CHAPTER III

THE EXPERIMENT

3.0 Introduction

This chapter is divided into three major sections: 3.1 Research Design and Methodology, 3.2 The New Materials, and 3.3 The Field Trial. Section 3.1 gives justification and an overview of the research design, mentions the variables and describes the participants (sample). Section 3.2 gives details of the new materials. It gives details of the language skills covered and the software used in the multimedia package. The chapter also presents a sample unit from the multimedia package. Finally, the 3.2 presents the details of the research tools used for the study, measures taken for data validity and reliability and a description of the data collection procedures. Section 3.3 gives an account of the piloting and the field trial of the materials.

3.1 Research Design and Methodology

As stated earlier, the purpose of the study was to establish the effect of the multimedia materials to enhance communication skills of the students at the UG level in Digital Language Laboratory. The study was guided by the null hypothesis given in the section 1.7 of the thesis. The testing of hypothesis required an experiment in controlled conditions. As pointed out by Seliger
and Shohamy (1989) the “Experimental research is carefully constructed so that variables can be controlled and manipulated.” Generally, the experiments are also carried out in order to explore the strength of relationships between variables (Nunan, 1992 p.25). In other words, an experimental research design involves manipulating the independent variable and observing the change in the dependent variable(s). A true experimental design consists of three basic characteristics; a. the presence of a control group, b. random selection and assignment to groups, and c. an administration of a pre-test to capture the initial differences in the groups. However, when conducting research for language learning or applied linguistics, the feasibility of carrying out a true experiment which fulfils the criteria of all the three basic characteristics may not always be viable. “The reason is that we are dealing with the most complicated of human behaviours, language learning and language behaviour” (Hatch and Farhady, 1982). So, to meet the requirements, the present study uses one group pre-test post-test experimental research design, also known as Pre-experiment as it lacks a control group (Nunan, 1992). According to Seliger and Sohamy (1989), the one-group pre-test post-test design “attempts to use the subjects as their own controls and to eliminate the need for a control group design. This design is sometimes referred to as a ‘repeated measures’ design because subjects are observed or measured twice on the dependent variable.” Seliger and Sohamy (1989) further state that “the design is
efficient because it controls a number of extraneous variables which can affect the homogeneity of subjects when more than one group is involved”. The design can be represented as follows:

\[ X_1 - T - X_2 \]

where, \( X_1 \) is the pre-test, \( T \) is the treatment, that is, the tryout of the multimedia materials, and \( X_2 \) is the post-test used to measure the effect of the materials on the communication skills of the subjects.

Thus, the present study has adopted the one group pre-test post-test design experimental research method.

### 3.1.1 Variables

The experimental design, as stated earlier, explores the strength of relationship between variables. A research in language and linguistics “includes language proficiency, aptitude, motivation”, etc as variables (Nunan, 1992). According to Nunan (1992), “the variable that the experimenter expects to influence the other is called the independent variable”. It can also be defined as the major variable that the researcher hopes to investigate. It is the variable which is selected, manipulated, and measured by the researcher. In this research study, the independent variable is the tryout of the materials to enhance communication skills or the treatment which was given to the participants.
“The variable upon which the independent variable is acting is called the dependent variable” (Nunan, 1992). It is the variable which the researcher observes and measures to determine the effect of the independent variable. The dependent variables therefore in this study are the pre-test and post-test scores that measure enhancement in the communication skills of the students.

### 3.1.2 Participants

For a true experimental to take place, a random selection and assignment of subjects is important for causal claims resulting from the research. However, in classroom research neither of the two is possible since students have already been assigned on the basis of some principle like test scores, eligibility requirements, or through self-selection of courses by students. In such circumstances, the researcher is required to work with an established class called an *intact group*. An intact group allows the researcher to give evidence in support of links between variables if not cause effect relation statements about findings (Hatch and Lazarton, 1991).

The purpose of the present study is to establish the effect of the multimedia materials on communication skills of the students at the UG level. In order to test hypothesis, a simple random sampling was impracticable for data collection in order to test hypothesis. Therefore, for the present study a group of First Year Arts and Commerce students of Sardar Patel University
that had qualified itself at 12th Examination of Gujarat State Higher Secondary Education Board, Gandhinagar with English as one of the subjects was selected following random cluster sampling techniques. A total of twenty students participated in the experiment. Out of these, eight were female and twelve were male; ten students had passed the 12th board examination in the Commerce stream and ten in the Arts stream. The mother tongue of all participants was Gujarati. They had studied English as a Second Language with Gujarati as medium of instruction at various schools. Ten of them had scored above 50 marks in English at 12th standard level. Nine participants’ the annual family income was above one lakh and eleven participants’ family income was below 1 lakh per year. Thus, the sample, that is, the participants for the present study were controlled in the sense that they belonged to an intact group and had similar linguistic and educational background.

3.1.3 Instruments for data collection

All experimental approaches involve the control of manipulation of the three basic components of the experiment: the sample, the treatment, and the measurement of the treatment (Seligar and Shohamy, 1989). The current study therefore involves the control of the three components namely, the sample, that is the participants as described in 3.1.2, the treatment, that is
the multimedia materials, and the measurement of the treatment, that is the pre-test and the post-test.

The primary research instruments used to determine the effectiveness of the materials to enhance communication skills of the UG students include the treatment, the pre-test and the post-test and finally a questionnaire to evaluate the program. A detailed description of each instrument is given below.

a. **Treatment: The Multimedia Materials**

A fifteen hour multimedia package was designed, produced and delivered in the year 2010-11 after piloting of a sample unit. The multimedia materials consisted of five units of three hours each. Each unit of the package included at least three thematically connected language functions. Listening, speaking and reading skills were covered in the multimedia package. Each unit was divided into three stages: a. pre-learning activities, b. learning activities, and c. post-learning activities. The pre-learning and the post-learning activities were generally group and pair works as preparation and follow up of the multimedia input. Each unit consisted of a theme based with and without computer activities. The units also had instructions for the teachers to carry out pre-learning and post-learning activities. According to Chapelle (2001), CALL materials should have interactivity, meaning focus and positive impact where interactivity and meaning focus make
them different from exercises with structural grammar focus in the sense that they involve the learners in expressing and interpreting meaning. This quality of the CALL materials is determined by “contextuality, accessibility, interaction as various forms of assistance that may be available and the socio cultural settings” as suggested by van Lier (as quoted by Chapelle, 2001). Following van Lier (1996), Chapelle (2001) further suggests that quality could be summed up as “participatability” in one word. The table 3.1 gives details of the unit titles, the language functions and the grammar topics that were developed in the five units. Moreover, the units were specifically designed to take care of the above mentioned aspects of CALL materials production.

b. The pre-test and the post-test

The pre-test administered at the beginning of the experiment and the post-test administered at the end served as significant instrument for data collection. A 30 item pre-test measured various aspects of listening and reading skills. The 30 items were divided into information transfer, true/false, choose the correct option and fill in the blanks exercises. In addition to this, a speaking test was given to assess speaking ability of the participants. A list of five questions on real life language use was prepared for each language function included the package. The participants were asked five questions from the list and were given a time limit to respond.
The participants were assessed qualitatively using the rubrics given in the table 3.2 below. The rubrics were adopted and adapted from BULATS and CEFR proficiency indicators with minor adaptations.

**Table 3.1  Rubrics for assessing speaking**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>• Achieves the task effectively; responses are consistently appropriate. • Able to express both simple and complex ideas with ease; coherent extended discourse. • Consistently displays wide range and accurate use of grammar and vocabulary. • Pronunciation is easy to understand; • Responds promptly with only natural hesitation; makes effective use of the allowed response time.</td>
</tr>
<tr>
<td>C1</td>
<td>• Achieves the task well; responses are generally appropriate. • Able to express simple and complex ideas; generally extends discourse coherently. • Generally, displays wide range and accurate use of grammar and vocabulary. • Pronunciation is easy to understand. • Generally responds promptly, with only natural hesitation; generally makes good use of the allowed response time.</td>
</tr>
<tr>
<td>B2</td>
<td>• Achieves the task adequately; most responses are appropriate but a few may be inappropriate or ambiguous (possibly due to incomprehension of input). • Able to express simple ideas and makes some attempt to express complex ideas; mostly coherent, with some extended discourse. • There is an adequate range of grammar and vocabulary which is sufficiently accurate to deal with the tasks. • Pronunciation can generally be understood. • May be some hesitation while searching for language generally makes adequate use of the allowed response time.</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B1</td>
<td>• Achieves most of the task, in a limited way; some responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • Able to express simple ideas; little extended discourse; some incoherence. • The range of grammar and vocabulary used is sufficient to complete tasks in a limited way. Some language in simple utterances is accurate but basic inaccuracies may impede communication of ideas and achievement of the tasks. • Pronunciation can generally be understood but L1 features may cause strain. • Hesitation may demand patience of the listener; use of the allowed response time may not always be adequate.</td>
</tr>
<tr>
<td>A2</td>
<td>• Achieves only simplest part of the task (i.e. responding to simple prompts) in a very limited way; many responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • No extended discourse • The range of language is sufficient to respond to simple prompts but not to complete complex tasks. Some utterances (single words or short phrases) may be accurate but inaccuracies in grammar and vocabulary limit achievement of the tasks and restrict coherence and communication of ideas. • Pronunciation of single words may be intelligible but L1 features may make understanding difficult. • Hesitation is excessive; use of the allowed response time is adequate on only a few occasions.</td>
</tr>
<tr>
<td>A1</td>
<td>• May achieve a few of the simplest parts of the task (i.e. responding to simple prompts) in a very limited way; most responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • Utterances may be limited to single words. • The range of language is limited and inadequate to complete the tasks. Some accurate language but frequent inaccuracies may mean the message is not communicated. • Pronunciation of single words may be intelligible but L1 features may cause excessive strain to a listener. • Hesitation is excessive; use of the allowed response time is generally inadequate.</td>
</tr>
<tr>
<td>0</td>
<td>Throughout the task, responses are not attempted, OR consistently no meaning is conveyed, OR responses are consistently inappropriate due to incomprehension of input.</td>
</tr>
</tbody>
</table>
A post-test of comparable difficulty level was administered at the end of the experiment.

c. **The self evaluation checklist and the questionnaire**

A short term programme brings attitudinal changes that motivate the learners to learn the target language. To measure attitudinal changes, a 20 item self evaluation checklist was developed from communicative objectives defined by the British Council on the basis of CEFR proficiency indicators was given to the participants. The participants were made to reflect on 20 “Can Do” statements through responses such as Yes; No; and Not sure. The participants reflected on the statements such as ‘I can understand simple conversations about family, daily life, hobbies if people speak slowly’, ‘I can ask and answer simple questions about home, country and work place’, etc in the beginning and at the end of the experiment.

In order to evaluate the effectiveness of the multimedia materials’ package, a programme evaluation technique was adopted in the form of a questionnaire. “Collecting data through the use of a questionnaire has the advantage of ensuring stability of response across a range of questions of interest to researchers” (Hiradhar, 2012). Seliger and Shohamy (1989) mention that:
“questionnaires have a number of advantages: a) They are self-administered and can be given to large groups of subjects at the same time. They are therefore less expensive to administer than other procedures such as interviews. b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily. c) Since the same questionnaire is given to all subjects, the data are more uniform and standard. d) Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate” (p.172).

Questionnaires have been recommended to collect data for phenomena like attitudes that are not easily observed. For the current research, the questionnaire aimed at collecting descriptions, attitudes, and perceptions of the participants about the multimedia package. According to Seliger and Shohamy (1989), structured questionnaires are considered to be more efficient than open ones. Thus, the subjects were made to check agreements and disagreements to maintain objectivity of the responses through Likert five point scale with responses such as: strongly agree; agree; not sure; disagree and strongly disagree. The questionnaire was given to the participants at the end of the programme. The questionnaire consisted of a range of questions based on characteristics of good CALL materials. Since the researcher already had descriptive data of the subjects through the form filled in the beginning of the programme, the questionnaire consisted of six major areas of evaluation such as accessibility, relevance of the content to
the real life language use, time, interactivity, attitude towards technology and overall enjoyment. Each area of evaluation comprised a set of related items.

\textit{Accessibility} area had items like, ‘It is easy to understand the instructions’, ‘The navigation between the slides is easy’. The relevance of the content was assessed through items like, ‘The situations used for practice are real life like’, ‘The language functions, grammar and vocabulary practiced are useful in day to day life”, etc. For assessing appropriateness of the duration of the units and time given to accomplish task, the subjects were asked to respond to, ‘I could finish the tasks in the given time-frame’ and ‘I got adequate time to practice each skill’. \textit{Interactivity, attitude towards technology} and \textit{overall enjoyment} were assessed using items like ‘I got immediate feedback on the tasks completed’, ‘I learnt correct answers against my wrong responses’, ‘Feedback from my classmates during group and pair works helped me improve the language’; ‘I enjoyed learning the language using computers’, ‘I would like to practice more using computers’; and ‘I enjoyed working on and off the computers’, ‘I found the materials enjoyable and useful’, respectively.

\subsection*{3.1.4 Data Validity and Reliability Measures}

The data collection procedures create some effect on the data as it is difficult to say that there is any data collection procedures that do not affect
the data (Seliger and Shohamy, 1999). In other words, all data collection procedures have some effect on the type of data elicited. However, it is more important that the researcher is aware of these effects in explaining the results obtained. “Over the years, researchers have developed a number of techniques to assure the quality of the research and the quality of data collection procedures used in the research” states Seliger and Shohamy (1989) (p. 184).

Validity is an important criterion for assuring the quality of the data collection procedures for any research. Validity provides information on the extent to which the procedure really measures what it is supposed to measure. Seliger and Shohamy (1989) note that “the internal validity of a research study concerns with being able to state that relation between the independent and depended variables is unambiguous and not explainable by extraneous variables” (p. 105). Thus the internal validity refers to the results that are because of the factors that have been selected by the researcher, rather than other factors that the researcher hasn’t controlled. Factors that could influence the internal validity of a research study are usually related to the participants and the instrumentation. The current research has ensured internal validity of the study for various aspects of the study.
a. **The participants**

As noted by Seliger and Shohamy (1989), the internal validity of the participants in a research study could be affected by various factors such as *history, attrition, maturation*, and *differential selection*. The *history* refers to the influence if events that take place at different points in time on the dependent variable other than the independent variable. It refers to the possible negative effects of the extended duration of the study. In such cases there are possibilities of the subjects being influenced by sources of language input other than those measured by the dependent variable. Any study that takes considerable amount of time to complete can be affected by this if care is not taken (Perry, 2005). The current study was conducted over a period of three weeks which included the 15-hour program and therefore the threat due to the history factor did not exist.

Another factor that may have an effect on the internal validity is *attrition*. In a longitudinal study that takes extended time to complete research procedures, the subjects may lose interest and drop out or may remain absent due to health problems. To avoid this problem, it is sometimes preferred to begin with a larger than necessary number of subjects. The current study could retain all the participants (20) throughout.

The threat related to the *maturation* of participants is similar to that posed by history, but deals with natural changes taking place over time in the
participants such as emotional states, physical coordination and strength, or cognitive structures (Hiradhar, 2012). It is an influencing and significant factor with younger subjects than with older ones (Seliger and Shohamy, 1989). Studies that take place over longer periods of time are potentially subject to this interference. However, this potential threat was avoided in the current study because it spanned a period of three weeks only.

Finally, the third factor, differential selection could occur whenever a researcher does not randomly select the samples when forming different groups for comparisons (Perry, 2005). Since the current study used randomly selected subjects from an intact group, the issue about pre-existing differences among different groups of participants did not arise.

b. The Multimedia Materials

The multimedia package used for the treatment was designed and developed by the researcher in consultation with experts from the field. In addition, comments made by the experts were incorporated into the design. Thus, experts’ comments also helped validate the design and the content of the materials. As a result, the validation through experts’ comments was useful in establishing the validity of the design as well as the treatment used in the current study.
c. **The tests**

*Content Validity* of the tests is an important factor in any language teaching research. It is essential to find out if the data collection procedure is a good representation of the content which needs to be measured (Seliger and Shohamy, 1989). An acceptable level of content validity was established for both the pre-test as well as the post-test by having them reviewed by the experts. To avoid the threat of the *test effect*, the post-test in the current study had different test items of comparable difficulty level. However, the pattern of the pre-test and the post-test remained the same.

d. **The Questionnaire**

*Item analysis* is an established means to ascertain the validity of a questionnaire as pointed out by Seligar and Shohamy (1989). By using this procedure, the researcher can obtain information on whether the items are well phrased and easily understood by the respondents. For the current study, an item analysis was conducted and the items were modified and revised thus ensuring that the questions provided varied and meaningful information through its items. In addition to the item analysis, a pilot run of the questionnaire was carried out for determining the quality of the questions in terms of comprehension and eliciting of responses.
3.2 The New Materials

The new materials were divided into five units. The units were a combination of print, audio and audio-visual media. Tomlinson (1998) defines multimedia materials as “materials which make use of a number of different media. Often they are available on a CD-Rom which makes use of print, graphics, video and sound. Usually such materials are interactive and enable the learner to receive feedback on the written or spoken language which they produce” (p. xi). Therefore, the units were digitized and were presented in the form of a CD. The researcher reviewed freeware available on the internet that can make the content presentation interactive and selected CourseLab 2.4, free e-learning authoring tool to finalize the package.

3.2.1 CourseLab 2.4

CourseLab 2.4 is an authoring tool developed by WebSoft Ltd., a Moscow (Russia) based software development company. The term authoring is used to describe the creation of courseware using an authoring tool. Davis, Bangs, Frisby and Walton (2005) assert that “authoring tools enable the teacher to create complete programmes of courseware, as opposed to content elements such as texts, pictures, and audio and video recordings, without having to learn how to programme a computer”. In other words, authoring tools provide a shell or template to add content to create learning
programmes. Online encyclopaedia Wikipedia defines an authoring tool as “a software package which developers use to create and package content deliverable to end users”. It further informs that “though authoring tools have a range of uses, they are commonly used to create e-learning modules. These modules are generally written to conform to some international standard, such as SCORM (Shareable Content Object Reference Model) or AICC (CBT) (Aviation Industry CBT Committee)”. Thus, authoring tool is a template “which prompts the author for the materials to be included” (Chappelle, 2001). CourseLab 2.4 is a free authoring tool that fulfils many of the conditions for the second language learning through computers mentioned in Chapter 2 of this study. CourseLab 2.4 helps in creating interactive environment necessary for language learning but it is not the only use of it. As defined by the CourseLab 2.4 User Manual it is “a powerful, yet easy-to-use, e-learning authoring system that offers a programming-free environment for creating high-quality interactive e-learning courses which can be published on the Internet, Learning Management Systems (LMS), CD-ROMs and other devices”. It supports SCORM 2004, SCORM 1.2, and AICC. In addition to this, it can stand alone i.e., it does not require LMS and can be distributed of a CD. Working with CourseLab at least requires Microsoft® Windows® 2000/XP/2003, Internet Explorer 6.0 or higher and 50MB hard drive space. Minimum system requirements for viewing learning modules are Microsoft®
Windows® 98, XP, 2003, Internet Explorer 5.0, Mozilla FireFox 1.0 or higher, JavaScript enabled and XML support enabled. The key features of CourseLab 2.4 as claimed by the User Manual are:

- No HTML or other programming skills required.
- Object-oriented Model allowing the construction of e-Learning content of almost any complexity - as easy as putting together building blocks.
- Scenario feature enables building complex multi-Object interactions with one mouse click.
- Interface is based on an Open Object Model and enables you to easily extend and enhance existing libraries of Objects and templates, including those created by the user.
- Built-in test creation capabilities.
- Embedded mechanisms for animating Objects.
- Insert rich-media content like Macromedia® Flash®, Shockwave®, Java®, and video in different formats.
- Easy insertion and synchronization of sound files.
- Import PowerPoint® presentations into the learning material (requires optional PowerPoint Import Pack).
- Screen capture mechanism enables emulating the functionality of different software (requires optional Screen Capture Pack).
- Simple intuitive Action description language.
- Access to additional functionality of the Course Player for advanced” (CourseLab 2.4, p.7).

### Table 3.2  Content Analysis

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Language Functions</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you know me?</td>
<td>Introducing yourself, Introducing Someone, Asking about someone</td>
<td>Contractions; Subject Pronoun; Possessive adjectives; Wh-questions; Yes/No questions</td>
</tr>
<tr>
<td>2</td>
<td>How is life?</td>
<td>Asking about family and family members; Describing family life</td>
<td>Wh-questions, statements and short answers; Questions with present continuous tense and yes/no answers</td>
</tr>
<tr>
<td>3</td>
<td>Do you know him?</td>
<td>Asking about and describing people’s appearance; Identifying people</td>
<td>Questions like: What… look like, how old, what color, how long/tall; Modifiers and prepositions</td>
</tr>
<tr>
<td>4</td>
<td>Did you buy this?</td>
<td>Talking about prices; Talking about preferences; Making comparisons</td>
<td>Questions with How much/many, Which, Demonstratives; Comparison with adjectives</td>
</tr>
<tr>
<td>5</td>
<td>Breathe in a bit of Gujarat!</td>
<td>Describing cities; Asking for and giving suggestions; Talking about travel and tourism</td>
<td>Adverbs and adjectives; modal verbs can and could</td>
</tr>
</tbody>
</table>
3.2.2 Sample Unit

Unit 5: Breath in a bit of Gujarat!

**Pre-learning activities**

Instructions for the facilitator:

Activity 1

*Divide the class into two groups and make them play a quiz on Gujarat. Ask 6 questions to each group and give 10 points for each correct answer. If a team fails to answer a question, it will pass to the other team. On giving correct answer of the question, the team will get 05 bonus points. Compare the scores at the end.*

*You may ask general knowledge based questions on Gujarat such as:*

a. When was the state of Gujarat formed?
b. Where would you go to see *Aina Mahal* and *Prag Mahal* in Gujarat?
c. If someone is a follower of Jain religion, which place would you advise him/her to visit in Gujarat?
d. What is Velavadar famous for?
e. What are the names of the two Indus Valley Civilization towns found in Gujarat?
Activity 2

Divide the class into groups of 10 students each. Ask them to list ten places in Gujarat worth visiting. Get the answers from each group and write them on the board. Ask the learners to study each other’s list and make changes in their own if they want to.

Ask the learners to imagine that they have guests from a foreign country and they are supposed to take them on a tour of Gujarat. But following the time constraint, they have to select any five places for the visit. Which places they will select for the visit and why?

Now, ask the learners to log on to the computers and take the Unit.

Video Clip 1 [Opening clip]

Conversation 1

Jeet : Hi Kate, how are you?

Kate : I’m fine, Jeet. Thank you. And how are you?, I’m going to India next December for a month.

Jeet : Enjoying the UK.

Kate : I’ve good news to share. I’m going to India in December!!

Jeet : That’s great.
**Kate** : Jeet, You are from India, aren’t you?

**Jeet** : You’re right.

**Kate** : I hear India is a big country and there are many states worth visiting!

**Jeet** : Oh, yes. India is called a sub-continent. It has almost everything.

**Kate** : So, how do I plan my visit? Could you help me, please?

**Jeet** : Well, you may restrict your visit to any one or two states this time. And being a Gujarati, I’d suggest you to visit Gujarat first.

**Kate** : What is Gujarat famous for?

**Jeet** : Gujarat is famous for its rich historical and cultural heritage. It has archeological sites, beaches, hills, places of pilgrimage and diverse people.

**Kate** : Wow! It sounds beautiful. You’re lucky to be an Indian and a Gujarati!

**Jeet** : Indeed. I’m proud to be an Indian.

By the way, let’s visit Gujarat Tourism website. You will be able to see some of the attractions there.

**Kate** : That’s a good idea.

**Check your comprehension:**

Q.1 who’s going to visit India?

Q.2 Where is Jeet from?

Q.3 What does Jeet suggest to Kate?
Video Clip 2

Watch the video, listen carefully and fill in the blanks.

Transcript

Tucked away on the western coast of India, Gujarat is a state famous for its globetrotting people and their warm hearted spirits. The Karmabhumi of Mahatma Gandhi and Sardar, Gujarat is ……… ……… its rich cultural and historical heritage that dates back several centuries down to the times of Harrapan Civilization. Today, Gujarat is ……… ……… India’s most prosperous and industrialized states and is well connected by air, road and rail to all major cities of India. And with a recently commissioned international airport at Ahmedabad, you can fly into Gujarat from any corner of the world. Wherever you ……… come from and whatever may be your interest, you will find Gujarat interesting, vibrant and welcoming. You can traverse across the entire state within hours owing to ……… superb internal infrastructure and spend months without the feeling of being left out. It is here that you ……… visit all those archaeological sites and relive moments of history. It is here that you can stroll on sun presst beaches on one day and retire back to the hills the next. It is ……… that you can unwind your body and mind in an Ayurvedic spa or cleanse your soul at many pilgrimage centers. It is here that you will meet diverse people and discover
their undying passion for life and its celebrations. So, it doesn’t matter ……………. you are young or old, hiker or a sea lover, spiritually inclined or a history enthusiast, solitude seeker or a fun lover; there is something in Gujarat for you just like there is something in Gujarat for …………….. .

Check your answers.

1. known for 2. one of 3. may 4. its 5. can 6. here 7. whether 8. Everyone

Vocabulary Exercise 1:

Watch the video again to guess the correct meanings of the words given below and mark the options T/F.

1. Tuck away
   a. far away b. hidden in a quiet place c. go away d. very near

2. globetrotting
   a. travelling a lot b. exploring c. hiding d. global

3. date back
   a. go back b. come back c. in the past d. past date

4. recently commissioned
   a. recently supplied, b. recently built c. built in past d. recently planned
5. **traverse across**
   a. visit  b. travel  c. cross  d. move across

6. **Unwind**
   a. Wind up  b. relax  c. fold  d. unfold

Now, watch the video clip, listen to the commentary carefully. Check answers to the previous exercise (Vocabulary Exercise I) and confirm whether your answers are T/F.

**Conversations 2**

**Language function: Describing cities**

**Kate** : Well Jeet, it sounds interesting. I think I should start from Gujarat.

**Jeet** : That’s a good decision, indeed.

**Kate** : Where in Gujarat are you from, Jeet?

**Jeet** : I’m from Ahmedabad.

**Kate** : I think I’ll land in Ahmedabad, that’s the only international airport in the state, isn’t it?

**Jeet** : You are right.

**Kate** : So, what’s the city like?

**Jeet** : It’s a fairly big city, but it’s not too big like New Delhi and Mumbai.

**Kate** : Is it expensive?
Jeet : No, it’s not too bad. Not as much as a city in the US or the UK.

Kate : Is it an interesting place?

Jeet : Yes, it is. It has many attractions like Sabarmati Ashram, Sidi-saiyad Mosque, Adalaj vav and Calico Museum. It has rich cultural heritage as well as flare of a modern India.

Kate : Excellent! Well Jeet, I also read somewhere that there are many ancient temples in Gujarat.

Jeet : It’s true. Gujarat is a land of religious minded people and some of the world’s most famous temples are in Gujarat. Let me show you a video from the website.

Video Clip 3

Watch the video and listen carefully to say whether the following sentences are True or False.

1. Somnath and Dwarka are major attractions for the people.
2. Gujaratis believe in God.
3. The common aspect in Ambaji, Palitana, Girnar and Pavagadh is the God and Goddesses are worshiped on the mountains.
4. Ambaji is famous for its art history.

Transcript:

Gujarat is a land of religious minded people who have an intense faith in the God almighty. Little wonder that Gujarat is also a land of temples. Somnath,
the temple of Lord Shiva and Dwarka, the holy abode of Lord Krishna continues to draw millions of devotees and tourists. And while hill top shrines like Ambaji, Palitana, Girnar and Pavagadh offer a rich spiritual fair to the pilgrims, the sun temple at Modhera, a magnificent specimen of art history will leave you spellbound and with feelings of reverence to the sun God.

Conversation 3

Kate : This is exciting, Jeet. I would love to visit these temples. Can you tell me something about the weather in Gujarat?

Jeet : Well, one can experience three different seasons in a year in Gujarat as in other parts of India. Summers are very hot. Monsoon hot and humid and Winters are generally pleasant.

Kate : Which is a good time to visit?

Jeet : You are going at the right time. December to February is winter. Let me show you some more clips from the website and then you can finalize your programme.
Video Clip 4

Watch the video and fill in the blanks.

1. Dwarka is also …………… as Moksha Nagari.
2. Dwarka is on the …………. of Gomti river.
3. Dwarka is one of the four most …………… places for Hindus.
4. Dwarka temple is …………. storey.
5. Dwarks has a history of about …………… years.
6. Lord Krishan left …………. and built his kingdom here.
7. The sea …………….. the city eight times.

Video Clip 5

Watch and enjoy!!!

Post learning Activities

Instructions for the facilitator

Activity 1

Divide the class in groups and make each one answer some of the following questions about his or her hometown. Make them ask follow-up questions to get more information.
Questions:

What’s your city/town/village like?

<table>
<thead>
<tr>
<th>Is it an interesting place?</th>
<th>Is it very expensive?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it very big?</td>
<td>What’s the life like?</td>
</tr>
<tr>
<td>Is it safe?</td>
<td>What’s the weather like?</td>
</tr>
<tr>
<td>Is it clean?</td>
<td>Do you like it?</td>
</tr>
</tbody>
</table>

Activity 2

Ask the learners to find out students from the group who have visited some state or city recently. Ask the others to find out more about that state or city by asking some of the following questions. Write down sample questions on the board or give them on a handout. The students may ask questions like the ones given below.

A: I visited Mumbai last summer.

B: Did you enjoy it?

A: Yes, I did.

C: ……………………… ?
Sample Questions:

<table>
<thead>
<tr>
<th>What’s the best time of year to visit?</th>
<th>What’s the shopping like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the weather like then?</td>
<td>What things should people buy?</td>
</tr>
<tr>
<td>What should tourists see and do there?</td>
<td>What else can visitors do there?</td>
</tr>
<tr>
<td>What special food can you eat?</td>
<td>Which place did you like the most?</td>
</tr>
</tbody>
</table>

Activity 3

Read the following passage and answer the questions given below it.

SOMNATH

Legend weaves an interesting tale around the origins of the temple at Somnath. Som (the Moon God) was married to the 27 daughters of Daksha, who was a son of Brahma. However, Som loved only one of them, Rohini. This caused great frustration to the other sisters. An infuriated Daksha cursed his son-in-law, causing him to lose his brilliance. In despair, Som turned to Shiva and served him with such zealous devotion that Shiva
gave him respite from the curse - he would wax for half the month and wane for the rest. In gratitude, the Moon God built a Shiva temple at Somnath.

Situated on the coast with a commanding view of the Arabian Sea, the Somnath Temple is one of the twelve most sacred Shiva shrines in India. The temple’s legendary wealth made it the target of successive plundering armies, beginning with Mahmud of Ghazni in 1026. He is said to have made off with camel-loads of gold and precious gems, leaving the edifice in ruins. The cycle of pillage and reconstruction at Somnath continued over the next seven centuries. The present temple, made of stone, was built in 1950. It is situated 79 Kms. from Junagadh and 450 Kms from Ahmedabad. According to the legend, Somnath is as old as creation itself. East of the temple, at the confluence of three rivers, is Triveni Tirth. The ghats going down to the sea at this spot are said to mark the place where Lord Krishna’s funeral rites were performed, after a hunter mistook him for a deer and killed him.

**Answer the following questions:**

1. Working with your partners, answer the following questions:

a. What infuriated Daksha?
b. Why was the Moon God full of gratitude?
c. Why did Mahmud of Ghazni attack the temple?
d. What did he take away with him?
e. What happened at Triveni Tirth?
2. Working with your partners, put the following in the order in which they happened:

a. Mahmud of Ghazni attacked the temple in the year 1026.
b. Daksha cursed his son-in-law.
c. The present stone temple was built in the year 1950.
d. Rohini’s sisters became very angry.
e. Som married the daughters of Daksha.
f. Som served Shiva with devotion.
g. Som fell in love with Rohini.
h. Som built the Somnath temple.
i. Shiva helped Som recover from the curse.

3.3 The Field Trial

The field trial was conducted by the researcher as a teacher. The field trial was conducted in the digital language laboratory of H M Patel Institute of English Training and Research, VallabhVidyangar, Gujarat, India. It commenced with the pre-test. The participants were made to take the reading, listening and speaking tests. Following the test, the participants were introduced to the technological and navigation aspects of accessing the package. It was ensured that the participants could access the computer based part of the materials uninterrupted. The orientation was followed by the teaching of the units that constituted the multimedia package. At the end
of the treatment, the post-test was administered. The trial ended with administering of the self-evaluation checklist and the questionnaire to get feedback on the multimedia package.

3.4 Conclusion

The chapter outlines the methodological approach and procedures including the research design adopted to address the research hypotheses posed in the current study. The first section gives justification for the selection and use of the research design. The second section gives a detailed account of the new materials, the tests and data validity and reliability measures taken. Finally, the chapter ends with details of the field trial.