.3.6.3 Pie Graph

Do you know the benefit of pie graph? For visually illustrating one factor and comparing parts to the whole, pie graphs are good.

A particular segment is detached from the pie and referred to as the 'floating wedge', when there is a need to emphasize.

If any segments are too small to notice, don't use pie graph.

Eg: The pie graph given below shows household expenditure in a country.

Pie graph showing household expenditure
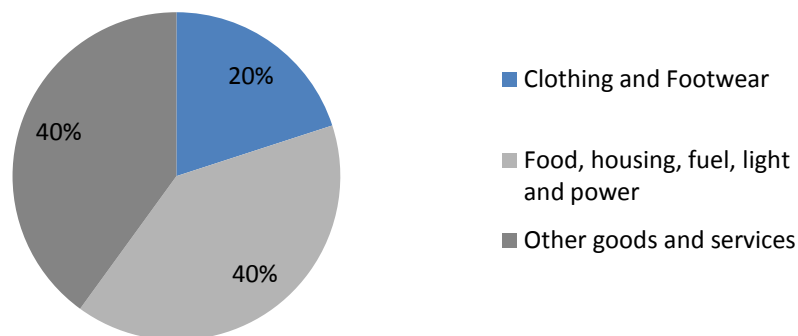
Now it will be interesting to check your status of learning.

Check your progress 3

What is 'floating wedge'?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

8.4. INFORMATION TRANSFER FROM VISUAL TO VERBAL MODE

Now, you can do vice versa- transforming information from visual to verbal mode.

Eg:From an algorithm, a set of initial instructions for summarizing a passage is written. Go through that.

First read the given passage at least twice .Then ask yourself whether you can state the theme of the passage briefly. If you cannot you must read the passage again. If you can state the theme, devise a brief heading for the passage. Next, list all the main points of the passage in note form.

Here you can see many words like first, then, next etc. They are known as semantic markers. In the transformation of visual to verbal mode, semantic markers play a pivotal role. So let's know more about semantic markers.

8.4.1. Semantic Markers

Words or phrases which serve as signals for the meaning and structure of the text are considered as semantic markers. They play an important role in transferring information from visual to verbal mode. So when you transfer information from visual to verbal mode, try to include

semantic markers to make the idea more meaningful. Some semantic markers are given below.

a) The semantic markers which can be used for listing, sign posting, sequencing, etc.

first , then , next , after this , finally ,

initially, before this , to begin with ,

firstly , secondly , subsequently , at the same time,

simultaneously

Eg: *Firstly I want to thank you for your support.*

Simultaneously, the members of the terrorist group attacked the hotel.

b) They can be used for expressing classification.

There are Y types/kinds/classes/categories of X .

These are A, B, and C.

X includes/consists/is divided into Y categories/areas/ types/kinds.

Eg: *There are three types of sheep in this farm.*

c) They can indicate comparisons.

much , very much , considerably , smaller/bigger,

much more , rather more , somewhat , a little , a bit,

slightly , just , hardly , more or less , precisely,

practically , approximately ,nearly

Eg: That ball is <u>considerably</u> big.

There is <u>little</u> water in the pond.

d) They can show the cause and effect relationship between one idea and another.

so , therefore , because , since , thus

Eg: Renu was ill. <u>Therefore</u> she couldn't attend the class.

<u>Since</u> Tom was very supportive, I approached him.

e) They can introduce an idea which runs against what has been said, or is going to be said.

but , nevertheless , and yet , although

Eg: Malu's salary is low, <u>nevertheless</u> she loves her job.

Neena faced many difficulties. <u>And yet</u> she remained optimistic.

f) They can indicate that the writer is about to sum up his message, or part of it.

to summarize , it amounts to this , in other words

Eg: I will give a chance for you <u>to summarize</u> your experience with the expert.

The students were compelled to sit in the class. <u>In other words</u> the class was that much attractive.

g)   They can be used to re-phrase what has already been said, or to introduce a definition.

to put it another way, that is to say

Eg: The members of that team are pseudo scientific or, <u>to put it another way</u>, dishonest.

She came to Bahrain ten years ago, <u>that is to say</u>, when she was twelve years old.

8.5   LET US SUM UP

In this unit, an idea about information transfer was conveyed. Then different ways of transforming information from verbal to visual mode were discussed. They are tree diagram, matrix, flow chart, algorithm, cyclical charts and graphs. Finally under transforming information from visual to verbal mode, semantic markers were described with examples.

8.6.   CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress 1

If the information is presented verbally only, it will pose problems for learners in processing, comprehending and remembering new information. The verbal representation will be reinforced by visual representations of the information.

Check your progress 2

The information present in the text can be converted in to a tabular form. It is called matrix.

Check your progress 3

A particular segment is detached from the pie graph and it is referred to as the 'floating wedge'.

REFERENCES

Kumar,A. (2009). Information Transfer. In Pandit, M and Jose,K (Eds). Study skills. Hyderabad: The English and Foreign Languages University.

Creately (2017). Diagram Examples Drawn Using Creately. Retrieved,June 23,2017 from https:/creately.com/diagram-examples

RF Flow (2017).Basic Flowcharting- House Painting. Retrieved, May 31,2017 from https://www.rff.com/basic_flowchart_ house_painting. php

Sheffield Hallam University(2000). Diagrams and Charts. Retrieved, June 22,2017 from https://www.liverpool.ac.uk/~Cll/Skills/WN/Numeracy Diagrams.html

Talib, R.(2014). The technique of information transfer for teaching English in EFL classroom based on authentic material. Retrieved, June 13,2017 from utic.pbi.uad.ac.id/proc/086- Rasuna Talib- The Technique of Information Transfer for Teaching English in EFL Classroom.pdf.

UNIT 9 – SUMMARISING

This unit deals with summarizing. It includes eight sections. Section 1 and section 2 discuss `what is a summary` and `uses of a summary` respectively. Section 3 deals with `the skills involved in writing a summary`. Section 4 focuses on `check list for a good summary`. Section 5 brings you `steps for summarizing`. Section 6 discusses `tips for summarizing`. Section 7 and section 8 deal with `how to summarise` and `assessment of summarizing` respectively.

CONTENTS

9.0   Introduction

9.1   Objectives

9.2   **What is a summary?**

9.3   **Uses of summary**

9.4   **The skills involved in writing a summary**

9.5   **Check list for a good summary**

9.6   **Steps for summarizing**

9.7   **Tips for summarizing**

9.8   **How to summarise?**

9.9   **Assessment of summarizing**

9.10   Let us sum up

9.11   Check your progress: possible answers

9.0 INTRODUCTION TO THE UNIT

This unit on summarizing deals with `what is a summary` and `uses of a summary`. Then`the skills involved in writing a summary` will be described. Then `check list for a good summary` will be discussed. Then we will discuss `steps and tips for summarizing`. Then `how to summarise` will be described. Finally `assessment of summarizing` will be discussed.

9.1 OBJECTIVES

After going through this unit, you should be able to

- describe summarizing and uses of a summary
- apply the skills involved in writing a summary
- use checklist for a good summary
- prepare summary following steps and tips for summarizing
- use 'how to summarise' while preparing summary
- apply assessment of a summary

9.2 WHAT IS A SUMMARY?

Let's commence our topic, Summarizing. You may be preparing and using the technique of summarising in different contexts.

Learning Activity

What is a summary?

Instructions: Take down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………………..

You might have written that a summary is a shortened version of a passage. Yes, correct. Very good.

Now you will get an opportunity to know more about summary.

A summary can be considered as a condensed version of a passage, report, chapter, book, letter, speech etc. Through summarising, information can be stored and presented in an extremely useful way. The main ideas of a text in a nutshell are provided in a clear manner by summarising. Summaries are always a bit shorter than the original texts. When a summary is written, the readers are given an idea of the content of an article or book.

Summary can be made from

- One or more paragraphs
- An entire article, chapter or complete work
- A combination of readings with similar ideas.

A summary can be considered as an overview of a piece of writing. In a summary the main ideas are presented from the original text, but the details or examples given by the author are left out.

Eg: The first four paragraphs of the lesson 'Disasters and Disaster Management in India' from the book Higher Secondary Course Part I, English, 2014 and its summary are given below:

Disaster is a very common phenomenon for humanity. Human beings have experienced disasters in different forms since time immemorial. The latest World Disaster Report suggests that disasters have increased both in frequency and intensity.

People are becoming more and more vulnerable to disasters of all types, which include earthquakes, floods, cyclones, landslides, droughts, accidents, plane crashes, forest fires etc. This is quite true in the case of both developed and developing countries. The floods in the UK and France, and the heat waves in Europe, particularly the one in France in 2003, claimed lots of lives. In the last few years, America has also faced devastating disasters in the form of tornadoes, hurricanes and cyclones. They caused great loss of lives and property. Even though the progress in technology is helping human beings to reduce the impact of the disasters, it is still inadequate.

There is a direct correlation between higher human development and better preparedness to manage disasters. The countries which have lower human development are more vulnerable to the risks of disasters and damage.

Of all the disasters, floods are the most common, followed by windstorms, droughts and earthquakes. However, drought is the deadliest, accounting for 48 per cent of deaths due to natural disasters. Of all the continents, Asia has the highest number of death toll from disasters. India, China and Bangladesh are situated in the Asian continent.

Summary:

DISASTERS

("Disasters and Disaster Management in India" by Anjana Majumdar from the book Higher Secondary Course, Part I, English, 2014)

Disaster is a common phenomenon for humanity. Frequency and intensity of disasters have increased as per the latest World Disaster Report. All types of disasters make people susceptible. Disasters happen all over the world and cause great loss of lives and property. Technology's progress helps to reduce the impact of the disasters, but it is inadequate. Floods are the most common disasters and drought is the deadliest one. Asia, which consists of India, China and Bangladesh, has the highest number of death rate from disasters.

9.3 USES OF SUMMARY

Next, you will get the uses of a summary as it will be very helpful for you in different situations.

A summary is useful in the following ways.

1. To present the main gist of an article, a chapter or a book, it is very helpful.
2. For preparing for an examination, it is very useful.
3. For reporting on an article, an experiment, a project or a study, it is useful.
4. For making brief presentations on what one has read, it is useful.
5. For making notes from lectures, it is useful.

Now it will be interesting to check your status of learning.

Check your progress 1

Can you list out any three uses of a summary?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

…………………………

9.4 THE SKILLS INVOLVED IN WRITING A SUMMARY

Now we can go to the topic, The Skills Involved in Writing a Summary.

Writing a summary involves many skills. You should know the skills in order to create a good summary.

Summarizing is not an easy task. Accurate reading, the ability to find the main idea, supporting evidence in a piece of writing and the ability to present ideas briefly and clearly are required for writing a summary. Skill and practice are essential for accomplishing all these things.

For creating a good summary, the following things are to be kept in mind.

- The given passage should be read carefully at least twice or till it is fully understood.

- The theme of the passage should be stated briefly.

- Then, think of a suitable title to the passage.

- At the beginning of the summary, the source and the author should be mentioned.

- All the main points of the passage should be listed in note form.

- A summary of the passage based on the notes and not on the original text should be drafted.

- Our own words should be used as far as possible. Our own ideas and comments shouldn't be included.

- Summary should be checked against the original. Make sure that the summary has been drafted accurately. The author's ideas should not be distorted.

- The number of words in the summary should be counted. Make sure that the summary is neither too long nor too short. In the case of short paragraph, check whether all points is included.

  In the case of long paragraph, rephrase or condense further.

- The style, grammar and punctuation of the writing should be checked. If essential, make necessary changes.

- The summary should be rewritten starting with the heading. Then a final check for errors should be made.

Check your progress 2

Write any five skills involved in writing a summary?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……

……

……

……

……

……

……………………………………………………………………………………………

9.5 CHECK LIST FOR A GOOD SUMMARY

Now let's move on to the next topic, Check List for a Good Summary. Do you know what a checklist is? A check list is a comprehensive list of crucial tasks to be completed in a specified order; this ensures no important step is forgotten.

Learning Activity

Which are the things you used to check while creating a summary?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……

……

……

………………………………………………………………………………………

You might have written that meaning should be the same. Yes, correct. Very good.

Here the check list for a good summary is given:

- contains a mention of the source.

- correctly interprets the original without any distortion.

- contains no editorial comments/suggestions.

- contains only the most important points, without details.

- uses the summarizer's own words, not those of the original author (unless in quotation marks).

- is shorter than the original.

    You can make use of this check list while you are preparing a summary.

9.6 STEPS FOR SUMMARISING

Now let's go to the next topic, Steps for Summarizing.

Do you have the habit of following the steps while you are preparing a summary? The steps are to be followed in order to create a good summary.

The steps are given below:

1.   If longer texts (e.g. a chapter, a journal article) are being read, the information should be skim read (ie.looking only for the general or main ideas). Sub-headings, the first and last paragraphs and topic sentences should be noted.

2.   Using a dictionary the text should be read carefully.

3.   A difficult text should be read several times.

4.   Using key words and ideas the notes should be written in point form.

5.   The text should be put away and the summary should be written from the notes.

6.   The original should be referred back to make sure that the summary truly reflects the writer's ideas and strength of opinion.

7.   Use an in-text reference at the start or end of the summary.

Now it will be good to check your status of learning.

Check your progress 3

Which are the steps involved in creating a summary?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………..

9.7 TIPS FOR SUMMARISING

Now we can go to the topic, Tips for Summarizing.

Learning Activity

Can you write any tips for summarizing?

Instructions: Write down your answer in the space given below, and don't proceed before answering.

……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………………………………..

You might have written that summary should contain main points only.

It will be useful for you to know the tips for summarizing in order to create effective summaries. The tips are described below:

- Read over the text which is to be summarised.

- Read the text once again, highlighting the main points the author is making.

- The main points of the text should be noted down, leaving out examples or evidence presented by the author.

- Re-write notes about the main points, in our own words, into a sentence or paragraph. Make sure all the main ideas from the original text have been included.

- Give reference of the original source.

9.8 HOW TO SUMMARISE?

It is a big question, that, how to summarise? So let's move on to the next topic, How to Summarise?

There is a systematic procedure to create a good summary. It is vividly explained here under the title, How to Summarise?

1. At first, the purpose of the summary should be identified.

2. The original should be read carefully. Check the meanings of unfamiliar words. The text should be read at least twice or till it is understood.

3. The important idea/s and information should be selected by highlighting the original or taking separate notes. The important definitions of key terms that are to be included should be selected.

4. The main claim/thesis of the text to be summarised should be selected. Although it is not explicitly expressed, try to write our own understanding of the author's claim.

5. Gather groups of details, examples and minor ideas under more general terms, a phrase or single word.

6. Repeated ideas/information from the original should be avoided.

7.   The attitude of the authors should be included, whether they are critical, praising, certain or uncertain.

8.   After writing a summary, it is important to check whether the meaning and attitude of the original text is unaltered.

9.   Quotation marks should be used (" ") for unique/specialist phrases which have been retained from the original.

10. Accurate bibliographical details should be kept for in-text references/footnotes and the reference list.

9.9 ASSESSMENT OF SUMMARISING

Now let's go to the topic, Assessment of Summarizing.

Some lessons are to be kept in mind while doing assessment of summarizing.

Are you eager to know that lessons? Here they are going to be described.

• Summarising should be done in such a way that the meaning should not be changed.

   You should take care not to change the meaning of the original text and the summary. Thus it indicates that the meaning of the original text and the summary should remain the same.

• Through summarizing, it should be ensured that the degree of certainty of the writer should be kept.

   You have to make sure that the degree of surety of the writer should be the same in the original text and the summary.

• Summarising should be done by ensuring that the summary should be much shorter than the original writing.

You should be careful to create a summary which has to be shorter than the original text.

- Summarising should be done in such a way that the summary should contain reference of the source/s of information.

You should take care to include reference of the source/s of information in the summary.

Check your progress 4

How will you do assessment of summarizing?

Instructions: Write down your answer in the space given below, and don't proceed before answering. Compare your answer with the one given towards the end of this unit.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………

9.10 LET US SUM UP

In this unit, you got a description on summary and uses of a summary. Then the skills involved in writing a summary were explained. Then checklist for a good summary was given. Steps and tips for summarizing were presented. Finally the topics how to summarise and assessment of summarizing were explained.

9.11 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check your progress 1

1. To present the main gist of an article, a chapter or a book, it is very helpful.

2. For preparing for an examination, it is very useful.

3. For reporting on an article, an experiment, a project or a study, it is useful.

Check your progress 2

- The given passage should be read carefully at least twice.

- The theme of the passage should be stated briefly.

- Then, think of a suitable title to the passage.

- At the beginning of the summary, the source and the author should be mentioned.

- All the main points of the passage should be listed is note form.

Check your progress 3

1. If longer texts (e.g. a chapter, a journal article) are being read, the information should be skim read. Sub-headings, the first and last paragraphs and topic sentences should be noted.

2. Using a dictionary the text should be read carefully.

3. A difficult text should be read several times.

4. Using key words and ideas the notes should be written in point form.

5. The text should be put away and the summary should be written from the notes.

6. The original should be referred back to make sure that the summary truly reflects the writer's ideas and strength of opinion.

7. Use an in-text reference at the start or end of the summary.

Check your progress 4

- Summarising should be done in such a way that the meaning should not be changed.

- Summarising should be done by ensuring that the summary should be much shorter than the original writing.

- Summarising should be done in such a way that the summary should contain reference of the source/s of information.

REFERENCES

How to learn.com. (2016). Skimming and scanning: Two important strategies for speeding up your reading. Retrieved, Dec, 19, 2016 from www. how to learn.com/2013/02/Skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/

Reference(2016). What is the purpose of a checklist? Retrieved,Dec,19,2016 from https://www.reference.com/holidays-celebrations/purpose-checklist-cdofa8(1b12d281f)

Srinivas,M.(2009). Principles of summarizing. In Maya Pandit and Kshema Jose(Eds), Study skills. India: The English and Foreign Languages University.

University of New England(n.d). Academic skills office. Paraphrasing and Summarising. Retrieved, February 23,2015 from www.une.edu.au/-data/assets/pdf-file/0003/13458/WE-Paraphrasing -and-Summarising.pdf.

University of Otago(n.d). The Student Learning Centre. New York. Paraphrase and Summarise. Retrieved, February 23,2015 from hedc.octago. ac.nz/hedc/wp-content/uploads/2012/07/Paraphrase-and-Summarise.pdf.

Victoria University of Wellington(n.d). Student Learning and Support Service. Summarising and Paraphrasing. Retrieved, February 23,2015 from www.victoria.ac.nz/St-Services/slss/Studyhub/PDF/Summarising and Paraphrasing.pdf.

APPENDIX XV
COPY OF CERTIFICATE ON PLAGIARISM CHECK

UNIVERSITY OF CALICUT
CERTIFICATE ON PLAGIARISM CHECK

1.	Name of the research scholar	SHAHILA·N·		
2.	Title of thesis/dissertation	Development of Self learning Materials on Selected Study Skills in English for Higher Secondary Students·		
3.	Name of the supervisor	Dr· Baiju·K·Nath·		
4.	Department/Institution	Department of Education, University of Calicut·		
5.		Introduction/ Review of literature	Materials and Methods	Result/ Discussion/Summary/ Conclusion
	Similar content (%) identified	3%	0%	0%
	Acceptable maximum limit (%)	25 /35	25	10
6.	Software used	Urkund		
7.	Date of verification	2|8|2018		

*Report on plagiarism check, specifying included/excluded items with % of similarity to be attached.

Checked by (with name, designation & signature) _(signature)_ Dr. Vinod.V.M. Assistant Librarian University of Calicut

Name & Signature of the Researcher SHAHILA·N· _(signature)_

Name & Signature of the Supervisor Dr·Baiju·K·Nath _(signature)_

The Doctoral Committee* has verified the report on plagiarism check with the contents of the thesis, as summarized above and appropriate measures have been taken to ensure originality of the Research accomplished herein.

Name & Signature of the HoD/HoI (Chairperson of the Doctoral Committee)

* In case of languages like Malayalam, Tamil, etc. on which no software is available for plagiarism check, a manual check shall be made by the Doctoral Committee, for which an additional certificate has to be attached

APPENDIX XVI

**ARTICLES PUBLISHED IN THE
AREA OF RESEARCH**

STUDY SKILLS AS MOMENTOUS WITHIN AND BEYOND THE CLASSROOM

SHAHILA.N[1],

Senior Research Fellow

Department of Education, University of Calicut

Dr. BAIJU. K.NATH[2]

Assistant Professor

Department of Education, University of Calicut

ABSTRACT

In the current scenario of education, teachers play different roles to make the process of learning a successful one. They work very hard and try to communicate information to their students in a very effective manner. Nevertheless, the results can not satisfy their expectations. Here the problem may not be in the teaching. But it may be with the poor study skills of students. Hence study skills should be given priority in the process of education. Study skills are strategies and techniques which help you to make the most efficient use of time, resources, and academic potential. If study skills are developed, study time can be used in a very efficient way. Learning will be easier and retaining of the learned matters will be longer. The students will develop a feeling that the work and effort involved is worthwhile. Study skills are lifetime skills. So teaching of study skills will be of immense help throughout life. Features of the most effective study skills programmes are described in this paper. Benefits of effective study skills are given in detail. There is need for emphasizing study skills. It is described in this paper. Then some study skills viz. consider priorities, utilize resources, SQ3R method, skimming, note-making, summarising are explained.

Key words: Study skills, SQ3R method, skimming, note-making, summarising.

Introduction

In the current scenario of education, teachers play different roles to make the process of learning a successful one. They work very hard and try to communicate information to their students in a very effective manner. Nevertheless, the results can not satisfy their expectations. Here the problem may not be in the teaching. But it may be with the poor study skills of students. Hence study skills should be given priority in the process of education.

Study Skills

Skill development is an indispensable part of education. So study skills are also to be well developed to make a student successful.

Study skills are strategies and techniques which help you to make the most efficient use of time, resources, and academic potential.   "Study Skills are those abilities that enable students to systematically organize, plan, and encode information they need to learn". (Rafoth and De Fabo ,1990).If study skills are developed, study time can be used in a very efficient way. Learning will be easier and retaining of the learned matters will be longer. The students will develop a feeling that the work and effort involved is worthwhile.

"Students who receive good strategy training during their years in school can acquire a form of knowledge especially useful in coping with the wide variety of learning situations they will encounter throughout their lives. Given the amount of time that people spend in school, in job-related training, and in acquiring knowledge associated with their interests and hobbies, the ability to find good solutions to learning problems may be the most important thinking skill of all."(Sharon J. Derby ,1988). So it is evident that students acquiring study skills learn not just one particular subject, but they learn `how to learn`.

Study skills are lifetime skills. "Students who have learned how to learn the essence of study skills will be the ones who can process this information and use it in school, the world of work, and personal life." (Anne Thomas, 1993). So teaching of study skills will be of immense help throughout life. Teachers can help to develop study skills of the students so that the students will get a picture on 'how to study'.

Features of the most effective study skills programmes

Features of the most effective study skills programmes are described below:

- The teacher has to identify the required study skills for success in their subject.

- The students can be given chances to conduct self-assessment on how effectively they use these study skills. Teachers can also assess the same. Then the study skills which are required by the students, are to be considered for including in the study skills programme.

- Active learning of the study skills should be promoted.

- When the students use study skills, they can also do self-monitoring and self-assessment.

- Students can be given chances to generalize what they have learned about study skills to other aspects of their study.

  For instance, it is significant to remember key points when studying a topic. Reviewing is important and it is good to review for short periods than for long periods.

Benefits of Effective Study Skills

If the students are given exposure to study skills, they can draw many benefits from it. The students will be able to understand the need to develop study skills. An insight to the nature of their own learning styles will be gained. The need to develop motivation, reflection and independence will be understood and thereby they will be increased. Students will have a tendency to use an appropriate personalised approach to study and revision.

Students will become aware of the stresses related with study and revision and commence to self-manage more effectively. The ability to memorise and recall information can be enhanced. Students will be more responsible for their own approaches to learning and assessment situations. A critical analysis of the format of tests and examination papers/questions will be developed in the students. Students can enhance the level of confidence in their own abilities to cope with the emotional and practical aspects of the learning and assessment processes.

Need for emphasizing study skills

The thing is that most students are unaware of the role of study skills in their success. So first students should know the significance of study skills. If students develop study skills, they will take responsibility for the process of learning. They will become aware of performance and progress and set practical goals. Students will become conscious of time and use it wisely. They will try to understand and retain the content. "If two students have the same academic aptitude, the student with better study skills and attitudes is likely to have better grades."(Gall, 1990)

Frustration and failure from the part of students happen, not because of their inability, but because of their lack of adequate study skills. "Perhaps the best way to motivate students to use study skills is to show them that study skills can help them be successful."(Anne Thomas,1993). Study skills help to foster feelings of competence, develop positive attitude and enhance confidence to control their work both in school and in life. Study skills act as the foundation for lifelong learning.

Study skill teaching is the need of the hour. There are many reasons for that. Students are always eager to perform maximum. In order to achieve this, the students should be equipped with study skills. Besides students, parents and teachers believe that study skills promote performance of students.

All students should be indulged in hard work in order to become successful learners. So those who are not interested to do hard work fail to produce their maximum output in the process of learning. Still there are some students who fail to make use of their maximum potential because they don't know 'how to learn'. So the need to impart study skills becomes crucial in the process of learning.

Some study skills are described below:

Consider priorities

Students have to confront with many things at a given time. So it is good to give priority and do the things according to the priority.

Utilise Resources

There will be resources around the students. The students should be ready to find out the resources which help them in their studies. Then they have to make use of these resources. Some resources are listed below: The library, teachers, media, magazine and newspapers.

SQ3R Method

Robinson, a psychologist at Ohio State University developed SQ3R method. SQ3R stands for survey, Question, Read, Recite and Review. When information is accessed from a book, this method can be used.

Survey	:	Go through the title, subtitle, introductory paragraphs, concluding paragraphs and summary. The graphs, charts, pictures and the notes describing them have to be examined.
Question	:	Prepare some questions based on what you have surveyed. If the book contains questions, try to find out answer for that. It will be helpful to know your status of learning.
Read	:	Read the summaries, introductory and concluding paragraphs and the description of graphs, charts and pictures again. In order to get more information on the topic, read a chapter.
Recite	:	The questions have to be answered orally. If possible examples may be given. Key phrases or words can be jotted down to make the points as memorable.
Review	:	Go through the steps Question, Read and Recite again. Review each section of the book. Notes can be revised. Then try to answer questions without going through the notes or the book.

Skimming

Skimming means running through a text quickly to get an idea of what it's about.For this, different steps have to be followed.

Go through the title and the table of contents. In order to understand the purpose of the book, read the preface, foreword or introduction. The appendices have to be examined. Go through the index which will help you to find out a specific piece of information. Read the chapter headings.

Note-making

Students cannot retain all the information which they have received. So note-making is indispensable study skill in the process of learning. Making notes will be helpful for the students for their future reference. Note-making will be helpful to memorise and learn new material and create the summary of the material. The things to be in mind when the students are involved in the process of note-making are described below.

- Write notes in a legible way so that it will be well understood. Ideas can be written as separate.

- Be careful to write the source of the notes.

- Try to make use of your own words.

- Don't write elaborately. Write main points only and the notes should be very short.

- Use of symbols and abbreviations will be helpful to make the notes short.

Summarising

Summarising is an important study skill which students want to be developed to be successful learners. A summary is a brief passage on the original material and it consists of the very significant information. A summary cannot be considered as a critical work. So your opinions, ideas and criticisms cannot be included. Summary should be written in your own words and sentence structure. A summary can be written by going through the following steps.

- The careful reading of the original text is needed. Reading should be done to the extent that the complete and accurate understanding of the text should be got.

- Then condense the main idea in to one sentence. For this, the first and last paragraphs can be consulted.

- Divide the original text in to the related paragraphs or sections. Sometimes subheadings will be there in the original text.

- For each paragraph, write a summary of one or two sentences.

- Then make use of these written sentences to prepare an outline.

- Now the summary can be written, start with an introduction which may include the name of the article or book, the author, and if possible, the date and name of the journal, magazine, or newspaper in which the article appeared.

- After the introduction, body of the summary can be written. Utilise the prepared sentences to create the body of the summary. Major points of the summary should be given due importance.

- Go through the summary for a final check. Did you include all the significant points? Did you use your words?   Check grammar, spelling and punctuation also.

Conclusion

Study skills have to be promoted among students in order to make them successful learners. Through this paper, different aspects of study skills are described viz, features of the most effective study skills programmes, benefits of effective study skills and need for emphazising study skills . Then different study skills are described in detail. So from this paper, it is evident that the teachers have to take more measures to channalise students to the path of study skills. The need for practising study skills should be inculcated in the students.

REFERENCES

Cox, J. (2007). Teaching students study skills that work. Retrieved, March 18, 2017 from www.techhub.com/teaching-students-study-skills-work.

Derby, S. J.(1988). "Putting Learning Strategies to Work."Educational Leadership 46, 4: 4-10.

Dr.Squire, R.A (2017). Study skills. Retrieved March 27, 2017 from

.www.hubbards.qld.edu.au>study-skills.

Gall, M. D.et.al. (1990). Tools for Learning: A Guide to Teaching Study Skills. Alexandria,Virginia:Association for Supervision and Curriculum Development.

Keane, (ed). Donoghue, R.O.(2006). Study Skills: Managing your learning. Retrieved, March 18, 2017 from ww.nigalway.ie/student-services/documents/study-skills.pdf.

LD Online (2017). Study skills. Retrieved, March 21, 2017 from www.idonline.org/indpeth/study.

Ministry of Education and Training, Government of Vanuatu (2015). Retrieved, March 27, 2017 from moet.govt.vu>id=study skills.

Optimus Education (n.d). Teaching and Learning Effective study skills. Retrieved, March 20, 2017 from my optimus-education.com/shop/teaching-and-learning-effective-study-skills.

Petty, G (2002). Effective Teaching of study skills. Retrieved, March 18, 2017 from www.teachers.toolbox.co.ukjdownloads/teaching-skills/effective studyskills.doc.

Rafoth et.al.(1990). Study Skills. WhatResearch Says to the Teacher. West aven, Connecticut: NEA Professional Library.

Saylor.org (n.d). How to Summarise. Retrieved, March 30, 2017 from www.saylor.org/site/wp-content/.../ENGL000-4.2.1. How-to-Summarise-FINAL.pdf.

Teaching Community (2017). How to teach study skills. Retrieved, March 18, 2017 from teaching.monster.com/benefits/articles/1857-how-to-teach-study skills.

Tennen, G and Hagar, G.K (n.d). Helping Students to Study Effectively. Retrieved, March 20, 2017 from www.4 faculty. org/includes/digdeeper/helpstudents/studying.jsp.

Thomas, A (1993). Study skills .Retrieved, March 20, 2017 from Files.eric.ed.gov/fulltext/ED355616.pdf.

SELF-LEARNING : A BETTER ALTERNATIVE FOR QUALITY EDUCATION

Shahila.N*; Dr.Baiju K.Nath**

*Senior Research Fellow,
Dept. of Education, University of Calicut.
*Assistant professor,
Dept. of Education, University of Calicut.

ABSTRACT

Self-learning is the process of taking in information, processing it and retaining it. It is an individualized method of learning. Here the help from another individual is not there. The student should have the ability to work independently to be engaged in self-learning. It is better to set short-term goals. The student can keep a record. It will help the student to look back and glimpse his or her steady progress.

KEYWORDS: Self-learning, retaining, individualized, engaged.

INTRODUCTION

Self-learning is the process of taking in information, processing it and retaining it. It is an individualized method of learning. Here the help from another individual is not there. The student should have the ability to work independently to be engaged in self-learning. It is better to set short-term goals. The student can keep a record. It will help the student to look back and glimpse his or her steady progress.

BENEFITS OF SELF-LEARNING:

1. Student gets a chance to be an independent thinker.
2. Student becomes prepared to accept responsibility.
3. Student becomes free and without restrictions.
4. Student gains accountability.
5. The focus is on intrinsic rewards.
6. Student gets a chance to tackle problems on his own which will lead to increase self-confidence.
7. Students will be able to retain more naturally.
8. When help is needed, students know where to go.
9. Student acquires the courage to go in to an area of interest to study it without depending upon a teacher.
10. Students get motivation and planning which help for study.
11. A good work ethic can be developed through self-learning.
12. Student goes deep in to a subject.
13. Student limits the number of interests undertaken.
14. The family functions as a family without emulating an institution at home.
15. Self-learning avoids all excuses for not reaching one's potential.
16. Self-learning is more interesting than being taught at.
17. Student gets training to go to the source for information which will reduce the possibility of erroneous material.
18. Self-learning is the wave of the future because much information is available at our fingertips.

QUALITIES OF AN EFFECTIVE SELF-LEARNER:

A self-learner should have the following qualities. These qualities will help them to be effective in their learning. The suggested qualities are:

- Self-confidence
- Perseverance/resilience
- Determination
- Self-discipline
- Time management skills
- Effective communication skills
- Ability to take responsibility for one's learning
- A balanced learning style
- Critical reading and note-making skills
- Forward planning

- IT skills
- Information retrieval skills
- Effective record keeping

CHARACTERISTICS OF SELF-LEARNING:

LEARNING BY DOING

Self-learning demands active learning. The learner has to do different tasks while going through the process of learning.

LEARNING BY ASSESSMENT

Self-assessment questions have to be completed (SAQs).After doing SAQs, progress can be checked and feedback can be read. These will help to perform better on coming assignments. This can be considered as a type of 'formative assessment'.

LEARNING BY READING FEEDBACK

Feedback will be there in the original learning materials. To enhance learning feedback is provided. Good feedback will include suggestions also.

LEARNER AUTONOMY – TAKING CONTROL OF AND RESPONSIBILITY FOR ONE'S OWN LEARNING

The learner will have control over the time, place and pace of studying.

LEARNING BY REFLECTION

Learner reflects what has been read and his/her own ideas.

THE IMPORTANCE OF SELF-LEARNING

Self-learning is found to be important in the following ways.

- Understanding how to learn Learning on one's own will help the learner to explore different ways of thinking. Also different concepts can be attained on one's own without help from others.

- Learning without external aids During the process of self-learning, there is no need for the learner to depend on others. Self-learning brings opportunity for the learner to have self-confidence, responsibility and self-discipline.

    In the process s of self-learning   students tackle problems based on their own capabilities. Self-learning helps the learners to be independent.

- Preparing for the future Self-learning brings opportunity for the leaner to develop the confidence they need to tackle challenging problems and obstacles in the future.

HOW TO BE SELF-LEARNING

1.   In order to be motivated, make sure you really want to learn something.
        If the learner doesn't feel the real need of learning, the time spent on trying to learn will be mostly wasted.

2.   Take a look at the information you have at the moment.
        In order to avoid to be discouraged by too much information, be aware of the present status in the case of information.

3.   Then start learning.It is not good to learn some formulae, statistics, or dates if you cannot imagine what they describe.

-       If there is anything you can practice, do that. It is good to practise. It will help in the process of self-learning.

-       Get more experienced people to judge you. Experienced people can correct your mistakes. If you are doing something good, they will appreciate you which will be very motivating.

6.   Gather knowledge.People concentrate either on the practical or on the theoretical aspects of something. This is a common mistake. Attention should be given for both theoretical and practical aspects. It is indeed a necessity to spend a decent amount of time in it.

7.   Organize learning. At the end of a session it is good to look what is accomplished. Then based on that organize learning for the next sessions.

8.   Look in to Spaced Repetition System (SRS)

        SRS is a computer managed flash card system. Instead of looking at an entire deck of cards including things you already know really well, the computer will remember how well you answer and only show you cards when you are likely to be about to forget them, allowing you to use your time much more efficiently and learn much more.

A FOUR-STEP PROCESS

Self-learning involves four key stages- being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

BEING READY TO LEARN

For being a successful independent learner, different skills and attitudes towards learning are required. There are some signs of self-learning. They are: autonomous, organized, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

SETTING LEARNING GOALS

Learning contracts are highly important for successful self-learning experiences. Learning contracts generally involve:

4. Goals for the study unit
5. Structure of activities
6. A timeline for completion of activities
7. Details about grading procedures
8. A plan for regular meetings with the advising faculty member and other unit policies

ENGAGING IN THE LEARNING PROCESS

In order to understand the needs of students as self-directed learning students, students need to understand themselves as learners. Students should also give attention to answer the following questions:

What are my needs: instructional methods?

Who was my favourite teacher?why?

What was the speciality of that teacher from other teachers?

Students should think on these questions.It is better to substitute "teacher" with "advising faculty member".

It is essential for students to understand their approach to studying.

- Deep approach:It includes transforming- be able to apply knowledge to new situations and use novel examples to explain a concept. Learn more than is required for the unit completion. It is most ideal for self-directed learning.
- Surface approach: It includes reproducing- learn only what is to complete unit in good standing.
- Strategic approach: It includes organizing-to secure the highest possible grades.

Earlier academic work may have encouraged a surface or strategic approach to studying. But these approaches will not be sufficient for successful independent study. A deep approach to studying is required for independent study. Here students want to generate their own connections and be their own motivators.

EVALUATING LEARNING

- Students should be able to involve in self-reflection and self-evaluation of learning goals and progress in a unit of study.
- Students must be able to engage in self-validation of achievements.
- Self-evaluation includes asking:
  - How do I know I have learned?
  - Am I flexible in adapting and applying knowledge?
  - Do I have confidence in explaining material?
  - When do I know I have learned enough?
  - When is it time for self-reflection?

RESPONSIBILITIES IN THE FOUR STEP PROCESS:

Successful self-learning requires certain responsibilities from the part of the students.

ROLES OF STUDENTS

- Do self-assessment of readiness to learn
- Define learning goals and develop learning contract
- Do self-assessment and monitoring of learning process
- Take initiative for all stages of learning process- need to motivate selves
- Re-evaluate and alter goals as required during unit of study

CONCLUSION

A paradigm shift is needed. Our passive learning should change in to proactive and accepting responsibility for what, how and when we learn. Self-learning provides ample opportunity for the paradigm shift.

REFERENCES

Dana S. (2009). *A New Paradigm For Learning is Needed: Self-Directed-Learning.* Retrieved, June 7, 2016 from www. Selfdirected learning .org/a-new-paradigm-for-learning-is – needed-self-directed –learning.

Kumon North America, Inc. (2015). *The importance of self-learning*. Retrieved, May 9, 2016 from www.kumon.com/resources/the-importance-of-self-learning/

Social Science Electronic Publishing.Inc. (2016). *Self-learning is the future: A New Paradigm for the 21ˢᵗ century*. A .H. Sequeira. Retrieved, March 18, 2016, from papers.ssrn.com/sol3/papers.cfm?abstract-id=2111057

Talbot, C. (2007). *Studying at a distance*. United Kingdom: Open University Press

University of Waterloo. (2016). *Centre for Teaching Excellence*. Retrieved, June 6, 2016 from https://uwaterloo.ca/centre-for-teaching-exellence/ teaching-resources/ teaching-tips/tips-students/self-directed-learning/self-directed-learning-four-step-process

URtheMOM.com (2016). *Self -learning*. Retrieved, March 18, 2016 from www.urthemom.com/Self-learning.html

WikiHow(2016). *How to be self-learning*. Retrieved, May 10, 2016 from www.wikihow.com/ Be-Self-Learning.

Study Skills: An Essential Requirement Among Higher Secondary Students

SHAHILA.N.[1],
Senior Research Fellow
Dept. of Education, University of Calicut

Dr.BAIJU K.NATH[2]
Assistant Professor, Dept. of Education,
University of Calicut

ABSTRACT

English is a skill subject, so, along with the four basic language skills, study skills are also to be developed in order to become proficient in English language. Study skills are learning strategies that help students organize, process and use information effectively. They give the learner practical solutions on how to study. Higher secondary level acts as the stepping stone to higher education. Henceforth it is essential for the students to be equipped with the study skills of English. The objective of the study was to find out the need for study skills among higher secondary students. A survey was conducted to collect necessary data. A questionnaire on study skills having 59 items was used as the tool to collect data. The items in the questionnaire were prepared under the following dimensions: Note taking, note-making, reporting, paragraphing, summarising, reference skill, reading skill, writing skill and information transfer skill. Under note-taking, note-taking format and note-taking strategy were considered to prepare items. Stratified random sampling technique was used to select 385 higher secondary students in Malappuram district as the sample for the study. Due consideration was given to type of institution (Govt. and aided), gender (male and female) and stream of study (science, commerce and humanities). The investigation found out that, study skills in English are required for higher secondary students regardless of type of institution, gender and stream of study.

Key words: English, Study skills, higher secondary, students

Introduction

English is considered to be very important in today's world because it is the most common language spoken in the world. Although English has major role in different sectors, education can be considered as the most important arena where English is essential. The opening up of the Indian Economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das 2005).

The role of English is very vivid in one's education. So English is sthe language of learning. Most of the world's books are written in English language. Most of the research paper's publication is also in English. Even we can't think of internet without English. Thus English can be considered as a window to global communication. Because of these, learning of English in school should be given due significance and consideration.

English is a skill subject. So along with the four basic language skills, study skills are also to be developed in order to become proficient in English language.

Need and Signi icance of the investigation

Study skills are learning strategies that help students organize, process and use information effectively. They give the learner a practical solution on how to study. Many students are working very hard to possess high achievement. But most of them are unaware of the fact that study skills play a pivotal role in their effort to study well. In this context, learners need help not only with what they learn but also with how they learn it.

Usually, learners do not pay much attention to the way of 'how to learn'- the way in which they can learn well. Study skills boost the enhancement of achievement among the learners. The importance of study skills is not restricted in the academic learning, but it is evident in everyday life of the learner. Study skills help learners to become successful lifelong learners. Study skills include a wide range of behaviours that learners can perform before, during, and after learning to help them retain and apply information presented in the classroom or at home.

Most researchers are of the opinion that study skills are necessary for success in school. Many able learners face difficulty in achieving good scores. It is not because of their inability, but because they lack good study skills. Menzel cited by marie Jean, "Many students fail not because they lack ability but because they do not have adequate study skills". Josephine also states that the lack of study skills can negatively impact academic achievement. As English acts a crucial role in the school scenario, study skills of English are also to be enhanced for the development of the learner.

Higher secondary level acts as the stepping stone to higher education. Henceforth it is essential for the students to be equipped with the study skills of English. Then only they can make use of their own capacities and capabilities. So it is of significance to know the need for study skills among higher secondary students.

Objective of the investigation

The objective of the study was to find out the need for study skills among higher secondary students.

Methodology of investigation

The investigation was conducted using survey method. A questionnaire on study skills was developed and used as the tool to collect data. There are 59 items pertaining to various study skills included in the questionnaire. The items in the questionnaire were prepared under the following dimensions: Note taking, note-making, reporting, paragraphing, summarising, reference skill, reading skill, writing skill and information transfer skill. Under note-taking, note-taking

format and note-taking strategy were considered to prepare items. Under note-making, tree diagram and time line form of note-making are used to prepare items. The theme of the passage and a suitable title to the passage are taken for consideration for preparing the items under summarising. Standard abbreviations, different leads and the principles involved in reporting are considered under the dimension reporting to prepare items. Guide words, head words, compound word and thesaurus are the elements considered under the dimension reference skill. Specific technique of studying a text (SQ3R, SQ4R, SQ5R and SQW5R) is considered to prepare items under the dimension reading skill. Different types of paragraphs in an essay and three characteristics to create an effective paragraph are used under the dimension paragraphing.. Representation of cyclical process in a cyclical chart, transfer of information from a pie graph and semantic markers are taken for consideration under the dimension information transfer skill. Different stages of writing and different structures in the assignment are used to prepare items under the dimension writing skill.

A total of 385 higher secondary students in Malappuram district were taken as the sample for the study. Stratified random sampling technique was used for the selection of sample. Due consideration was given to type of institution (Government and aided), gender (male and female) and stream of study (science, commerce and humanities).

The investigator went in to schools and distributed questionnaire and response sheet. In the response sheet, the responses were marked by the students. Then that response sheets were collected from them. In this way, the data were collected.

Percentage analysis was used to analyse the data.

Analysis and Discussion

Percentage analysis was done. For the total sample, the number and percentage of students who need the study skill is given in table 1.

Table 1
Details of Requirement of Study Skills for total sample

Sl.No.	Study Skill	No. and percentage of students require study skills
1	Note-taking	235 (61.04%)
2	Note-making	240 (62.34%)
3	Summarising	315 (81.82%)
4	Reporting	176 (45.71%)
5	Reference skill	290 (75.32%)
6	Reading Skill	300 (77.92%)
7	Paragraphing	188 (48.83%)
8	Information transfer skill	242 (62.86%)
9	Writing skill	130 (33.77%)

The table 1 shows the percentage of requirement of study skills for the total sample. Out of the nine study skills, six study skills are reported necessary by more than fifty percentage of students. They skills are: note-taking, note-making, summarising, reference skill, reading skill and information transfer skill.

The need of government and aided school students for study skill instruction was found out. It is presented in Table.2.

Table 2

Details of Requirement of Study Skills based on type of management

Sl.No.	Study skill	Requirement of study skills - Govt. school students	Requirement of study skills - aided school students
1	Note-taking	60.84%	61.64%
2	Note-making	69.28%	58.90%
3	Summarising	74.7%	87.21%
4	Reporting	50.60%	44.29%
5	Reference skill	81.33%	70.78%
6	Reading Skill	77.11%	78.53%
7	Paragraphing	60.24%	51.6%
8	Information transfer skill	68.67%	63.47%
9	Writing skill	35.54%	32.42%

From table 2 it is clear that out of the nine study skills, government school students need eight study skills. At the same time, aided school students need seven study skills. In the case of six study skills, percentage of government school students who need study skills is greater than that of aided school students. Those study skills are note-making, reporting, reference skill, paragraphing, information transfer skill and writing skill. In the case of study skills, note taking, summarising and reading skill, percentage of aided school students who need study skill is greater than that of government school students.

The need for study skill among male and female students was also found out. The details is given in table.3.

Table 3

Details of Requirement of Study Skills based on gender

Sl.No.	Study skill	Requirement of study skills - Boys	Requirement of study skills - Girls
1	Note-taking	64.05%	60.78%
2	Note-making	65.36%	60.34%
3	Summarising	70.59%	89.22%
4	Reporting	53.59%	41.81%
4	Reference skill	83.00%	76.29%
5	Reading Skill	67.97%	84.48%
6	Paragraphing	56.21%	47.41%
7	Information transfer skill	57.52%	66.38%
8	Writing skill	47.71%	24.57%

Table 3, it is vivid that male students need eight study skills whereas female students need six study skills. In the case of six study skills, the percentage of male students who need study skills is greater than that of female students.

Then the need for study skill among different subject combinations such as science, commerce and Humanities students was found out. The details are given in table 4.

Table 4

Details of Requirement of Study Skills based on subject combination

Sl.No.	Study skill	Requirement of study skills Science students	Requirement of study skills Commerce students	Requirement of study skills Humanities students
1	Note-taking	65.63%	59.02%	68.94%
2	Note-making	67.19%	55.74%	65.15%
3	Summarising	82.29%	88.52%	78.03%
4	Reporting	53.65%	59.02%	46.97%
5	Reference skill	77.08%	75.41%	72.73%
6	Reading Skill	82.81%	70.49%	74.24%
7	Paragraphing	45.31%	52.46%	58.33%
8	Information transfer skill	73.96%	63.93%	65.9%
9	Writing skill	32.81%	54.1%	25.76%

From table 4, it is clear that science group students need seven study skills, commerce group students need nine study skills and Humanities group students need seven study skills. In the case of four study skills, the percentage of science group students who need study skill is greater than that of Humanities and commerce group students. In the case of three study skills, the percentage of commerce group students who need study skill is greater than that of Humanities and science group students. In the case of the remaining two study skills, the percentage of Humanities group students is greater than that of science and commerce group students.

Major indings

- The need for study skills exists among higher secondary students.

- The need for study skills is greater for government school students than aided school students.

- The need for study skills is greater for male students than female students.

- The need for study skills is greater for commerce group students than science and Humanities group students.

The study skills in English is found out as an essential requirement for higher secondary students. Majority of students responded six study skills as most important. Those skills are, note-taking, note-making, summarising, reference skill, reading skill and information transfer skill. The skills such as reporting, paragraphing and writing also responded as essential by some students.

The classificatory variables such as gender, type of management of the institution, and subject combination also show similar demand for study skills in English.

Conclusion

This study attempted to find out the need for study skills among higher secondary students. And it was found out that the students are in need of getting study skill instruction. Also government school students are in need of study skills than aided school students. Likewise need for study skills is greater for male students than female students. Then commerce group students need study skills more than science and Humanities group students. Thus this study throws light to the need for study skills among higher secondary students.

Acknowledgements

REFERENCES

Allen, J.A. (2003). *"The perceptions of Effects of a study skills course, Dynamics of Effective study on the Academic Achievement of African American students at a Dedicated Academic Magnet High School."* Dissertation, Department of Educational Leadership, Research and counseling, Louisiana State University and Agricultural and Mechanical college.

Das, Bikram. K. (2005). *Focus on English.* Ms. NFG-English.

Importance of English. (2008). Retrieved, January 13, 2016 from toeflgencligi. blogspot. in/2008/11/importance-of-english.html.

Importance of English in India (2010). Retrieved, February 03, 2016, from http://www.urbanpro.com/a/importance-english-india.

Kerka, S. (2007). *Study Skills.* Betrieved, February 04, 2016, from jfs.ohio.gov/owd/workforceprof/youth/Docs/studyskills.pdf.

Menzel. (2011). Cited in Marie Jean N. Mendezabel, w013, *"Study Habits and Attitudes: The Road to Academic success"*, Volume 2, issue 4.

NCERT. (2006). *Position paper National Focus Group on Teaching of English.* Retrieved, January 14, 2016, from www.ncert.nic.in /rightside /links /focus group.html.

Sekar, J.M.A and Dr. Rajendran, K.K. (2015). *Study skills of Arts and Science college students.* Retrieved, February 16, 2016, from files eric.ed.gov/fulltext/ED559332,pdf.

Speeches for Juniors- the importance of English in Education. (2016). Retrieved, January 18, 2016, from www.illuenglish.com/ speeches – for- Juniors-the-importance-of-English-in-education.

W.Wilujeng (2014). *The influence of the student study skills to their achievement in TOEFL test at English Intensive course state Islamic University of Susan Ampel Surabaya.* Retrieved, February 10, 2016, from digilib.uinsby. ac.id/869/4/Bab % 20% pdf.