APPENDIX- 1
QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

These questions are designed for my PhD research. I wish to document your views on multimedia facilities in your institution and the approaches you adopt for teaching writing. The researcher assures that the details you provide will be confidential and the data will be used only for research purposes.

Personal details
Name:
Gender:
Age:
E-mail ID:
Teaching experience:
Name and place of the institution
Qualification:
Average no of students in your class

I. Tick the relevant column.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Descriptions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Institution I work in is equipped with Multimedia language lab.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>All the students have access to computers in the language lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The systems in the language lab are connected via LAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>There are facilities for accessing multimedia content such as videos, sound files and text files.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Headsets are provided to every student in the class

Server is available to upload multimedia lessons (text, visuals, audio and video)

The language labs are equipped with LCD projectors

The lab is equipped with software for facilitating writing skills

There is access to the internet in the labs

II. Approaches Adopted by Teachers in Writing Classrooms.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Approaches to Teaching Writing</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I conduct brainstorming sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have discussions before writing tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I use model texts related to the teaching item.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I give them sample sentence structures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I give them vocabulary lists related to the writing tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I provide guidance during the writing stage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I encourage group work during the writing phase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I make the students write more than one draft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I encourage them to peer-edit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I encourage them to revise their work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. The pie chart given below shows the kinds of injuries that have taken place in the construction sites at Larsen and Toubro during the year 2012-2013. Summarize the information by selecting and reporting the main features of the graph and make comparisons wherever relevant. Write the report in 200 words. Give suitable recommendations to avoid accidents of this nature.

Task -Tip
1. Introduce the graph
2. Present an overview of the graph
3. Describe the details; give similarities and differences, compare and contrast.
APPENDIX- 3
BRAINSTORMING TASKS

Figure. A. 4.1 Screen capture of the video clip on accident and incident reports

Source: https://www.youtube.com/watch?v=dSGmcTRNe58

This video describes the process involved in writing an accident/incident report. After viewing the clip answer the questions briefly.

1. Why do we write an accident report?
2. What are the differences between accident and incident reports?
3. What are the three things you should keep in mind when writing an accident report?
4. According to the speaker, what should you write during these situations?
   1) Before the incident, 2) During the incident and 3) After the incident.
Tasks on video clip of funny construction accidents

The video clip given here is a compilation of funny construction accidents. After viewing the clip answer the comprehension questions given.

Figure. A. 4.2 A Screen shot of the video clip on construction accidents. https://www.youtube.com/watch?v=jQytLMd-Dc

I. Answer the following questions.

1. How many accidents did you witness in the clip?
2. Can you describe an accident witnessed by you?
3. Why do you think these accidents happen?
4. What could be done to avert such accidents?

II. View the archived news report from TMJ breaking news and do the exercises that follow.

Figure. A. 4.3 A Screen capture of TMJ breaking news. Source: www.todaystmj4.com/news/local/81179907.html
III. Generate as many Wh-questions as possible after viewing the news clip. Work in pairs. One student is expected to frame a question, and another student is expected to answer them.

These are some of the Wh-questions that the students generated after viewing the news item.

1. What kind of accident is reported?
2. Where did the accident take place?
3. Who died in the accident?
4. How did he die?
5. What could have resulted in the accident?
6. Who is investigating the accident?
APPENDIX-4
VOCAULARY DEVELOPMENT

I. Observe the word cloud and do the exercise that follows

![Figure A. 4.4 Word cloud created using Tagxedo]

There are two categories of words in the word clouds. One is related to accidents and the other is related to the feelings. Pick the words from the word cloud and put it in the appropriate Column. The first one is already done.

<table>
<thead>
<tr>
<th>Column-A</th>
<th>Column-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accidents and injuries</td>
<td>feelings</td>
</tr>
<tr>
<td>fracture</td>
<td>horrible</td>
</tr>
</tbody>
</table>

II. Based on the video clips viewed in appendix-4 prepare a glossary of terms related to accidents.

III. In groups of five prepare words clouds related to the topic.

IV. Extension task

Listen to the Podcast on developing vocabulary for Academic Writing.
I. Listen to the podcast from the web link given below and fill in the blanks with appropriate transition words for the given functions.

http://www.ieltspodcast.com/tag/linking-words/

Transitions to add information 1.______ 2._______ 3.________
Transitions for showing comparison 1.______ 2._______ 3.________
Transitions for showing contrast 1.______ 2._______ 3.________
Transitions for showing conditions 1.______ 2._______ 3.________
Transitions for getting to a conclusion.1.______ 2._______ 3.______

II. View the video clip from the given URL and prepare a word web on discourse markers using wordle.

https://www.youtube.com/watch?v=IsDR3XEv50E

III. A word web is given below. It is classified into categories such as addition, compare & contrast, cause & effect and sequence words. Using the word the web do the exercises that follow.

Figure A. 4.5 Word web created using ‘Wordle.’

IV. Pick relevant words from the word cloud and fill in the gaps given in columns A, B or C using the given clues.
1. I am exhausted, __________ I will come to work.
2. He drove fast, __________ he met up with the accident.
3. Wear your safety helmet, __________ you will be in trouble.
4. He is wearing a reflective overcoat, __________ you are wearing an ordinary one.

VI. Use the web link and complete the multiple choice flash quiz on discourse markers. A sample is given below.

Figure A. 4.6 A Screen shot of flash quiz
http://www.esltower.com/GRAMMARQUIZ/GRAMMAR/discoursemarkers/discoursemarkers.htm
APPENDIX- 6
WEB-BASED GRAMMAR TASKS

I. Click the URL on active and passive voice and do the tasks that follow.

![Screen capture of web-based grammar task]

Figure A. 4.7 A Screen capture the web-based grammar task

II. Extracts of web-based grammar tasks on the use of present simple and present continuous are provided below.

1) This conference ______ (take place) in the seminar hall-1 every year.

2) The Indian hockey team ______ (perform) well at the moment.

3) In open universities students.......... (enter) law postgraduate programmes even without under graduation.
4) The price of air coolers and refrigerators............ (fall) during winter seasons.

7) Please don’t distract me. I............. (listen) to the class.

8) The travel agency............ (operate) various global tours every year.

10) John is occupied right now. He............ (talk) with the conference delegates.

III. Click the given URL and do the interactive quiz on tenses. 
https://www.turtlediary.com/game/tenses.html

Figure A. 4.8 A Screen capture of the quiz
IV. Read the Infographics on grammar and usage given in the Pinterest board for better understanding. The URL is given here

https://in.pinterest.com/explore/grammar/

Figure A. 4.10 A Screen capture of the Pinterest board
V. Watch the video on reported speech and do the tasks that follow. The URL to the video is given here.

https://www.youtube.com/watch?v=tBtc6rpcMz4

![Screen capture of the video clip](image)

**Figure A. 4.11 A Screen capture of the video clip**

<table>
<thead>
<tr>
<th>Tense</th>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present simple</td>
<td>“I am residing in Chennai.”</td>
<td>Maya said (that) she liked candies.</td>
</tr>
<tr>
<td>Present continuous</td>
<td>“I was playing in the backyard.”</td>
<td>He said (that) he had purchased a laptop.</td>
</tr>
<tr>
<td>Past simple</td>
<td>“I was participating in the competition before.”</td>
<td>She said (that) she had not read Harry Potter yet.</td>
</tr>
</tbody>
</table>
APPENDIX-7
TASKS ON STRUCTURAL FLUENCY

I. Given below is a list of formal and informal expressions. Highlight only the formal expressions. You will notice that formal expressions are passive constructions avoiding personal pronouns.

This report aims to investigate...
This report was commissioned to review...
I would like to make some good suggestions.
This research indicates...
See what these figures indicate.
The results suggest...
It can be concluded that...
I wish to state that
Conclusions that can be drawn are...
It recommends that...
I think the following suggestions will be practical.
The following recommendations are made...
I recommend that you use a reflective overcoat.
Only authorised persons will be allowed on the site

II. Pick the phrases from the bubbles and put it in the appropriate column

Figure A. 4.12 A Screen shot of graphic organiser created using e-draw
III. The newspaper clip refers to various safety measures that must be followed at construction sites. Read the ideas in the newspaper and write some recommendations to avert accidents.

Task Tip: Words such as should, could, must, has/have to, need to, ought to, is essential, is compulsory, is suggested, is mandatory are some of the expressions in making recommendations.
Extension Tasks

IV. Watch the video clip regarding precautions to follow at construction sites and write a list of recommendations to avert accidents at the workplace. Use auxiliaries such as, must, should, ought to, it is mandatory, etc. The URL to the clip is given here http://www.youtube.com/watch?v=lbPtAOgF-UE

Figure A. 4.14 A Screen shot of the Video Clip.

V. Two sample recommendations are given below. Write five more recommendations.

Wearing a helmet during working hours is necessary.
One should wear reflective overcoats and industrial gloves.

________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
The sentences given below the screen shot are arranged in a jumbled order. The ideas are about the visuals presented in the photo story. Arrange the sentences in proper order by correctly numbering them. The first one is done for you. Use appropriate linking expressions and arrange all the sentences in the form of a paragraph.

(1) Three electricians were fixing roof gutters on a five-storey building.
   - As the electrician was fixing the gutter, there was a friction in the electrical circuit.
   - The third was fixing the light cables using a ladder.
   - On electrical contact, the person on the ladder fell from 30 feet onto a concrete slab.
   - Two electricians were on standing on the roof.
   - The three workers were lifting a 60-foot section of gutter onto the roof.
II. The paragraphs given below are from www/breaking news.com. The paragraphs are jumbled. Arrange the paragraphs in logical order by dragging the paragraph to columns A, B, C and D.

Figure A. 4.16 A Screen shot of the news clip

A. The building, which is under construction, is located at 12th Street and Poletti Walk near Cecil Moore Avenue.

B. A construction accident on the campus of Temple University in North Philadelphia left workers stranded and one man hurt. Part of the fifth floor collapsed onto the fourth floor, trapping half a dozen workers, according to Philadelphia Fire Commissioner Lloyd Ayers.

C. Rescue crews used a ladder truck to get up to the area where six workers were stranded for about an hour. From Sky force 10 overhead, rescuers could be seen tending to the one man who was injured. He was flat on his back. Commissioner Ayers said he could not talk specifically about the worker’s condition, but said the injuries appeared to be serious, but not life-threatening. The victim was taken to Temple University Hospital.

D. “I just heard a crash and looked up and everything had collapsed,” said student Veronica. “Immediately, there was a guy on the scene telling everyone, ‘Move aside, move aside.’ It was really scary.”
IV. Extension activity

View the presentation on improving cohesion and coherence in writing. The presentation will help you in developing your overall organization in writing. The presentation can be found at slide share. The link is given below.
https://www.slideshare.net/secret/KrTsWwUQ8fBZIu

Figure A. 4.17 A Screen shot of the slide share presentation
Click the URL on guidelines for an effective peer review and examine the documents using Microsoft review.

instant&ion=1&espv=2&ie=UTF-8&q=peer+review+handout

Sample-1

![Figure A. 4.18 A Screencapture of students' peer edited document using Microsoft Word reviewing tool.](image-url)

APPENDIX-9
PEER REVIEW- REPORTS

Sample-1
## APPENDIX-10
### RUBRICS FOR REPORT WRITING

<table>
<thead>
<tr>
<th>Band</th>
<th>Task achievement</th>
<th>Coherence and cohesion</th>
<th>Lexical Resource</th>
<th>Grammatical Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Clearly presents a fully developed response</td>
<td>Uses paragraphing skillfully</td>
<td>Utilizes a broad range of vocabulary</td>
<td>Uses range of structures with accuracy</td>
</tr>
<tr>
<td>4.5</td>
<td>Presents and illustrates key features clearly</td>
<td>Sequences information and ideas logically</td>
<td>Utilises a broad range of vocabulary, May produce occasional errors in word choice and spelling</td>
<td>Uses range of structures with occasional errors</td>
</tr>
<tr>
<td>4</td>
<td>Covers task requirements</td>
<td>Uses a range of cohesive devices. Maybe some underuse/Overuse</td>
<td>Occasional errors in word choice and spelling.</td>
<td>Good control of grammar and punctuation with few errors.</td>
</tr>
<tr>
<td>3.5</td>
<td>Adequately addresses key features, but details may be irrelevant.</td>
<td>Cohesion between sentences may be faulty at times.</td>
<td>Some errors in word formation and spelling but may not impede communication.</td>
<td>Uses a mix of simple and complex sentence forms. Makes few errors in grammar and punctuation</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Vocabulary</td>
<td>Structures</td>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Addresses the task; the format may be inappropriate. No data to support description.</td>
<td>Uses limited vocabulary with noticeable errors</td>
<td>Uses limited range of structures, frequent grammatical errors and punctuation</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Does not address all key features and format may be inappropriate.</td>
<td>Repetitive vocabulary and limited control of word formation.</td>
<td>Limited range of structures. Faulty punctuation.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Limited ideas that are repetitive.</td>
<td>Limited vocabulary and errors that distort the message.</td>
<td>Errors in grammar and punctuation that distort meaning.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Answer unrelated to task.</td>
<td>Extremely limited vocabulary</td>
<td>Poor use of sentence forms</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Answer completely unrelated.</td>
<td>Fails to communicate any message.</td>
<td>Can use only a few isolated words</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>Does not attempt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. You are a safety engineer at DLF builders. You are required to write an accident report to the Director on the kinds of accidents that took place at the construction site during the year 2012-13. Use the visual information given below. The first chart describes the types of accidents in percentage. The second chart describes the age group of the victims in percentage. Write at least 200 words. Your report should contain

- Types of accidents at construction sites.
- Occurrence of accidents among different age groups.
- Solutions to avert such accidents.

II. A ten-storey building collapsed when it was nearing the completion stage. Write a report citing the reasons for the collapse. Give suitable recommendations to avoid such mishaps in future.
APPENDIX- 12
PRETEST TASK- DISCURSIVE ESSAYS

You should spend 30 minutes on the tasks given below. Write in 250 words on anyone.

1. Does modern technology make life more convenient or was life better when technology was different?

Or

2. The idea of going overseas for University study is an exciting prospect for many people. But while it may offer some advantages it is probably better to stay home because of the difficulties a student encounters when studying in a different culture. To what extent do you agree or disagree with this statement? Give reasons for your answer.
APPENDIX- 13

TASKS ON CONTENT GENERATION

I. Listen to the podcast on writing an effective discursive essay from the given link and do the tasks that follow. http://www.ieltspodcast.com/ielts-writing-task/ielts-writing-discursive-essay-ielts-task-2/

1. What are the strategies adopted when writing an effective introduction to your essay?
2. What are the methods of presenting an effective argument?
3. Explain the strategies involved in concluding an essay.

II. Photo Story on Child Labour
View the photo story on child labour and do the tasks that follow.

Figure A 4.19 Multimedia Presentation created using ‘Photo Story.’

1. What are your views on child labour?
2. Which is the most touching visual in the presentation? Why?
3. Create a few questions about the visual and discuss with each other.
III. View the BBC News clip from the given URL and answer the questions that follow. https://www.youtube.com/watch?v=PdmiUb9_E94

IV. Answer the six level of cubing questions.

1. What kinds of jobs do children around the world do? How different is the situation in India?
2. Describe the plight of the child labourers in groups of three.
3. Who has to be blamed for child labour? Find evidence for your answer from the news bulletin.
4. Compare and contrast their lives to the lives of children who are fortunate enough to go to school?
5. What are your suggestions to eradicate child labour?
6. Work at a young age teaches responsibility to a child. Do you agree with this statement?

IV. Enact a role play on child labour.

V. Extension Activity.
Click the link below and View the Short Film on Child Labour and present your views about the film.
https://www.youtube.com/watch?v=M4T9v7W1Rfs
Figure A. 4.21  A Screen Shot of the video clip
I. Answer the following questions.

I. Enlist the new words you came across in the video clip and the news item in the prewriting stage?
2. Write suitable synonyms to the words you have listed. (Pair Work)

II. Write the collocations and other forms of the same word such as noun, adjective and verb forms. You may use the collocation dictionary from https://www.ozdic.com/.

III. The words given below are classified into four groups. They are i) People who favour child labour ii) Causes iii) Consequences and iv) Solutions. Fill the word webs with the right categories. You could choose the options from the box given after the word web.

Figure A. 4.22 Word web created using the mind mapping tool Edrawmax
Vocabulary generation task

Economic deprivation, Education, NGOs, Counselling, Businessman, Poverty, Mill owners, Mine owners, Big organizations, Family infrastructure, Unemployment, Improper nutrition
Inferiority complex, Crimes, Sexual abuse

IV. Pick suitable words from the word bubble and fill in the gaps.

1. Children become weak because of lack of proper______________
2. ___________ is the main cause of child labour.
3. Children are exploited by___________
4. The ways to overcome child labour is to provide them free_______
5. The worst form of child exploitation is ______________

V. Match the following.

<table>
<thead>
<tr>
<th></th>
<th>1. Child labour is</th>
<th>A) terrible conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Toil in</td>
<td>B) sexually abused.</td>
</tr>
<tr>
<td>3</td>
<td>Especially In India it is</td>
<td>C) against offenders.</td>
</tr>
<tr>
<td>4</td>
<td>Female child labourers are</td>
<td>D) equality</td>
</tr>
<tr>
<td>5</td>
<td>Stringent action must be taken</td>
<td>E) child protection</td>
</tr>
<tr>
<td>6</td>
<td>Promote</td>
<td>F) are rampant.</td>
</tr>
<tr>
<td>7</td>
<td>It is a gross</td>
<td>G) violation of rights</td>
</tr>
<tr>
<td>8</td>
<td>UNICEF stands for</td>
<td>H) totally eradicated</td>
</tr>
<tr>
<td>9</td>
<td>In developing countries child trafficking and racketeering</td>
<td>I) prevalent</td>
</tr>
<tr>
<td>10</td>
<td>Child labour should be</td>
<td>J) a global phenomenon</td>
</tr>
</tbody>
</table>

VI. Unscramble the words in brackets and fill in the blanks.

1. The children are toiling in__________ conditions. (belaremis).
2. Over the years there is a considerable_______ of child labour. (esaincre).
3. Child labour is the worst form of_________ (pxetioltona).
4. Most of the children in India are _______in factories. (edyolpmp).
5. It is a ______________ of basic human rights. (noitaloiv).

VII. Extension activity.
Create word clouds on child labour using the online cloud maker Wordle by clicking www.wordle.com.

Figure A. 4.23 A Screen capture of Wordle
APPENDIX-15

TASKS ON DISCOURSE MARKERS

View the presentation uploaded by the researcher using slide share and do the tasks that follow.

Figure A.4.24 A Screen shot of the presentation shared with the students using slide share.

Source: http://www.slideshare.net/VijayKumar138/writing-with-proper-cohesion-and-coherence
I. The word cloud given here has discourse markers in all categories. Pick the appropriate discourse marker from the word cloud and fill the table below. The same words can be used in more than one column.

Figure A. 4.25 Screen shot of the presentation shared with the students using slide share.

Word web created using the word cloud.

<table>
<thead>
<tr>
<th>Adding more ideas</th>
<th>Sequence words for listing your ideas</th>
<th>Showing results</th>
<th>Summing up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further more</td>
<td>firstly</td>
<td>so</td>
<td>Therefore</td>
</tr>
</tbody>
</table>

170
II. The expressions given in the box below are related to three functions such as expressing ideas, expressing alternative views and introducing examples. The terms are all clustered together. Select and drag the phrases into the appropriate boxes.

A Screen shot of task created using Hot Potatoes Version-6.
APPENDIX-16
WEB-BASED GRAMMAR TASKS

You have already learnt tense forms in the previous module. Do the interactive tasks on tenses that are given below.

I. Drag the verbs and put it in the appropriate category. The example sentences will help you to drag the verbs into correct tense groups.

1. I drink coffee-present simple
2. He is practising for the match-Present progressive
3. I finished my assignment-Past simple.
4. I was preparing for the exam when the phone rang-Past progressive

A Sample screen shot of the task on tenses

Figure A. 4.26 A Screen shot of the presentation shared to the students using SlideShare.

Source: http://eslgamesworld.com/grammar/tenses
II. This task is to review present simple, present progressive, and past progressive. Every time your answer is right you will climb up the ladder and reach your goal.

![Snakes and Ladders - Present Simple vs. Present Progressive](image)

Figure A. 4.27. An online task on tenses

Source: [www.eslworld.com/grammar/games](http://www.eslworld.com/grammar/games)

III. Fill in the blanks with the right form of verbs. There are ten questions in this category. The screenshot of a sample question is given below. This grammar task was created using ‘Hot Potatoes’. Read the sentence below. Then choose the correct form of the verb to fill in the blank.

A strong wind _______ through the trees, loosening clumps of moss, dead branches, old kites, and baby squirrels, all of which fell to the wet ground below.

A. had blew  
B. blew  
C. blowed

A Screen shot of the task created using ‘Hot Potatoes’.
IV. Extension activity.

Go to the web links given below and do the exercises on tenses
https://www.turtlediary.com/games/parts-of-speech.html

V. Revision task.

Match the tenses with appropriate sentences

- **Present Simple**: He was sleeping when the thief broke in.
- **Present Progressive**: By the time I came home, my children had slept.
- **Past Simple**: My cousin will fly to Shanghai next month.
- **Past Progressive**: Bill is playing basketball.
- **Present Perfect**: She will be driving to work tomorrow morning.
- **Future Simple**: I have been to Tokyo several times.
- **Past Perfect**: I go to school everyday by car.
- **Future Progressive**: I went to school yesterday morning.

Figure A. 4.28. A Screen capture of the task created using hot potatoes.

**Sub-verb agreement**

I. View the presentation on subject-verb agreement and do the tasks that follow. The screen shot of the presentation is given below. The full presentation is uploaded in the slide share. The link for the presentation is given here.

Figure A.4.29 A screen shot of slide share presentation

Web link: https://www.slideshare.net/secret/6W8QYLbyMwYxnB
II. Take the quiz on subject-verb agreement created using hot potatoes. There are twenty-five questions in the quiz. After the quiz self-check your scores. The sample screenshots are given below.

![Subject-Verb Agreement](image1)

Figure A.4.30. A Screen capture of tasks on sub-verb agreement

III. Choose the appropriate preposition and fill in the blanks. The sample screen shots of the task created using ‘hot potato’ are given below.

![Mr. Goodson is good _____ basketball.](image2)
IV. The links to grammar exercises on prepositions are given here.

Click the lesson on preposition and do the tasks that follow.

Source: http://www.dailygrammar.com/
## APPENDIX-17

### TASKS ON STRUCTURAL FLUENCY

I. Structures pertaining to discursive essays are given in the columns below. Move the appropriate expressions to the relevant rows.


<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadly (commonly, roughly, generally) speaking</td>
<td></td>
</tr>
<tr>
<td>Under usual conditions, mostly, approximately</td>
<td></td>
</tr>
<tr>
<td>To illustrate, (exemplify, show, elucidate)</td>
<td></td>
</tr>
<tr>
<td>As far as I am concerned, concerning this issue, I personally feel, My perception is, I firmly believe that, My stand on the issue is,</td>
<td></td>
</tr>
<tr>
<td>In the first place, first of all, to begin with, it is a well-known fact that,</td>
<td></td>
</tr>
<tr>
<td>To sum up, the clinching statement is, to wrap up,</td>
<td></td>
</tr>
<tr>
<td>This may happen if, it might cause, the reason could be,</td>
<td></td>
</tr>
<tr>
<td>One of the important factors for this cause is, This is due to, The purpose (motive, goal, objective, intention) is</td>
<td></td>
</tr>
<tr>
<td>It is my view that, I strongly feel that, I wish to say that, I strongly believe that, it is a common notion.</td>
<td></td>
</tr>
<tr>
<td>The benefits are, The gains are, The difficulty is (draw back, short coming, weakness,)</td>
<td></td>
</tr>
</tbody>
</table>
II) The words are arranged in the wrong order. Arrange them in the right order and form meaningful sentences.

1) forced/ are/ dawn/ from/to work/to/dusk/they/

2) hopes/it/story/false/shattered/and/dreams/of/a/is/

3. classrooms/future/the/country/the /in/shaped/is/of/the/

4. children/financial/the/our/help/to/support/bring/can/

III. Extension task:

The links given below will enable you to understand the structure of essay writing.

https://www.ieltsadvantage.com/2015/03/03/ielts-writing-task-2-essay-structures/
APPENDIX-18
ORGANIZATION SKILLS

Observe the mind map and do the tasks that follow.

Figure A.4.33. A screenshot of the mind map created using edd raw
I. The mind map has ideas on child labour. Pick the key ideas and organise them in the right order.

II. In the links given below there are various graphic organizers, such as the outliner, writing organizer web, looking at both sides of an issue, persuasion map, essay planning map, paragraphing panning map, essay sandwich organizer, concept wheel question mark map and so on. Choose the graphic organizer that is more suitable to the writing component and organize your ideas. The links to the graphic organizers are given below.
https://www.eduplace.com/graphicorganizer/
https://wvde.state.wv.us/strategybank/GraphicOrganizersforWriting.html

III) The paragraphs given below are extracts from a newspaper clipping. They are arranged in a jumbled order. Number the sentences in proper order. The first one is already done.

THE HINDU

Today's Paper » NATIONAL » TAMIL NADU CHENNAI, CHENNAI, Sunday, March 2, 2014

1. Four children, who were working as bonded labourers, were rescued from a ‘murukku’ factory near Ennore on Saturday.

   The children were forced to work for 12 to 14 hours a day. “They started work at 6 a.m. They had to make sure that the murukku did not get burnt. If it did, the owner abused them. Their work ended late at night,” said Mr. Kural Amudhan.

   Some of the children were found to have burn marks. “They were not allowed to go home. If they did, the travel expense was added to the advance amount,” he said. The International Justice Mission (IJM) and Human Rights Advocacy and Research Foundation (HRF) have reported the case to the Ambattur RDO.
Speaking to *The Hindu*, Kural Amudhan, assistant director of International Justice Mission, said the four children were aged between 14 and 18 years. “All of them are related and hail from Avanilapuram near Usilampatti. Two have single parents,” he said.

“We have received the release certificates. The case will be forwarded to the police for further action,” Mr. Kural Amudhan added.

While three of them have been in bondage for nearly two years, one boy joined the group a month ago. “Their parents had illegally taken advances ranging between Rs. 1,500 and Rs. 15,000 from the company owner. The children were paid Rs. 50 per week,” he said.
APPENDIX-19
EDITING STAGE

The web link given below provides guidelines for effectively peer reviewing a document. After reading the guidelines, review the documents. The samples of peer reviewed documents using Microsoft Word reviewing tools are given below.

http://writing.colostate.edu/guides/teaching/fys/prhandout.cfm

Sample-1

![Image of peer-reviewed document]

Figure A.4.34. A Screen shot of peer-reviewed document
<table>
<thead>
<tr>
<th>Band</th>
<th>Task Achievement</th>
<th>Coherence and Cohesion</th>
<th>Lexical resource</th>
<th>Grammatical resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Fully addresses all parts of the task with well-supported ideas</td>
<td>Uses cohesion and paragraphing skillfully</td>
<td>A wide range of vocabulary with sophisticated control of lexical features.</td>
<td>A wide range of structures with full flexibility and accuracy.</td>
</tr>
<tr>
<td>4.5</td>
<td>Sufficiently addresses all parts of the task with relevant ideas</td>
<td>Sequences information and ideas logically with cohesion and paragraphing</td>
<td>Uses a broad range of vocabulary to convey precise meanings with occasional inaccuracies.</td>
<td>Uses a wide range of structures and most of them are error free.</td>
</tr>
<tr>
<td>4</td>
<td>Addresses all parts of the task. Presents relevant ideas but some may be inadequately developed.</td>
<td>Logical organization with a clear focus throughout. Uses a range of cohesive devices although there may be some overuse/underuse</td>
<td>Uses a sufficient range of vocabulary. May produce occasional errors in word choice, spelling and word formation.</td>
<td>Uses a variety of complex structures. Good control over grammar and punctuation but may make a few errors</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Strengths</td>
<td>Weaknesses</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Addresses all parts of the task although some parts may be fully covered than others. Presents relevant ideas but some may be inadequately developed.</td>
<td>Clear overall progression. Uses cohesive devices effectively, but cohesion within sentences may be faulty. Uses an adequate range of vocabulary for the task. Some errors in word formation and spelling that do not impede communication.</td>
<td>Uses cohesive devices effectively, but cohesion within sentences may be faulty.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Addresses the task only partially, the format may be inappropriate at places. Main ideas are limited to irrelevant details.</td>
<td>Presents information with some organization but there may be a lack of overall progression. Inadequate or inaccurate use of cohesive devices. Limited range of vocabulary, but this is minimally adequate for the task. Noticeable difficulty in spelling and word formation.</td>
<td>Uses only a limited range of structures. Attempts complex sentences that are less accurate.</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Repetitive irrelevant or not well-supported ideas with an unclear position</td>
<td>Information and ideas not arranged coherently. Uses basic cohesive devices but they are inadequate. The basic vocabulary that may be used repetitively. Limited control of word formation.</td>
<td>Inaccurate structures with errors. Punctuation is often faulty.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Complexity</td>
<td>Organization</td>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------------</td>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Does not address any part of the task.</td>
<td>Does not organize ideas logically and limited range of cohesive devices</td>
<td>Errors may severely distort the message</td>
<td>Sentence forms with errors in grammar and punctuation.</td>
</tr>
<tr>
<td>1.5</td>
<td>Barely responds to the task</td>
<td>Little control of organisational features</td>
<td>Extremely limited range of vocabulary with no control of word formation and spelling</td>
<td>Can use only memorised sentence forms.</td>
</tr>
<tr>
<td>1</td>
<td>Completely unrelated answer</td>
<td>Fails to communicate any message</td>
<td>Can use only a few isolated words</td>
<td>Cannot use sentence forms at all.</td>
</tr>
<tr>
<td>0.5</td>
<td>Does not attempt.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted and modified from IELTS band descriptors

[https://takeielts.britishcouncil.org/sites/default/files/IELTS_task_2_Writing_band_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/IELTS_task_2_Writing_band_descriptors.pdf)
APPENDIX-21
POST-TEST- DISCURSIVE ESSAYS

1. The increase in mobile phones in the recent years has transformed the way in which we communicate and do business. It can also be the cause of social and medical problems. Do you think the advantages outweigh the disadvantages? Support your answer with examples in 250 words.

Or

2. Child Labour is a global phenomenon. It is quite rampant in India as well. Some perceive this as inhuman whereas others feel that it teaches survival skills. What is your view? Support your answer with examples in 250 words.
<table>
<thead>
<tr>
<th>Screenshots of the tools used</th>
<th>Description of the tool and Pedagogical applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Hot Potatoes" /></td>
<td>The software application ‘Hot Potatoes’ was used to design web-based grammar tasks. Quiz, match and cloze exercises on tenses, sub-verb agreement, and parts of the speech were created using the version-6 software. Finally, the masher application was used to collate all the tasks as one module. The free version can be downloaded at <a href="http://ccm.net/download/download-15463-hot-potatoes">http://ccm.net/download/download-15463-hot-potatoes</a>.</td>
</tr>
<tr>
<td><img src="image" alt="YouTube" /></td>
<td>YouTube Short videos clips about report writing and discursive essays were chosen from YouTube education. Since the content catered to the university students and complemented the writing tasks ‘youtube education’ was used. Link <a href="https://www.youtube.com/channel/UC3yA8nDwraeOfnYfBWun83g">https://www.youtube.com/channel/UC3yA8nDwraeOfnYfBWun83g</a>.</td>
</tr>
</tbody>
</table>

For concept mapping and mind mapping in the pre-writing stage, online tools such as Edraw Max and Free Mind were used. The links to this software download are given below.

- [https://www.edrawsoft.com/EdrawMax.php](https://www.edrawsoft.com/EdrawMax.php)
- [https://freemind.en.softonic.com/](https://freemind.en.softonic.com/)

According to Moreno and Mayer (2004), audio presentations help learners to associate new information with their existing knowledge. Hence podcasts on improving the cohesion and coherence in writing were created using the software ‘Audacity’.

To help the students to expand their vocabulary, they were asked to create word clouds using ‘Wordle and Tagxedo’. The links are given below.

- [http://download.cnet.com/Wordle/3000-2191_4-75642424.html](http://download.cnet.com/Wordle/3000-2191_4-75642424.html)
For fostering editing skills, Microsoft soft word review option was used. It can be used offline. It enables the learners to minimize the errors while writing.

To help them reduce the grammatical errors in writing the students were exposed to web-based grammar instruction.

PowerPoint on improving cohesion and coherence in writing were prepared and they were uploaded in the slide share for the students to view or download.
To create a visually appealing flash presentation in the idea generation stage, ‘Photo Story version-3 was used. The free version can be downloaded at https://microsoft-photo-story.en.softonic.com/

**APPENDIX- 23**

**CONSENT FORM**

**Title:** Teaching Academic Writing to the Students of Engineering Using Multimedia Tools: An Experimental Study

**Name of the Institution:**

**Name of the Candidate:**

**Branch:**

Please read the consent form and tick the appropriate column.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Details of informed consent</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have understood the objectives of the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I understand the nature of my participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I understand the benefits of participating in this study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am interested in participating in the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I know that I can withdraw from the study any time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The procedures of the study are clearly explained to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I understand that my name will not be used in this project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I agree to sign this consent form.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of the Participant
APPENDIX-24
STUDENT FEEDBACK QUESTIONNAIRE

Dear Respondents,
These questions are designed for my PhD research. I wish to document your views on three aspects. They are 1) to know if you liked the multimedia materials used in the study. 2) to discern if the principles of (CTML) are effectively applied for the design of tasks and 3) to know if this new approach has helped you to develop your writing skills. The researcher assures that the details you provide will be confidential and the data will be used only for my research purpose. I shall be extremely thankful if you can fill in all the sections.

Personal details
Name:
Gender:
Age:
First Language:
E-mail ID:
Name and place of the institution

A. Please read the statements carefully and tick the relevant column.

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Multimedia materials</th>
<th>Yes</th>
<th>Can't say</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I prefer visual prompts before writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I enjoyed viewing the video clips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The mind maps were appealing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I prefer podcasts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Slideshows were appealing

I prefer graphic organizers while writing

I prefer Word cloud generators during the writing tasks

I prefer Web-based grammar tasks

I prefer Micro soft review for peer-editing

B. Application of the principles of CTML

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Application of the principles of CTML</th>
<th>Agree</th>
<th>Can’t say</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multimodal input helped me to improve my writing skills. (Multimedia principle)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The instruction was delivered in both audio and video mode. (Modality principle)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The tasks were broken down into small parts and presented in user paced segments(Segmenting Principle)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. I was given pre-training on the use of multimedia tools. (pre-training principle)

5. The materials were customized to my needs (Personalization Principle)

6. The content was relevant to the writing task. (Coherence Principle)

7. The multimedia materials helped me to focus on the core elements of writing (signalling principle)

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Improvement in writing skills</th>
<th>Agree</th>
<th>Can’t say</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The multimedia materials (visuals, video clips &amp; mind maps) helped us to generate content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Multimedia materials (Podcasts, slideshows and graphic organizers) helped us to write with better cohesion and coherence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The multimedia materials (word cloud generator &amp; visual thesaurus) helped us to use appropriate vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.36
C. Improvement in writing skills after multimedia intervention
| 4 | The multimedia materials (web-based grammar tasks) helped us to write with grammatical accuracy. |   |   |   |