CHAPTER-VI
SUMMARY, MAJOR FINDINGS AND RECOMMENDATIONS

6.0 Introduction:

In this chapter the summary of the report has been presented. The educational implications for competency based English language teaching through Expression Skill Development Programme at primary school level can be made from the findings. It is accompanied by the findings, suitable pedagogic recommendations and suggestions in these areas for prospective researches.

6.1 Summary:

This study traces the development of ELT in India and particularly in Gujarat. It is pointed out that the teacher training programmes for ESL (English as a second language) have learners linguistically competent.

In the wake of the globalization and liberalization only linguistic competency in English is no longer desirable for Indian students. Today's student has become much more vocal and active participant in teaching learning process. Knowledge of English and command over English is of the utmost necessity for him / her to get prepared for the competitive world. The need of the student is not confined to acquire mastery over structures of English but he yearns for learning use of English to perform various functions in real life situation which cannot be fulfilled by the teachers having less language proficiency in English. Therefore, a need to prepare future teachers who are fluent and proficient in English for an effective classroom teaching is felt severely. Having sensed the need of the time arising from the drastic changes that had occurred in the last decade of 20th century, National Policy of Education (1986) made English compulsory from Std-5 and learning of English has been introduced right form class 1, since 2003-2004. New textbooks were introduced in the year 2000, that goes with the teachers' handbook and organization of in-service training for competency based English language teaching. The communicative approach of language teaching which put emphasis on current language in use was referred in textbooks as Modified communicative approach. For its better implementation Competency based curriculum recommended functional syllabus and activity based joyful learning at primary school level. Primary Training colleges prepare student teachers to teach English through Modcom approach with text-based and task-based materials in the classroom. But it has been realized that these task-based materials were far away from the culture, level and the need of the student teachers for whom English is second language. On the other hand institutions like CIEFL, GCERT and several RIE'S have taken initiatives in the fields of materials production to fulfill the demands of the Indian classroom but not specifically. Hardly any effort was made to prepare a tailored programme with teaching materials for the pre-service student teachers for an effective competency based English language teaching at primary school level.

Hence, the research study "Effectiveness of Expression Skill Development Programme in English for Pre-service Student Teachers" has been undertaken to know the effectiveness of the programme with innovative task-based and multimedia materials for competency based English language teaching after selecting this problem, the key words have been defined, the objectives have been set, the variables have been decided, the area and type of research have
been set, the hypotheses have been formulated, the significance have been worded and the delimitations of the study have been recognized.

The second chapter reviews the various theories of second language learning, the materials in print and the researches done in the field of functional English teaching as well as in the material production. It is followed by the description of several topics such as importance of instructional materials, their place in the curriculum, various models of language learning, factors considered for preparing materials, objectives of the materials, inputs, activities and task design model suitable for communicative language teaching etc.

This helps in drawing implications for the present study, which helped the researcher to prepare diagnostic test to know the difficulties and weakness of pre service student teachers while communicating in English. Interviews with the teacher educators and student teachers in primary training colleges further provided an insight into the dilemmas and problems of classroom teaching of English as a second language. The diagnostic test was administered in two primary training colleges which researcher has selected for experiment. A careful diagnostic assessment helped the researcher to enlist the competencies that were needed to be improved to make student teachers proficient in English. The researcher found it essential to develop their expression skills for an effective language teaching through Modcom approach at primary school level in future. Several competency based language functions and forms of communications used frequently were selected. Using the selected language functions, topics of communicative forms in text books of primary section a programme for the experiment was designed. A course material was prepared using principles of communicative approach in the learners' familiar setting. The Expression Skill Development Programme with innovative task based materials was sent to a pool of experts for their suggestions. The programme was revised and filtered on the basis of the remarks made by the ELT materials producers and teacher trainers. ‘Two equal groups pretest-posttest design’ was selected for the study. Student teachers studying in second year P.T.C in Gujarat State have been taken as the population and total 130 student teachers of two Primary Training Colleges Sheth C.N. Talimi Vidhyalay, Ambavadi and Stri Adhyapan Mandir, Sabarmati were selected as sample. The experimental and controlled groups of male and female student teachers were formatted. The equalization of groups was made on the basis of the marks student teachers obtained in teacher made achievement test in English. Competency based pretest was administered on both the groups before the experiment. Keeping in mind the schedule, factors affecting internal and external validity the experiment lasted for thirty days. The experimental groups of male and female student teachers in both the colleges were taught competency based English through Expression Skill Development Programme and controlled group of male and female student teachers were taught English with existing materials through lecture, a traditional method of teaching. In order to provide better practice in taught content a workbook with 10 worksheets was prepared. Each worksheet includes grammar points covered in language function of each unit. Separate guideline was prepared to help a teacher to use the Expression Skill Development Programme in the classroom. After completing schedule of experimental teaching the competency based posttest was administered to both the groups, in both the colleges. The
opinionnaire was administered on the experimental groups to measure the opinions of student teachers towards the programme (ESDP). The experiment is reported in detail in chapter three.

By administering the tools described above researcher collected the necessary data in the experiment stage. The results are compared to find out the effectiveness of the programme with innovative task based materials. The data were analyzed by employing ‘t’ test, ANOVA and percentile techniques of statistics. Thereafter follows interpretations, external teachers’ observations, researcher’s observations and student teachers’ feedback.

Findings, implications and recommendations are presented in this chapter.

6.2 Effect of Expression Skill Development Programme:

On comparing the mean scores of experimental and control group in hypotheses 1 and 2, we find significant improvement in the experimental group (11.46) in comparison to the improvement in the control group (2.49). The teaching of competency based English using traditional method is proved effective but teaching of competency based English using ESDP proved more effective. Competency based English language teaching through programme is more effective than existing material of functional syllabus for pre-service student teachers. In hypothesis 3 when the comparison was made between the pretest and post test scores of experimental group that was taught competency based English using Expression Skill Development programme and control group that was given treatment through traditional method of teaching, the ‘t’ value was found (18.29), which shows the high significant difference in the gain scores and proved the effect of the Expression Skill Development Programme with innovative task-based and multimedia materials. In comparison of gain scores of student teachers of science and general streams in hypothesis 4, the significant difference was found hence the obtained t-value was 2.37. It shows the programme proved more effective for student teachers of science stream as compare to that of general stream. In the same way, in hypothesis 5 comparisons between the gain scores of student teachers was made on the basis of their parental education. In both the cases (Low and high parental education) ‘t’ value (1.82) was not found significant. The Programme for competency based English language teaching proved equally effective for student teachers with both high parental education and low parental education. In hypothesis 6 when the comparison was made between the gain scores of female student teachers and male student teachers, the ‘t’ value was found (1.16) which shows no significant difference in the scores. The programme found equally effective for male student teachers and female student teachers. In hypothesis 7, the comparison was made between the male student teacher and female student teachers of general stream, which was found significant. Hence the obtained t’ value was (2.73) which shows more effect of the programme on male student teachers of general stream. In hypothesis 8 comparison was made between male and female student teachers of science stream in which the obtained t’ value was found (0.72) which shows that the programme proves equally effective for male and female student teachers of science stream. In hypothesis 9 the comparison was made between the gain scores of student teachers from rural area and student teachers of urban area, the significant difference was found. Hence the obtained t’ value was (2.08) which shows that programme proved more effective for student teachers who belongs to urban area than the student teachers who belongs to rural area. Thus it can be concluded that Expression Skill Development Programme of innovative
Programme of innovative task-based and multimedia materials is more effective for all the pre-service student teachers irrespective of their sex, educational stream, residential area and parental education.

F-test was calculated to know the interaction effect of the teaching method on student teachers' expression skill development with reference to variables like gender, educational stream, parental education and area. While interpreting hypothesis-10 f-value of average mean gain achieved by student teachers is 0.04 which is not significant. It indicated that there is no interaction effect of teaching method and gender on student teachers' expression skill development. In hypothesis 11 the observed f-value to find interaction effect of teaching method and educational stream is 4.02 which indicate that there is significant interaction effect of educational stream on student teachers' expression skill development. Similarly in hypothesis 12 the obtained F-value to find interaction effect of teaching method and area on student teachers' expression skill development is 4.17 which is found significant. It means there is significant interaction effect of area on student teachers' expression skill development. Also there is no same effect of parental education and its interaction on student teachers' expression skills which is clear from the observed f-value in hypothesis 13 that is 1.95.

Competency based English language teaching is more effective through such programme. Apart from the statistical analysis, analysis of classroom procedure, which has been reported in the chapter V further, validates the effectiveness of the task based material for enhancing communicative competence of pre-service student teachers. A number of conclusions are drawn from the present study and several suggestions are offered to teacher educators, materials producers, resource persons of teacher training programmes and others involved in ELT in the following sections.

6.3 Major Findings of the Study:

At the end of the experimentation the following findings emerged out:

1. Expression Skill Development Programme was found effective in raising student teachers' achievement in 'Skills of Expression' in English language. It is true that no technology can replace a good teacher. So far as teaching of English language skills is concerned, there is a shortage of good teachers at primary school level especially in remote areas. The Expression Skill Development Programme can meet the need and the demand of a good teacher and also proves to be an effective tool for a teacher to teach competency based English language.

2. The Expression Skill Development Programme was effective in evoking positive reactions towards the use of task-based and multimedia materials in learning competency based English language especially 'Skills of Expression'.

3. Student teachers would also like to learn comprehension skills and English grammar by this method of activity based joyful learning. According to student teachers this method was stress less, easy to teach competency based English language at primary school level and easy to understand competencies. Concentration increases, joy departs, discipline is maintained and self learning, group learning & peer learning are possible through this method.
The present study reveals that student teachers and teacher educators are both aware of the objective of functional syllabus based on the Modcom approach. Student-teachers perceive that it is helpful in developing skills expression for an effective English language teaching, while teacher-educators view it as a remedial course by stressing more on the improvement of student-teachers proficiency & communicative competence in English language. Thus the objectives of functional syllabus clearly understood by them are to enhance student teachers' ability to teach and communicate effectively in English language.

Student teachers choose this course as it enhances their skills of expression as well as understanding of competencies at primary school level. It empowers them for an effective competency based English language teaching. Student teachers believe that joyful interactive learning, personal attention exposure of English and constant guidance of teachers will enable them to be fluent speaker of English preceded by effective classroom teaching at primary school level. The teacher educators of primary training college accept the usefulness of the programme for teaching of English as a second language for the learners with least exposure to English. The reasons of its usefulness are small classes, more situations, fluency practice by audio-video materials and self-motivated student teachers.

Majority of teacher educators and student teachers are in favour of the inclusion of the training programme to empower English as one of the component of English method syllabus, which will be more beneficial for the learners. They argued the insulation of the course, as part of method syllabus existing techniques and methods of teaching English.

The study emphasizes that the course content prescribed do not match with the objectives of the functional syllabus. Moreover, few teacher educators are dissatisfied with the selection of the content. The syllabus should emphasis on the functions of language rather than forms. Phonetics, broad casting media are considered to be useful components of the functional syllabus. While regarding the practical utility of the language teaching training programme at the PTC level, even teacher educators are found in a dilemma.

Poor vocabulary, grammatical mistakes, lack of confidence while speaking, limited exposure, pronunciation, improper sentence structure are the main problems of student teachers, pointed out by the teacher educators.

The present study shows that composition writing, story-telling and story-reading, conversation, dialogue writing, and reporting, language activities are considered to be the important forms of communication. The less preferred forms like 'paragraph notes', 'orders' are considered the least important.

Student teachers are keen to take part in classroom activity, provided topics of their interest are used for preparing task-based materials. Followings are the topics which are considered important: 'Possibilities and Capacities', 'Seeking and Giving permission', 'Describing people' 'Habitual actions' and 'likes/dislikes'. While 'Describing things, persons, birds/animals', 'Making Comparison'
11. Student teachers enjoy action songs, rhymes and language games a lot and are also inspired to make use of it in their classroom teaching. They learn simple English with utter interest.

12. Student-teachers use English mainly for expressing feelings and emotions, gathering and sharing information, writing compositions and for correspondence.

A good number of student teachers know good deal of rhymes and action songs as they have to teach children. They write simple quotations and proverbs in English on the notice board of their college. It is very interesting to know that some student-teachers like to know the English used in advertisements and slogans. They also read short stories and write letters. It shows their keenness to learn English.

13. Dictionary, newspaper, maps, charts, photographs, Flash cards, materials from different books based on communicative language teaching, picture-calendar for stories, authentic materials and audio-visual materials are frequently used for English, language teaching in the classroom.

14. A careful diagnosis of student-teachers difficulties and weaknesses in English reveals poor language competency and proficiency that can be proved like hurdle for better teaching of English. Hence, there is an urgent need to prepare remedial training programmes for teaching English as second language.

15. Teacher educators are acquainted with the principles of Communicative Language Teaching. In the classroom group work and pair work, drilling in phonetics, creative interaction, class presentation, role-playing, simulation and other communicative activities used. It was found authentic & interesting. The student-teachers feedback was also taken for making necessary changes in the teaching of English according to Modecom Approach.

Student teachers are corrected either by uttering the correct response or discussing the mistakes in general without pointing out the student-teacher who has made mistake.

16. The present study reveals that the programme with innovative task-based and multimedia materials has immensely helped the student teachers in enhancing their communicative competence. It has developed their communicative skills and made them confident while using English in the social interaction. It has provided them enough opportunity to interact in English with other student-teachers.

17. It gives them much understanding about the competencies prescribed in text-books of primary section. While learning competency for example, responds to wh-type question they not only learn it but come to know that how should they teach children to achieve this competency. The test results are found to be highly significant at 0.01 levels in the experimental group where the programme with innovative task based and multimedia materials have been conducted. The programme helps the student-teachers to enhance their communicative competence with development of skills of expression in English language.

During tryout, it was observed that the programme designed is successful in producing authentic communicative situations inside the classroom. Student teachers found role play, simulation, dialogue-delivery and story-time the most useful techniques for teaching-learning of English language. They
also had a better understanding of the competencies of four skills, specifically speaking and writing in English language.

18. The analysis of the opinionnaire & classroom procedures (section 5.6 & 5.7) shows that use of integrated skills for preparing materials has made the tasks life-like. At the same time it has also been observed that use of authentic materials not only make the student teachers curious about the tasks but also sustain their interest in the class.

19. The CALL material (Computer Assisted Language Learning) which the researcher utilized in the classroom (animated conversation and stories, rhymes) make the programme novel, interesting, joyful, systematic, innovative, knowledgeable and easy to learn. The task based materials prepared in programme for the experimental group incorporating communicative activities such as role play and simulation, taking into consideration the local situations, involves the use of natural language thereby providing appropriate models for improving skills of expression in English language and enhancing the communicative competence of the student teachers.

6.4 Educational Implications:

From the findings of the present study following educational implications could be drawn.

1. Expression Skill Development Programme found Effective for pre-service student teachers, therefore teacher educators and pre-service primary teachers can make use of the programme to enhance their expression skills.

2. While testing the effectiveness of ESDP with reference to the educational stream, the programme found equally effective for the student teachers of both the stream, so that the programme can be utilized to enhance expression skills of both the stream.

3. In the same way the programme ESDP proved equally effective for student teachers with both high and low parental education, the programme thus can be applied to all such students irrespective of their parental education.

4. ESDP proved more effective for the student teachers who belong to urban area, owing to the urban background they could be more expressive, but if competency based English teaching should be done using the programme with utter concentration upon the need and interest of the students, then it can be equally effective for student teachers from rural area also.

5. Both the male and female student teachers of general stream could learn better from ESDP while the male student teachers of science stream had better effect of ESDP.

6. ESDP programme can be a good tool for self learning of expression skill under the keen guidance of teacher for pre-service student teachers irrespective of their area, educational stream or parental education.

7. To bring novelty and to provide visual experiences, Expression Skill Development Programme can be effective and useful in class-room teaching.
8. Expression Skill Development Programme is found useful to increase the student teachers concentration and interest. To satisfy the need of different types of learners especially slow learners, visual learners the teacher should use this method.

9. The government can arrange training programmer for the teacher to develop such programmes.

10. The teacher should be inspired to develop and to use task-based materials and computer assisted language learning programme.

11. The diagnostic test constructed by the researcher can be used as a standardized tool to know the difficulties of learner in English language.

12. Similarly competency based tests also can be applied to know the expression skill development of learners in English language.

The 'Expression Skill Development Programme' is very useful for activity based joyful learning, self learning, group drilling and peer drilling, revision, diagnostic and remedial teaching in classroom as well as effective competency based English language teaching at primary school level.

Thus this study provides an objective picture of the impact of the Expression Skill Development Programme with innovative task based and multimedia materials. Further it will be useful in dealing with effective ways of creative classroom situations which could be helpful to student teachers, teacher educators, material producers and teacher training institutions. Following are the suggestions given for them.

6.4.1 For learners of English as a second language:

- The programme prepared is justified on the ground that tasks help the learners to develop the skills they need for carrying out real world communicative tasks beyond the classroom. The tasks are learner centered, as they allow learners to take an active, negotiating role and have relatively high degree of control over the content language production. The interaction between groups and group members, teachers and students provides a basis for language learning. The language used in such situation is nearer to the one used in real life. While interacting in small groups learners are requirement is to put language to a range of uses and to negotiate meaning. In other words, they need to draw upon their own resources rather than simply repeating and absorbing language. The student teachers through self-discovery and through discussion on various themes and in different situations with their partners the appropriate use of language.

- These innovative tasks help them to be imaginative by experimenting with the difference ways of creating and using language e.g. inventing their own texts while playing language games, guessing games. Moreover, in task-based learning they learn to live with errors and prevent errors from blocking their participation in tasks. Pre-service student teachers who are proficient speaker of English through a programme will realize the relevance and importance of activities which enhance oral and written skills of English language in the actual classroom practice.
6.4.2 For Primary teachers and Teacher educators:

1. The programmes designed help the primary teachers to understand the rationale behind a certain procedure or technique for preparing teaching materials. Thus it helps them to adapt it to teach their own students. A task-based teaching programme begins with different types of tasks, which is the basis of classroom activities for student-teachers and learners. Selection and grading of tasks is the final specification of the 'what of a task-based teaching programme'. Initially the teacher begins as a co-contributor then facilitator and lastly classroom manager.

The task prepared provides opportunities for individual work and pair and group work. For the success of the tasks learners' co-operation is preparing tasks. Apart from task-based materials student teachers and primary teachers can be trained to prepare TLM for effectiveness in achievement of competencies. TLM are supportive materials that provide experience for students in their development of language competencies.

6.4.3 For material producers:

1. Lack the suitable teaching material non-availability of source books/resource books for teachers to teach functional syllabus at primary level has been the major drawback in the implementation of functional English course.

The materials available to the teacher to teach English at primary level are merely textbooks. They are very resourceful on pedagogical and functional aspects of functional syllabus. The textbooks only can fulfill the purpose of teaching English through ModCom approach. But teachers are not aware of competency based English language. They do bother about syllabus completion and preparation of students for examination. Without understanding the organization of the text, the input components are considered as lessons and are transected subject and lesson. It leads to mismatch between the student's level of proficiency, need of the materials used and aims and objectives of functional syllabus. A result, the objectives of primary education are not attained hardly there is competency development.

2. The study also showed that the majority of teachers do not frequently use any supplementary teaching materials or aids in the class. The study shows that there is an urgent need to encourage primary teachers to prepare teaching materials keeping in view their learners local needs.

3. First of all the teachers should be sensitive enough towards the needs of learners. Secondly, the teachers need to be thoroughly going through the available teaching materials and resource books, from which they can select and adapt different activities for the development of expression skills to suit the requirement of functional English learners.
5. Guidelines should be provided to the teacher educators of English in education colleges on how to improve the existing materials available with them for English language teaching and to utilize authentic materials in innovative ways.

6. The necessity for teachers to comprehend the objectives of English language, at primary level, the structure and the design of the textbook, the enlisted English language competencies and the teacher requirement for developing competencies among students should be sensitized by providing necessary theory inputs to teacher training colleges.

7. Teacher should design their own authentic teaching materials keeping in view the needs of his/her learners using pictures, stories, new items, advertisements, different stories, rhymes, action songs, cartoons, editorials and programme schedules etc. Teacher trainers can give further guidance to both the students and teachers on the imaginative creation, adoption and use of teaching materials.

8. Oral work should be used to prepare the learners for the forthcoming task and for motivating learners. It must be based on their familiar settings.

9. This study can be helpful in designing more authentic materials depicting realistic models and natural language by using the learners' familiar situations, culture and level for making them communicatively component.

10. Use of moral panchatantra stories, festivals, common and interesting topics like my school, my favourite teacher etc. make the learners curious and also able to sustain their interest in the class. It reduces their anxiety level and makes the atmosphere of the class informal.

11. Maintaining correspondence with teacher training institutes and resource persons to share experience and to exchange ideas on how to prepare and improve the teaching materials for functional syllabus based on Modcom approach.

12. Conducting workshop on the improvement and modification of existing teaching materials to create new innovative materials, using authentic materials from newspapers and magazines to supplement other teaching aids. It can be for preparing computer assisted teaching materials and also self learning materials.

6.4.4 For teaching Methods in Competency based English Language Teaching:

The teaching methods used at present in the primary classes for functional syllabus are relevant to the competency based curriculum. Listening to rhymes doing action songs and participating in group work and functions and writing composition short moral stories were the commonly used tasks and activities for the teaching of English as a second language. Following are the suggestions for the use of teaching methods in functional English classes.

However more emphasis needs to be laid encouraging the pre-service student teachers who will teach at primary leave in future to interact and share ideas in the competency based English
language. The classroom observations show that the students are often diffident to speak in class. They should be encouraged to speak spontaneously rather than repeat sample dialogues spoken in a particular situation.

2 For this, pro-service student teachers should be given maximum exposure to target language and encouraged to communicative better integrating two or more skills of language.

3 The study shows that both teachers and classmates can play a major role, in improving the fluency and the confident of student-teachers in any situation.

4 Each class requires its own method, keeping in view the course objectives the student-teachers needs, the teachers’ innovative ability and the examination requirements. Therefore a generalized conclusion on the teaching method is not required.

5 Learners of language should be motivated to work in groups, heterogeneous groups should be used and the groups should be reshuffled after the completion of each task.

6 Learners should not be corrected when he she is speaking. It was often seen that if they are supplied words and sentences during their speech, it disturbs their rhymes. It is better to let them think what could be said.

7 Learners should be allowed to use their mother tongue if they are not able to explain in English but teacher should use only English in the class.

8 Student teachers should be made aware of the process of writing i.e. pre writing, writing and re-writing and encouraged to follow these processes in act of writing. Hence it is necessary that the syllabus as well as the instructions should focus on the process of writing in order to help them to write cohesive and coherent texts.

9 Teachers’ role is very crucial in teaching writing as a process. A teacher needs to adopt different material and methods that would involve the student-teachers in the process of writing rather than focusing on the product; separate units can be prepared according to their needs, interests and aptitudes.

10 The possibilities for using spoken language in the classroom are immense. Opportunities for spontaneous, unplanned discussions, debates, verbal sharing, retention and informal talk between students should be given a focus. Talk is the vehicle for a lot of learning in the classroom for developing fluency ideas speech and expression. A teacher therefore must maintain a harmonious level of 'meaningful noise'.

11 Encouraging the teachers of functional English and teacher educators who teach English method to maintain a work schedule diary, which would help them to evaluate their own teaching methods, and to share their experience of innovative ways of teaching English as second language through Modcom approach.

6.4.5 For testing and evaluation:

The study has also revealed several gaps in the examination procedure adopted for the functional syllabus in primary schools. There is a need for clear guidelines for testing student’s ability. To ensure an
effective competency based primary education the assessment system is important. The purpose of the assessment of the students would be to assess the competencies of the learner. Teachers have to design the test in such a way, so that the student competencies would be measurable and realistic. Since the achievement of the competencies is a continuous process, the teachers have to do the summative and formative form of assessment. Moreover, the teachers have to be trained to keep the record of the continuous progress of the achievement of the competencies of the learners. Periodic assessment, formative evolution, feedback from learners and their achievement and deficiencies should be taken into consideration. It has been noticed that evaluation criteria influences learners learning objectives. On going assessment through oral/ written assignments, presentations and small projects are also useful. Examinees should be assessed on the basis of topics similar but not identical ones to those which are discussed in the class. The link between the theoretical and practical components of functional English needs to be clearly established. Since periodic assessment is useful to judge learners’ achievement and deficiencies it should be in corporate. The criteria should focus more on fluency of language rather than accuracy. Students’ mistakes should not be focused because sometimes it demotivates the students and at least one positive remark should be given on each student’s written text. The present study also indicates that while examining students instead of asking question in isolation tasks should be contextualized.

6.4.6 For Syllabus designers:

The sole aim of the syllabus is to enhance the communicative competence of learners. Therefore, the focus should be on the development of all the four skills of learners through which students analytical, critical thinking and problem solving strategies could be developed.

It has been observed that at present the contents of the functional syllabus do not adequately equip student-teachers with the skills needed to communicative better in day-to-day situations in their environment. Very few teachers are familiar with the prototype syllabus for materials production and teacher training. There is thus a disparity between the syllabus used as guidelines for the course by the primary teachers on the one hand, and the teacher trainers on the other. Though the underlying aims and objectives are the same in each of the syllabuses it would be more useful if there were a greater degree of co-ordination in terms of the use of the syllabuses between the two groups. The study indicates that there is need for greater interaction and co-ordination between the syllabus designers, material producers, institutions, teachers and learners. In this way, the teacher training institutes can cater to the requirements of specific schools and colleges based on the modifications that may have been carried out the functional syllabus.

The study shows that more emphasis needs to be given to the skill-based materials development according to the requirements of student-teachers.

Further clarity on the content of the Expression Skill Development Programme for the various components of the Modcom approach can be obtained through interaction between the teacher educators and primary teachers for English language teaching. Guidance can also be sought from the teacher training...
institutes like CIEFL Hyderabad and RIE Chandigarh, GCERT Gandhinagar and H.M. Patel institute of English training and research, Vallabh Vidyanagar.

Teachers-students involvement in designing syllabus is required to make them aware about objectives and take into consideration their expectations and problems.

Different colleges of teacher education in Gujarat should come together to discuss various problems pertaining to Modcom approach methods and techniques of teaching English at primary level materials testing and possible solutions to these problems. Similar links can be established and maintained with other teacher educators in the country in order to share experience of transacting the competency based curriculum with functional syllabus.

6.4.7 For teacher training institutions:

This study provides data for analysis and discussion on the preparation of materials based on CLT. In task based pedagogy the teacher and learner have a remarkable degree of flexibility. The researcher prepared programme with innovative task-based materials for pre-service student teachers of the primary training college and made a sincere attempt to empower them for an effective competency based English language teaching at primary level. It not only improved their expression skills but also provided them better understanding of competencies of English language. They also would be able to teach effectively at primary level through Modcom approach. The teacher training institutions for secondary level can adapt innovative course with materials and train teacher trainees and in service teachers to improve their own competence in English and to train them to prepare communicative tasks to use in actual classroom.

6.5 Recommendations:

Research is a continuous unending process and every research generates new areas for further researches. Following is the list of some major areas for further researches that may be conducted in the relevant fields.

1) To prepare programme with task-based materials mainly focusing on the comprehension skills (listening & Reading) in English language studies on how primary teachers develop and evolve their own teaching materials for the students at primary level according to Modcom approach.

2) The socio-graphical relevance of the materials can also be investigated.

3) Try out the proposed Expression Skills Development Programme with innovative task-based materials for pre-service student teachers can be made on a large sample.

4) A detailed study can be done on the patterns of evaluation and testing of the expression skills in functional syllabus, with emphasis on working out a common evaluation scheme for competency based English language teaching. Teacher educators also can utilize these types of task-based units for teaching grammar and other components of language through exercise. Drill work and also use it as a supportive tool in routine classroom practice.
A multi disciplinary experimental study linking up the broadcasting component, the conversational English components, the writing component, on the teacher training of the competency based English language teaching following Modcom approach at primary level can be tried out on a limited group of students. In other language teaching like Sanskrit, Hindi or even mother tongue such programme may give rise to higher achievement on the part of the students.

Thus, there are vast and ever expanding horizons of educational researches in similar areas. Discussions with primary teachers, teacher educators and student teachers could give further insights into other research issues related to the Competency based English Language Teaching.

6.6 Conclusions:

Competency based English Language Teaching has tried to deepen and diversify the knowledge of language skills by linking it with Modcom approach. Since input rich environment preferred to teach functional English that improves communication skills, it is necessary that the materials should be designed in such a way which could generate interest among the student teachers and also enhance their language competence. Review of related literature provided a theoretical framework for the present study, which has focused on the preparation of teaching materials in view of learners' needs and familiar setting. The conclusion drawn from the study points towards the need-based materials which could be the only last resource for enhancing expression skills to make student teachers effective communicators. At the same time, through this study, it was also observed that the eclectic view of language leaning is quite hopeful; one should neither rely on one theory, nor discard another theory of language learning. In the present study implications of all the theories language learning including the behaviorist model of learning have been used.

The analysis of the difficulties and weaknesses of student teachers while communicating in English through diagnostic test provided an insight to the researcher for preparing the programme with innovative task-based materials for the present study. Then the prepared programme which was modified keeping in view the ELT experts suggestions was tried out. The results of qualitative and quantitative analysis brought put the supremacy of the innovative materials over the existing communicative materials and the student teachers were found communicating in English immediately after the class.

From the present study, it can be concluded that both the type of materials pedagogic as well as authentic are required for the enhancing communicative competence of learners.

Secondly, it has been observed that student teachers’ feeling or their effective state determined the quality of the learning that takes place in the classroom. Their personal attribute and feelings should be taken into account, if individual development and growth is to take place.

Thirdly, if a detailed study is made keeping in view different regions, gender, and cultures of learners, variety of materials can be prepared which can make learning better and faster.

While concluding, it can be said that in order to improve expression skills the prime aim of the functional syllabus i.e. to make student teachers an effective communicator of English and an efficient teachers for competency based English Language Teaching at primary level, the proposed programme with innovative task based multimedia materials can play a significant role particularly in Gujarat.