3.0 Introduction:

In this chapter, the researcher has discussed the methodology adopted for the present study. Population and sample selection has been described in detail for each stage. Details about construction of tools like teacher-made achievement test to equalize the groups before conducting the experiment, diagnostic test, opinionnaire for student teachers and final competency based pretest posttest have been described. Nature of the study, phases of the study, implementation of the experiment, the programme schedule held during the year and teaching stages of the tryout have been described. At last, the procedure for data collection and data analysis is also enumerated in brief.

3.1 The Experimental Design:

Experimentation is the most scientific and sophisticated research method. According to Best (1995) "Experimental research is the description and analysis of what will be or what will occur under carefully controlled situations." It is defined as observation under controlled conditions. It studies observable changes that take place in order to establish a cause and effect relationship. Experimental research provides a systematic and logical method for answering the questions "if this is done under carefully controlled conditions, what will happen?" Experimenters deliberately and systematically manipulate certain stimuli, treatments, or environmental conditions and observe how the conditions or behavior of the subject is affected or changed.

3.1.1 Pretest-Posttest equal groups Design:

The present research was experimental in nature. The problem was investigated and the experiment was conducted by adopting the 'Two equal groups pretest-posttest design'. The layout of the design is as follows.

**Table 3.1**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>T₁E</td>
<td>Expression skill development Programme (ESDP)</td>
<td>T₂E</td>
<td>H₀: (T₂E - T₁E) = (T₂C - T₁C)</td>
</tr>
<tr>
<td>Control</td>
<td>T₁C</td>
<td>Traditional teaching</td>
<td>T₂C</td>
<td>H₁: T₂E &gt; T₂C &gt; T₁C</td>
</tr>
</tbody>
</table>

In this design pretest of the expression skills was administered on the experimental and control groups. The steps involved in the two equal groups pretest-posttest design are as follows:

- The pretest helped to determine the initial condition of the dependent variable existing in the subject. The pretest was given to both control and experimental group.
• Then the experimental group was exposed to the treatment, i.e. Competency based English Language Teaching through Expression Skill Development Programme (ESDP) and the control group was taught through traditional method with task based materials.

• At the end of the experiment both the groups were given posttest. Thus, four observations were taken and compared to find out the real effect of the treatment.

• The marks of the student teachers obtained in the posttest were analyzed by testing the hypothesis, "There is no significant difference between the gain scores of the control group and the experimental group."

3.2 Population:

Population is a group of people, incident or a thing from which researcher selects a sample for research. Hills, P.J. (1982:220) also rightly said that the term population is a sampling word used to refer to a well-known defined group of people, objects, or events and there is no implication of size. It consists of the complete set of observations or measurements about which a person would like to draw conclusions.

The population of the present study comprised of Pre-service student teachers studying for PTC degree in the year 2010-11 having English as their teaching method in Gujarati medium Primary Training Colleges of Gujarat state.

3.3 Sample:

A Sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the population from which it is drawn. A student dictionary of psychology [reprinted in 1991: 166] says, "Sample is a part of a population which is studied so that the researchers can make generalization about the whole of the original population."

The present research contained multistage sampling technique in which the researcher had selected the sample using more than one sample selection technique. There were four techniques used in multi-stage sampling in the research with keeping in mind the following objectives.

- The researcher had decided to conduct the research in Ahmedabad and therefore selected Ahmedabad city purposively. All PTC colleges of Ahmedabad were stratified first.

- Gender was taken as a stratifying variable in the research, therefore after the stratification of all PTC colleges, one male PTC college and another female PTC college was selected purposively from the stratum.

- The two colleges where the researcher was supposed to conduct the experiment had one S.Y PTC class. Both the classes in the colleges were selected in the sample. Male PTC college had a class of 55 student teachers whereas female one had a class of 75. Here the investigator randomly selected 26 from male group whereas 25 from female group. Here the investigator prepared a roll number sheet for each student, and then from each group 26 sheets and 25 sheets were selected randomly and was taken as experimental group and remaining all were taken as control group. This approach was cluster one, as no student in both of the groups was dropped.
Thus four groups were subjects to the treatment phase. Two of these groups were treated as 'Experimental group' and the remaining were treated as 'Control group' (traditional teaching group).

All the student teachers studying in second year of both the PTC colleges were selected in the sample. So in such a way purposive-stratified-purposive random cluster technique was used to select the sample in the research.

Table 3.2
No. of student teachers in Control and Experimental Group.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Primary training College</th>
<th>Control group</th>
<th>Experimental group</th>
<th>No. of Student-teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Sheth C.N.Talimi Vidyalay, Ambavadi</td>
<td>29</td>
<td>26</td>
<td>55</td>
</tr>
<tr>
<td>Female</td>
<td>Stree Adhyapan Mandir, sabarmati</td>
<td>50</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>79</td>
<td>51</td>
<td>130</td>
</tr>
</tbody>
</table>

Table 3.2 indicates classification of male and female in two respective colleges, and the number of student-teachers in each of the groups of experiment stage

3.4 Variables of the research

According to Student Dictionary of psychology (1991) a variable is anything which varies; something which can have different values. Any measure of performance or behavior taken in a study is referred to as a variable, because it can have different values depending on circumstances. If its value depends on the particular experimental situation which was set up, then it is known as the depending variable. The conditions set up by an experimenter in a formal experiment also vary: typically there is an experimental and control condition, and after that there may be several variations of the experimental condition.

The present research is an experimental research. Variables involved in the research are as follows

**Independent Variables:** The independent variable in the present study is teaching method of English. It has two levels

1. Teaching of competency based English language using Expression Skill Development Programme (ESDP) and
2. Teaching of competency based English language using traditional method.
Dependent Variables:
The skills of expression in English language are the dependent variables. Level of achievement in these skills was measured to know the effectiveness of Expression Skill Development Programme.

Moderator variables:

**Sex:**
1 Male student teacher
2 Female student teachers

**Educational stream:**
1 General stream
2 Science stream

**Parental Education:**
1 Higher Education (Graduation and Post Graduation)
2 Lower Education (study upto 12 std)

**Area:**
1 Rural area
2 Urban area

Controlled Variables:
1 Second year of student teachers
2 Time period of classroom teaching (60 hours for each group)
3 Subject expert in traditional teaching
4 Time period of programme.
5 Subject matter (task based materials)
6 College environment

Intervening Variables:
1 Novelty to the experiment:
2 Effect of interaction among the groups and between the groups.
4 Individual differences in motivation during the experiment
5 learning, interests & study habits.
3.5 **Hypotheses of the Study:**

A hypothesis is a tentative generalization, the validity of which has got to be tested. A hypothesis at its initial stage may be an imagined idea or a mere guess. A hypothesis is based on accumulation of previous knowledge. On the basis of the hypothesis, facts are observed and collected. When by verification, the hypothesis are found to be true, a theory is obtained.

Hypotheses for the present research are formulated as follows;

1. There is no significant difference between the mean scores of pretest and posttest of student teachers of control group who were given treatment through traditional method of teaching.

2. There is no significant difference between the mean scores of pretest and posttest of student teachers of experimental group after completing the learning through Expression Skill Development Programme.

3. There is no significant difference between the gain scores of the control group and experimental group after completing the learning through Expression Skill Development Programme.

4. There is no significant difference between the gain scores of student teachers of science stream and student teachers of general stream after completing the learning through Expression Skill Development Programme.

5. There is no significant difference between the gain scores of student teachers whose parental education is high and student-teachers whose parental education is low after completing the learning through Expression Skill Development Programme.

6. There is no significant difference between the gain scores of female student teachers and male student teachers of primary training colleges after completing the learning through Expression Skill Development Programme.

7. There is no significant difference between the gain scores of student teachers from rural area and student teachers from urban area after completing the learning through Expression Skill Development Programme.

8. There is no significant difference between the gain scores of male student teachers and female student teachers of general stream after completing the learning through Expression Skill Development Programme.

9. There is no significant difference between the gain scores of male student teachers and female student teachers of science stream after completing the learning through Expression Skill Development Programme.

10. There is no significant interaction effect of teaching method and gender on student teachers' expression skill development.
11. There is no significant interaction effect of teaching method and educational stream (general/science) on student teachers’ expression skill development.

12. There is no significant interaction effect of teaching method and area (Rural / urban) on student teachers’ expression skill development.

13. There is no significant interaction effect of teaching method and parental education on student teachers’ expression skill development.

3.6 Expression Skill Development Programme (ESDP)

The prime objective of the research was to enhance expression skills of pre-service student teachers for effective competency based English language teaching. After the careful diagnosis of student teachers' learning difficulties, the researcher had realized that student teachers had least understanding of competencies teacher should know to teach English at primary school level. Therefore the required competencies of speaking and writing along with the diagnosed competencies of std. 6 & 7 to be taught and strengthened were sketched by the researcher in her study. They are competency no. 2.7.1, 2.7.2, 2.7.3, 2.7.4, 2.7.5, 2.7.6, 2.7.7, 2.7.8, 2.7.9, and 2.7.10 of speaking skill and 4.1.1, 4.1.2 & 4.1.4 of writing skill. After enlisting these competencies, on their basis the researcher had selected 10 language functions to prepare task-based materials.

The researcher took special care to design the ‘Expression Skill Development Programme’ (ESDP) according to the print rich environment prescribed in National curriculum Framework (2005) for primary education. The programme with innovative task based materials consists of 10 units with language functions of std. 6, 7 & 8. It incorporates all four skills of English language with particular emphasis on speaking and writing. For the experiment the programme with innovative task based materials was prepared by the researcher with the help of multimedia. A detail regarding unit wise language functions based on above mentioned competencies and development of task-based and multi-media materials for the programme is given in chapter 4.

3.7 Implementation of the Experiment:

The present study was conducted for testing the effectiveness of the Expression Skill Development Programme (ESDP). In the present study teaching of competency based English language through the programme and traditional method of teaching English were independent variables and skills of expression in English language was dependant variable. The research design 'Two equal groups pretest-posttest design' was adopted for the experiment. After the procedure of the equalization, one group that was exposed to the programme was called 'experimental group' and the group that was taught through traditional method was called the 'control group'.
During the execution of the experiment following five characteristics were considered:

1. Validity in Experimentation
   - Control and internal validity
   - External validity

2. The experiment (ESDP)

3. The Schedule of the experiment

4. Procedure of the experiment

5. Procedure of data collection

3.7.1 Validity in Experimentation

When an experiment is the ideal research design, there is always a question about whether the results are true. Validity means that a measure accomplishes its claims. Each type of validity has specific threats we must guard against. There are two major types of validity, internal validity and external validity.

- Internal validity: Do the conclusion we draw about a demonstrated experimental relationships truly imply cause?
- External validity: Does an observed causal relationship generalize across persons, settings, and times?

3.7.1.1 Control and Internal validity:

As in experimental research the effect of the independent variable on dependent variable is measured, the control was gained over the following external variables to cancel out or neutralize any effect they might otherwise have on the observed phenomenon. Internal validity of the programme depends upon 'control'.

In the present research, the internal validity was checked with reference to the following variables controlled during the experimentation.

1 Subject matter:
Both the groups, experimental and control were taught the same competency based functions taken from the textbooks of primary section. It was ensured time and again that the same subject-matter was used in both the groups with the same methodology i.e. Communicative Language Teaching (CLT) with zeal and commitment without any experimental bias.

2 Subject experts for traditional classroom teaching:
For the present study two control groups were selected in order to nullify the teacher variable. The teachers of both the colleges were method master of English.

3 Time Duration:
It was decided to have the same number of teaching sessions for both the groups of experimental phase.

4 Second year of student teachers:
Both the groups experimental and control had the student teachers of the same educational year i.e. second year PTC.
5 College environment:
Two colleges chosen for the experiment belong to urban area and also were the only basic education Primary Training Colleges of Ahmadabad. Thus student teachers of both the colleges had same environmental effect.

6 Testing procedure:
Assessment criteria for competency based pretest & posttest were prepared using the same components of expression in speaking and writing skills which were earlier used in diagnostic test.

7 Interaction between two groups:
Attempts were made to minimize the effect of interaction between groups by telling in advance the experimental group that afterwards they would be subjected to the traditional classroom teaching. So there were least chances of the effect of subsequent interactions.

8 Formation of two equal groups:
Before doing an experiment, groups were made equal by finding t-value of the scores student teachers obtained in teacher-made achievement test.

While planning an experiment, it is important to consider the threats to internal validity as one finalizes the experimental design.

9 Current Event / history:
In the present study no major current event occurred which might affect the dependent variable and if at all any event occurred it would have affected equally both the groups, as they were equalized before the treatment.

10 Experimental Mortality:
None of the high or low scoring subjects dropped out or was missing from any of the groups during the experiment stages. One student teacher had to withdraw from the experiment due to gradual absence. Except that all the student teachers of all the groups during the experiment stages were present throughout the experimentation.

11 Pretesting:
The exposure of the subjects to the pre-test may serve as the learning experience and therefore it may affect their posttest performance. In the present study the effectiveness of the programme was measured through gain scores of the student teachers. Pre-test was conducted to achieve the gains cores, therefore the effect of pre-test controlled.

12 Maturation:
In the present study student teachers in both the groups belong to the same age-group. Thereby there is least possibility to have change in maturity. Also the time period that lapse during the experiment may produce certain changes in the subjects. The effect of maturation of the subjects was nullified as the total time taken for the experiment was thirty days.

13 Statistical Regression:
If groups are selected from the extreme scoring groups (low or high) then their mean in the subsequent test tends to move towards the mean of the population. This is called statistical regression. In the present study
the groups were made equal on the basis of the marks they obtained in the teacher made achievement test. So this factor was controlled.

14 Sampling bias:
The threat of sampling bias exists whenever groups of subjects each cannot be selected randomly, and although there are several approaches that help to control this problem in cases where randomization is undesirable. In the present study the groups were made equivalent observing the student teachers' scores in teacher made achievement test in English subject.

15 Instrumentation Decay:
The present study was of the 'two groups equal pretest-posttest' design and all the groups were given same pretest and posttest. The tests were administered only to know the effectiveness of the programme, so there was no effect of instrumentation decay.

16 Consistency of Result:
Result of the one experiment may not be reliable. It may change in the second experiment. This threatens internal validity. By examining result of the experiment in the replication of this factor opinion was taken as not intervening. Opinionnaire was given to know student teacher’s reactions after the experiment.

17 Interaction among experimental groups and control groups: It is natural that after the periods on each day of experimentation student teachers of the experiment groups and the control group might have met and exchanged their experience in the periods. The dependent variable in each group might have been affected by the subsequent interactions among the groups. Attempts were made to minimize this effect by telling in advance the experimental groups that afterwards their groups would be subjected to the remaining method of teaching. So there were least chances of the effect of subsequent interactions.

18 Novelty of the treatment:
Student teachers' familiarity and frequent association with the play-way manner of teaching with different teaching learning materials would remove the effect of novelty. Before the experiment one prior day they were given treatment of teaching different units of English grammar not included in the unit of the present study. This was done to control the effect of novelty of the treatment.

3.7.1.2 External Validity:
External validity involves the extent to which the result of a study can be generalized, represented and extended beyond the sample. To this, external validity of the experiment is for the moderation of an experiment.

1 Interaction between pre-testing and independent variable:
The pre-test helps to determine the initial condition of the dependent variable existing in the subject. In the present study the effectiveness of the programme (ESDP) was determined through the gain scores of student teachers. For this purpose pretest was conducted to both the groups before an actual experiment. It did not have any content of the programme. Therefore the interaction between pre testing and independent variable did not occur.
2 Multiple treatment interference:
If a researcher applies several treatments, it is difficult to determine how well each of the treatment would work individually. In the present research the Expression Skill Development Programme comprised of 10 units having task-based materials of all four skills LSRW followed by multi-media materials. The student-teachers were taught competency based English language through programme in play way manner of teaching. Thus only one treatment was applied to the experimental group, besides the multimedia presentations. So multiple- treatment interference factor was not there.

3 Hawthorne effect:
Student teachers of the experimental group were aware of the experiment being made on them. So they might have become conscious about their consequent higher achievement and motivated to show their maximum abilities. Therefore the resulting higher achievement by them might be due to the Hawthorne effect. The researcher had tried to soften this effect by previously telling the experimental group that it also would be subjected to remaining experience of programme afterwards.

4 Lack of enough instructions:
So far as instruction regarding treatment is concerned, if the researcher fails to describe adequately how to conduct the treatment, there may be chances of altering the results. In the present research the researcher had prepared instructional materials having tasks of all four skills. The printed materials as well as power point presentation of these tasks have been provided with a separate ‘guideline’ which would help the teacher to conduct the treatment as described in guideline.

3.7.2 The Experiment (ESDP)
Two primary Training Colleges, Stree Adhyapan Mandir, sabarmati and Sheth C.N. Talimi Vidyalay, Ambavadi were selected for the experiment. For experiment two equal groups were made from each college on the basis of their achievements of English in teacher-made achievement test. The two groups given treatment through the programme (ESDP) were labeled as experimental group and the two groups receiving instruction with existing text material through traditional classroom teaching were labeled as control group. After administering pretest to all the groups, the programme (ESDP) with innovative task-based and multimedia materials was implemented in the experimental group by the researcher herself. The classroom with LCD projector and a screen was arranged in both the colleges for the experiment.

3.7.2.1 The CLT Strategies Used for Groups:
The CLT Strategies adopted for teaching the experimental group were as follows:

1) Orientation of the learners
The aim of the experimental sessions was to provide student-teachers with the opportunity to make use of their knowledge for using English to express themselves verbally and non-verbally in practical communicative settings and at the same time to free the student-teachers from the notion that communication is measured solely in terms of linguistic accuracy.

The first meeting with the student-teachers was devoted to a discussion of what it means to be expressive in communication? What are some non-verbal forms of expression, how important are ‘word
how important are all the four skills for communicating in English, how essential are expression skills that is speaking and writing for an effective communication in English.

2) Focus on meaning and appropriacy

Each function aimed at developing communicative competence of the learners. The experimental procedure consisted of observation and performance of a variety of communicative acts in definite structure with particular attention given to the kinetic features of communication.

Emphasis was placed in conveying meaning rather than on linguistic accuracy. The chief purpose was to get the meaning across. The students were urged to use every means at their disposal to understand and in turn to make them understood.

English was used first to define the situation so that the students and the instructor would become familiar with the content. 'The students were free to say what they ‘mean’ rather than being limited to saying what they actually ‘knew how to say’ (S.D.Krashen, 1981).

3) Informal atmosphere in the classroom

An informal atmosphere was maintained throughout the teaching programme for all the four groups, student-teachers were free to interact with the teacher and with the student participants.

In the communicative situation the students were free to define the context and to elicit responses. Emphasis was on real meaningful communication rather than activity topics and artificial situations. Attention paid on the development of the ability in the learners to understand and convey information content.

Almost everything that was done in the classroom was done with a communicative intent. The focus of every unit was on the Performance of some operations (‘learning how to do something’)

4) Judicious use of L1

The mother tongue of the learners was used during communicative activities in explaining activities to the student-teachers, also for motivating them. It was also decided that the use of mother tongue should be restricted to the student-teachers only and teacher should always use English while interacting with their classmates and friends. The intermittent use of the students LI not only initially but throughout the 20 days exposure was made to establish a relaxed and informal relationship among the participants. The use of LI was a means to the end, not an end in itself.

5) The role of a Teacher

The teacher’s first role was to initiate the communication process between all participants in the classroom, and the various activities and texts. Sometimes, his role was to act as a participant within the learning teaching group. She tried to establish situations likely to promote communication from desk to desk to make sure the active participation of all the learners. During the activities she acted as an advisor, answering students’ questions and monitoring their performance. The teacher often withheld structural correction and postponed it until after the activity.
The teacher’s role was to set up the conditions for communication to take place. She actually assumed roles to model the language, and to act as someone for the learner to communicate with. She also set up the conditions for the student-teachers to practice communicative operations themselves. She set up situations where information gaps existed there in appropriate ways. Moreover, there was no teacher intervention in the communicative activities.

6) Errors tolerated

Grammar and pronunciation errors were expected and were always ignored when they did not interfere with meaning. The teacher reacted to what was said, not how it was said. Errors were tolerated and seen as a natural outcome of the development of expression skills. Teacher never tried to correct them immediately. She provided other student-teachers a chance to answer appropriately. If she found that nobody was able to answer properly then she uttered the correct response and provided them an opportunity to learn it.

7) Use of Group work and Pair work

The teacher used pair and group work activities frequently. Emphasis was given to the techniques such as language games, language activities, and role-play, simulation, discussion, information gap activities etc. The teacher used such procedures that would involve the students in using language to express their own ideas, opinions and feelings and sometimes to reproduce what others have said using passive voice, giving instructions etc.

3.7.2.2 Objectives of the Experiment

The Expression Skill Development Programme is essentially an attempt to develop student teachers’ understanding of their learners, the learning process, the nature and structure of language and the teaching of competency based English language in terms of new and more effective methodology of classroom teaching materials that will help empowering their speaking and writing skills in English. Tryout of the innovative task-based & multimedia materials of ESDP has been done in the experimental group.

"Teaching is an attempt to understand and to intervene in the process of language learning." (Brumffit, 1984.)

The objectives of the experiment were to enable the student teachers,

• To gain insight about the language learner, not only as a cognitive entity, but as a social being functioning in a multilingual environment.

• To enhance their proficiency in English, not only in terms of the structure of English (sound, words, grammar ) but also at the level of discourse through skills of expression.

• To critically reflect over their classroom experience and innovate in teaching techniques so that they may teach speaking and writing more effectively. At the same time to integrate all the skills so that the learner may use these skills for better communications. The researcher defined student teachers terminal behavior which was as follows.

> The student teachers will be able to respond appropriately in description of places, persons, things, instructions, greetings and good wishes. They will be able to learn about capacities and possibilities, making comparison, seeking and giving permission, reporting current events,
expressing appreciation and other emotions, describing habitual actions, describing people, narrating an incident, making requests and so on.

- They will also be able to prepare bills of grocery, medicine, cosmetic etc. required for day today life.
- The student teachers will be able to give and understand instructions properly.
- They will be able to exchange & share information through formal conversations, dialogues, letters and different forms.
- The student teachers will be able to make requests formally and informally. They also will be getting an idea about accepting and rejecting or declining the requests made by others.
- They will be able to describe the capacities of persons, animals and birds.
- They will be able to greet and convey their good wishes appropriately. They also will be learning how to begin the conversation.
- The student teachers will be able to use the different forms of written communication for the genuine communicative purposes.
- They will be able to describe places, things with the proper use of propositions.
- They will be able to make sentences with proper use of conjunctions 'and', 'or' etc.
- The student teachers will be able to introduce themselves and talk about their family.
- They will be able to describe countable and uncountable things.
- The student teachers will be able to participate in different language activities.
- They will be able to seek and impart accurate and appropriate information about the topics elicited from their particular needs; which are like my favorite festival, pet animal, sports teacher etc.
- The student teachers will be able to recite different rhymes and actions with proper stress and rhythm.
- They will be able to use appropriate and accurate punctuation marks in writing the items like story, composition and also items referred to above (point. No. 1).

3.7.3 Schedule of the Experiment

The treatment consisted of a variety of materials and media. The experimental group was exposed to the treatment by a programme to 60 hours for each group (total 120 hours) for 30 days of time period provided to the researcher by both the colleges. On the first day different units of grammar were taught to the experimental groups to control the effect of novelty of the treatment. From the next day the experimental group was given treatment with the Expression Skill Development Programme (ESDP) as exhibited in the following table no.3.3. After the completion of the experiment, the posttest was administered on the both groups. The schedule of successive unit wise teaching points in form of language functions, materials used, techniques and time of the experiment is given in the
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Unit No. Language Function &amp; Teaching Points</th>
<th>Material Used</th>
<th>Methodology</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10/10</td>
<td>Friday</td>
<td>1: Indicating Possibilities and capacities</td>
<td>Printed material, picture calendar of Story: CALL</td>
<td>Group-Discussion, Brain Storming, Pair work, Individual work, Questioning</td>
<td>12:2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Comprehension, Grammar practice</td>
<td>material: Worksheet</td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral and written Drill</td>
<td>Audio cassette</td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>2/10/10</td>
<td>Saturday</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>3/10/10</td>
<td>Sunday</td>
<td>2: Linking two words with ‘and’, ‘or’ Talking</td>
<td>Printed &amp; Authentic Material, Home-Laboratory</td>
<td>Pair work, Brain-Storming, group work, Individual work</td>
<td>8:10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>about Two possibilities. Listening comprehension</td>
<td>CALL material: Worksheet, picture calendar of</td>
<td></td>
<td>10:1.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronunciation Practice, Oral and written</td>
<td>Story</td>
<td></td>
<td>4: 5.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drill, Grammar Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/10/10</td>
<td>Monday</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td>12:2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>5/10/10</td>
<td>Tuesday</td>
<td>3: Seeking and Giving Permission</td>
<td>Printed Material, Home-Laboratory, CALL</td>
<td>Pair work, Brain-Storming, group work, Demonstration, Role play, Individual work</td>
<td>12:2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar Practice, Pronunciation Practice,</td>
<td>material: Worksheet</td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral and Written drill</td>
<td>Audio cassette</td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>6/10/10</td>
<td>Wednesday</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td>12:2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>7/10/10</td>
<td>Thursday</td>
<td>4: Describing things birds, animals &amp; persons</td>
<td>Printed &amp; CALL material: Home Laboratory</td>
<td>Brain-Storming, Simulation, Problem Solving, Group work, Individual work</td>
<td>12:2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Description of new words, Pronunciation</td>
<td>Worksheet</td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice, Oral and Written Drill</td>
<td></td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>8/10/10</td>
<td>Friday</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:2.00</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2:4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4: 6.00</td>
</tr>
<tr>
<td>Date, Day &amp; college</td>
<td>Unit No, Language Function &amp; Teaching Points</td>
<td>Material Used</td>
<td>Methodology</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>------</td>
<td></td>
</tr>
</tbody>
</table>
| 9/10/10 Saturday CN | **5: Making Comparison**  
Listening Comprehension, Grammar practice, Oral and written Drill, Pronunciation practice | Printed material, picture calendar of Story: CALL material, Worksheet, Audio cassette | Group-Discussion, Brain Storming, Pair work, Individual work, Questioning, Demonstration | 8:10 am, 10:12, 12:2 |
| 10/10/10 Sunday Ashram | **As above** | **As above** | **As above** | 8:10 am, 10:12, 4:6 pm |
| 11/10/10 Monday CN | **6: Habitual action and routine**  
Listening comprehension, Pronunciation Practice, Oral and written Drill, Grammar Practice | Printed & Authentic Material, Home-Laboratory CALL material, Worksheet, picture calendar of Story | Pair work, Brain Storming, Group work, Demonstration, Individual work, Questioning | 8:10.30am, 2.30:4.30, 4.30:6.00 |
| 12/10/10 Tuesday Ashram | **As above** | **As above** | **As above** | 8:10.30am, 2.30:4.30, 4.30:6.00 |
| 13/10/10 Wednesday CN | **7: Reporting current events, Expressing appreciation and other emotions.**  
Grammar Practice, Pronunciation Practice, Oral and Written drill, Listening Comprehension | Printed Material, Home-Laboratory CALL material, Worksheet, picture calendar of Story | Pair work, Brain Storming, Group work, Demonstration, Role play, Individual work | 8:10.30am, 2.30:4.30, 4.30:6.00 |
<p>| 14/10/10 Thursday Ashram | <strong>As above</strong> | <strong>As above</strong> | <strong>As above</strong> | 8:10.30am, 2.30:4.30, 4.30:6.00 |
| 15/10/10 Friday CN | <strong>8: Making Suggestion: Grammar Practice, Pronunciation Practice, Oral and Written drill, Listening Comprehension</strong> | Printed &amp; CALL material, Home Laboratory Worksheet | Brain Storming, Simulation, Problem Solving, Group work, Individual work, Demonstration | 8:10.30am, 2.30:4.30, 4.30:6.00 |</p>
<table>
<thead>
<tr>
<th>Date, Day &amp; college</th>
<th>Unit No, Language Function &amp; Teaching Points</th>
<th>Material Used</th>
<th>Methodology</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/10/10 Saturday Ashram</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td>8:10.30am 2:4.00 5:6.30pm</td>
</tr>
<tr>
<td>17/10/10 Sunday Ashram</td>
<td>9: Narrating an incident Listening comprehension Pronunciation Practice, Oral and written Drill ,Grammar Practice</td>
<td>Printed &amp; Authentic Material Home-Laboratory CALL material Worksheet: picture calendar of Story</td>
<td>Pair work ,Brain-Storming , group work, Demonstration Individual work , Questioning</td>
<td>8:10 am 10:12 4:6 pm</td>
</tr>
<tr>
<td>19/10/10 Tuesday CN</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td>8:10.30 am 2.30 4.30 4.30 6.00</td>
</tr>
<tr>
<td>23/10/10 Saturday CN</td>
<td>10: Describing People Grammar Practice, Pronunciation Practice , Oral and Written drill Listening Comprehension</td>
<td>Printed , CALL material Home Laboratory Worksheet</td>
<td>Brain-Storming Simulation, Problem Solving, Group work ,Individual work Demonstration</td>
<td>8:10.30 am 2:4.00 5:6.30</td>
</tr>
<tr>
<td>24/10/10 Sunday Ashram</td>
<td>As above</td>
<td>As above</td>
<td>As above</td>
<td>8:10 am 10:1.00 4:5 pm</td>
</tr>
</tbody>
</table>

**Note:**

- Control group got instruction with existing text material through traditional classroom teaching.
- The experimental group was given treatment of competency based English language teaching through Expression Skill Development Programme.
- A period of 2 hours was allotted for traditional classroom teaching each day.
- The detail of materials used in the programme is given in chapter 4.
- **CN:** Sheth C.N Talimi Vidyalay  
  *Ashram:* Stree Athyapan Mandir, Ashram.

### 3.7.3.1 Procedure of the Experiment

Each unit was divided into four stages that were as follow introductory stage, teaching stage, practice stage and testing stage.

1) **Introductory Stage:**

The researcher has started her experiment with an orientation of one day. Here she made student Teachers of experimental group aware of their language competence. Furthermore she has introduced her programme by giving few glimpses of what they were going to be exposed. They all have participated enthusiastically and their curiosity to learn English was a welcome addition for researcher. First of all the student teachers were given pictures of people doing some actions and were asked to talk about their professions and also about their capacities. They were then introduced to the grammar point modal auxiliary 'can'. They have identified their profession by looking at their pictures and also said a word about the skills required for these professions. A drill practice was given. This teaching
preceded further by assigning them different roles and they enacted the situation with great zest. It was followed by language activity and a rhyme ‘old MacDonald.... EIEIO’, after having fun a written practice is given to the student teachers through which theme-based vocabulary was introduced and they also realized that how oral expressions could be transferred into written form.

In the unit II student teachers were made familiar with the dramatization of any situation through dialogues. They were provided small talk between a passenger and a person inside the window at the ‘railway station’. The teacher herself with the help of learners enacted a situation, and then all were asked to make pair and to write dialogues for the situations like ‘at the post office’, ‘at the hospital’, ‘at the market’ etc. The role-play technique thus proved very effective to each grammar structure in a play-way manner. They were also provided an example of recorded dialogues for other such functions. After this session of two hours, they were shown a picture–calendar of the story ‘unity is strength’. The teacher has composed the whole story on the black board with the help of student teachers, and thus introduced story-writing to them.

The listening tasks were given in each unit in which the teacher was giving them instructions and they had to follow. They were given good listening practice through audio-cassette for pronunciation. ‘Home laboratory’ the audio cassette enabled the student-teachers to respond accurately to particular listening tasks.

In many of the units, matching exercises were given and student teachers were asked to refresh their knowledge by matching the columns. But the main purpose was to give them model answers for performing various functions, e.g. Making requests, seeking and giving permission etc.

Asking some relevant questions and giving them very small learning tasks quickly revised the student teachers’ entering behavior.

2) Teaching Stage:

The student teachers were introduced to the various tasks, sometimes listening to the dialogues or playing a guessing game, or doing mime on the basis of the instructions given by their partners. General questions were discussed either in the pair or in the groups. Student-teachers were encouraged to discuss the several issues in their respective groups and pairs. While teaching compositions and stories brain-storming technique immensely helped them to express their ideas and opinions. Grammatical items were included and practiced in brief dialogues, role-play, simulation, group work and group discussion. Rhymes and action songs always rejuvenated their zeal to learn speech patterns easily.

The important language forms involved in the tasks were highlighted and focused. The student teachers were provided with quasi communicative activities focusing on grammatical accuracy and linguistic forms. Appropriateness and fluency were stressed. Both the types of tasks pedagogic and authentic were used for teaching them. Story-time and language function in call package made them to enjoy activity-based learning of English.
3) Practice Stage

At this stage of teaching, the language forms used for performing functions were practiced. Student-teachers were given practice through dialogue, conversation, role-play and simulation, pair work and group work. Audio-visual teaching aids were extensively used for the purpose. The teacher also participated in the activities as a participant. It was an extra effort that encouraged them to come forward for better learning. Communicative tasks were given to the student-teachers to perform. Real life situations like ‘eve teasing’, ‘joining campaign of Vaanche Gujarat’ were created for the use of the ‘real language’. Communicative drills were made use of in order to reinforce and consolidate learners learning. Student teachers’ grammatical errors were tolerated to some extent if their responses were appropriate and linguistically feasible. But accuracy was neglected altogether. It was, in fact, taken care of pedagogically and student-teachers’ mistakes were removed in such a way that they did not feel that they were being corrected in front of the whole class. Workbook gave them good written practice. Fluency and appropriacy developing tasks dominated the classroom teaching in the experimental group because they are pedagogically more stressed in the grammar teaching.

4) Testing Stage

The student teachers of the experimental group were given communicative tasks to perform in the real life situations. Dialogue, role-play, pair-work were used for testing their terminal behavior. Pictures of beautiful landscapes, Children Park, a decorative room, and original genuine forms were given to the student teachers and they were asked to perform communicative tasks with the help of aids. The test items were situational and contextualized.

For instance,

- Look at the picture, and tell your friend why do you like it?
- Read the dialogues between policeman and a girl who is lost in the fair. Write a paragraph about it in your own words.
- Talk about your likes and disliked to your friend.

After completing the experiment student-teachers of both the groups were given competency based posttest to know the effectiveness of the ‘Expression Skill Development Programme’.

3.8 Construction of Tools:

To carry out any type of research it is necessary to collect the data. Various methods and procedures have been developed to help in the acquisition of data. John Best and khan, James [1992:159] quotes the words of late Arvil S. Barr: a teacher and researcher asked, "Which is better: a hammer or a handsaw?" “Like the tools in the carpenter's chest each is appropriate in a given situation,” answered Barr.

For the investigation into the expression skill development of student teacher in English we opted to utilize quantitative as well as qualitative method. It was the requirement of present research to develop competency based achievement test in English language through which dependent variable - Achievement of student teachers in expression skills of English language can be measured. Therefore following tools were constructed to attain the objectives of the present research.
3.8.1 Diagnostic test:

3.8.1.1 Construction of the Diagnostic test:

This research was carried out to study the effectiveness of the programme to develop expression skills of English language among pre-service student teachers which would enable them to teach competency based English effectively at primary school level. At once it was necessary to measure student teachers language competency. The researcher therefore had decided to prepare diagnostic test for the student teachers of PTC

3.8.1.2 Nature of the Diagnostic Test:

Educational diagnostic test is designed to locate and mark out specific learning and instructional difficulties. When standardized achievement tests do not materially assist with specifically backward students, the diagnostic tests come to our aid. It presents a clear picture of the individual weaknesses in particular field of subjects, at what individual stages a student fails to respond to oral comprehension, expression, reading or writing and at which point he breakdowns. On the basis of these systematically ascertained difficulties, appropriate remedial instructions can be set. Evaluation should include such measures as would provide for diagnosis of individual strengths and weaknesses.

The general objectives of teaching English language at the elementary level are to understand simple statements when spoken; to understand questions asked, short talks and short passages when read out (all within his experience), ask simple questions relating to his experience and answer them orally; read with fluency (both aloud and silently) and understand simple passages within the vocabulary and structural range of the syllabus; and express in writing with reasonable accuracy within the range of the syllabus or topics within his experience. These general objectives are specified in terms of competencies. The content of the text carries these competencies and the teacher instruction is in the form of a note. It is task of the teacher to follow the note, understand the competencies and make use of the lesson, i.e., the tool for developing the prescribed competencies. New text-books at primary level introduced functional approach and organized in-service programme to follow it appropriately. But interaction with teachers of English at Primary Training Collages revealed that they were not even aware of the competencies identified and enlisted. They take up the lesson as a subject to be taught and never think that it is only a tool for developing competencies. Each of them failed to make their student teachers aware of this fact. The aim of Primary education is not attained. Hardly there is competency development. To overcome it the teacher should have a good knowledge of competencies which further demands fluency in English language for effective teaching.

Even though much exposure is given to the use of authentic materials and teaching aids to teach effectively, student teachers wouldn't be able to identify these competencies due to their lack of knowledge in English language. The researcher tried to find out the difficulties of student teachers to use English language while teaching at primary school level. Therefore diagnostic test was prepared for rating specific difficulties in classroom teaching of English language by student-teachers.
3.8.1.3 Objectives of the Diagnostic Test:

Following are the objectives of the diagnostic test prepared for the student-teachers.

1. To find out the difficulties student teachers face while teaching English at the primary school level in Gujarat.
2. To find out their language competency in English.
3. To find out their level in competency achievement of all four skills LSRW.
4. To find out their ability for comprehension and expression skills of English language.
5. To know their difficulty area in English language teaching.

The test was prepared by keeping in mind the methodology and pedagogy of communicative language teaching. Accuracy, appropriacy and fluency were tested through the items which had relevance and appropriacy in terms of the competencies of all four skills, listening, speaking, reading and writing. Since the student-teachers were concerned with the learners at primary level, the researcher tried to test the language competency of student-teachers. She has prepared a test to diagnose the student teachers' weaknesses in language competency of all four skills.

3.8.1.4 Nature of Constructing Testitems for Diagnostic Test:

The testitems were prepared according to the competency statements of all four skills being prescribed in textbook of std.7. Four basic skills were integrated and therefore the researcher has prepared diagnostic test that contained testitems of all skills. The profile of skill wise competency no. followed by competency statement used in particular question with allotment of marks is given in table no.3.3.1.4.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Competency</th>
<th>Competency statement</th>
<th>Q.No.</th>
<th>Marks Alotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>1.7.2</td>
<td>The student understands simple instructions both in and out of class.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Speaking</td>
<td>2.7.1</td>
<td>speaks about two hundred common words and gives stress on pronunciation and meaning. gives appropriate verbal response to simple statements, instructions, directions and requests. Makes and speaks meaningful sentences using given words, phrases, and other expressions with clarity. Participates both in familiar and unfamiliar conversations meaningfully including telephone talk</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2.7.2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2.7.8</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3.4

Description of Diagnostic Test:
<table>
<thead>
<tr>
<th>Reading</th>
<th>3.7.1</th>
<th>deciphers non-verbal information and relates it to phrases, sentences or descriptions. reads aloud simple sentences, poems, dialogues and short passages with proper pauses and intonation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.7.2</td>
<td>following punctuation marks. finds out key-words, phrases and sentences from text.</td>
</tr>
<tr>
<td></td>
<td>3.7.3</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>4.7.2</td>
<td>writes dictated words, sentences and paragraph with correct spellings and proper punctuation marks. writes words and sentences neatly with proper spaces punctuation marks and capitalization.</td>
</tr>
<tr>
<td></td>
<td>4.7.3</td>
<td>writes guided composition in 5-7 sentences on people, objects or places.</td>
</tr>
<tr>
<td></td>
<td>4.7.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11 80</td>
</tr>
</tbody>
</table>

- The test items were divided into two sections. The first section contained test items of listening and speaking skill. The second section contained test items of reading and writing skills.
- The test items were formatted by keeping in mind above mentioned competency statements and its content was delimited according to the need of the test items.
- The test items for speaking skill were situationalized having major focus on the functions of language. Following was the sample of a test item that the student-teachers were asked in order to know their language competency.

1. Arrange the activities of Meena on Friday, make her schedule and speak about it.
2. Two friends are talking on phone. Arrange dialogues in order and talk to your partner.

- Test for listening and speaking skill carried 25 marks. Its duration was of 1 hour.
- Test for reading skill contained test items focusing reading comprehension, loud reading and silent reading. It carried 25 marks and its duration was of 1 hour.
- Test for writing skill contained test items like rewriting the paragraph with proper punctuation marks, writing small composition and making sentences from the given picture with words and marks and direction was of 1 hour.
In constructing a diagnostic test, gradation of item is of high importance. The researcher has taken care of it. Each item of a test was specifically prepared to detect a specific cause of deficiency. The items were arranged according to the difficulty value, each item giving rise to the next difficulty.

3.8.1.5 Validation through Experts' Opinion:

In a diagnostic test standardization in the strict sense is not possible but the location of difficulty is important and relevant. Therefore, the researcher decided the content validity and construct validity of the test through experts' opinion.

The final form of the test was presented to a pool of experts consisting of experienced teachers, educationists, and language experts for scrutiny. They were requested to examine the coverage of content in the test items keeping in view the objectives of the present research. They expressed their satisfaction regarding the competencies covered in the test items. They were also asked to examine the clarity of language used in the instruction as well as the questions of the test items. They advised to arrange the test items according to its difficulty value. They also gave their consent over the criteria determined to assess four skills in the diagnostic test. Their further suggestions regarding the construction of test items were as follows:

1. Test items should be comprehensible to the student teachers.
2. Each test item should cover only one competency.
3. The test item should be functional in test for speaking skill.
4. Test items should be prepared without an error.
5. Analysis of the marks should be according to the test items.

Test items were checked and improvised after the suggestions of the experts. According to their suggestions, competencies were divided as per the test item, criteria for assessment were also rechecked and analyzed.

3.8.1.6 Administration of the Diagnostic Test:

The researcher had administered the test in two respective colleges which were selected for the experiment. Total student teachers from Sheth C.N. Talimi Vidyalay, Ambavadi & Stree Adhyapan Mandir, and Sabarmati who were doing their second year PTC in 2009–2010 were chosen as sampling unit. The time limit of the test was that of two hours, half hour for speaking and listening skills and one and half hour for reading and writing skills which was observed strictly by the researcher. Further, she considered the atmosphere and rapport of paramount importance. The atmosphere created at the beginning and during the test situation and the rapport achieved between the testees and the tester throughout the examination were highly attended to in respect to quantitative result obtained. The test with assessment criteria is given in appendix-1 & 2.

3.8.2 Achievement Test:

Achievement test plays central role in the evaluation of learner’s progress. Such test provides direct measures of many teaching learning outcomes and it is also helpful for enhancing achievement of the students. In the present study, the researcher has prepared an achievement test to equalize the groups before conducting the experiment. Achievement test was prepared and administered for the following purpose.
To measure the achievement in grammar unit ‘Tense’ known to the students.

To equalize control group and experimental group before conducting the real experiment from the marks student teachers obtained in achievement test.

Procedure of Preparing Achievement Test:

For preparation of achievement test, the content paper of student teachers' first examination was scrutinized by the researcher. Thorough content analysis was carried out for each grammar point covered in grammar part of the content paper. Based on content analysis, concept/content knowledge, blue print of test paper and weightage given to each testitem was considered, along with that the probable errors committed by the students in particular testitems were also worked out. It was observed that student teachers were weak in formation of the sentence and therefore the grammar unit ‘Tense’ should be examined to know their achievement in English language.

Based on content-analysis, probable errors and actual errors in answer sheets worked out and types of questions in blue print and weightage of marks, the researcher herself has prepared an achievement test with the help of well experienced teacher of English. The researcher set the final achievement test paper based on the grammar point ‘Tense’. The achievement test paper of 30 marks was set as per the blue print. The set of model paper and that of blue print was supplied to the paper setter and accordingly all the five questions were given weightage.

The achievement test prepared was given to expert teachers of English for further validation with respect to purpose of test, nature of testitems, weightage of marks of each question, type of questions given in the blue print, etc. Necessary modifications were carried out as per the feedback received from the experts.

Finally pilot testing was carried out on 25 student teachers studying in second year of PTC. Thus testing gave an idea that students really commit errors in applying verb form for appropriate sentence formation. As there was no major need to change anything, that achievement test paper became final draft of achievement test. The set of model paper of teacher made achievement test and its blue print is given in appendix-3

3.8.3 Competency Based Pretest and Posttest:
The objectives of the competency based pretest and Posttest in the present research are as follows;

- To know the progress of the student-teachers' increasing proficiency in expression skills (speaking and writing) of English language.
- To know student-teachers' expression skill development in English language
- To know the effectiveness of the 'Expression Skill Development programme' through the gain scores student-teachers obtained in the test.

The components of expression like linguistic accuracy, appropriacy, fluency and communicative interaction for speaking skill and writing with proper punctuation marks, correct spellings and small compositions of 6 or 7 std. for writing skill in English language were considered for assessment. The test was prepared and determined by item-analysis of the testitems and experts' opinions. Details regarding the development of the competency based pretest and posttest is given in chapter-4.
3.8.4 The Opinionnaire:

Last objective of the research was to know the reaction of student teachers towards the programme (ESDP). In order to measure the reactions of the student teachers towards Expression Skill Development Programme (ESDP) and the teaching of competency based English language through task-based and multimedia materials in ESDP, the opinionnaire was prepared.

First step in the preparation of an opinionnaire was to attain a through grasp of ELT, the objectives of the tryout of ESDP and the nature of the data needed. The researcher has gone through the detailed review of related literature, which showed that there were some opinionnaire which can help the investigator to frame an ideal opinionnaire to cope up with the purpose.

Secondly for the preparation of the opinionnaire an unstructured interview was held with the male student teachers and female student teachers of the experimental group who were exposed to the treatment for competency based English language teaching through ESDP. Then the researcher met teachers of both the colleges who were method masters of English and taken their views regarding the framing of the opinionnaire. The researcher noted down few important points related to the framing of opinionnaire such as time required for this type of teaching, student teachers' difficulties regarding the learning through such programme, their attitude during the experiment, classroom interaction, facilities available during the experiment, etc. Such information provides a path for preparing an opinionnaire for student teachers.

In the third step quality of the opinionnaire was taken into consideration. The researcher added some new questions and aspects which were really helpful to collect information from the student teachers regarding the reasons behind the effective teaching of expression skills through ESDP. The researcher then made a rough outline of the opinionnaire in which she has decided the following five aspects and total 10 questions of open ended, close ended and mixed type.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>No.of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interest and difficulties in the Competency-based English language</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Techniques of teaching Competency-based English language through</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Expression Skill Development Programme</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Utilization of task-based and multimedia materials used in ESDP</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Improvement of expression skills (speaking and Writing)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Classroom interactions</td>
<td>1</td>
</tr>
</tbody>
</table>
The content of the opinionnaire was discussed with the guide and after discussion the first draft with five aspects and 12 questions was prepared. Items about content and techniques used in the programme for teaching skills of expression & items about student teachers' likes and dislikes were included. It was sent to the subject experts for validation and expert comments regarding the language, content and instructions.

Suggestions received from the experts regarding language, content and instructions were examined closely and the same were incorporated after the discussion with the guide. Aspects based on the discussion remained the same but few questions were omitted which seemed to be repeated. Total 10 questions were there in the second draft. Necessary changes were incorporated as per the instructions given by the experts.

For the purpose of pilot study, the opinionnaire was administered to the 5 student teachers of the experimental group who were given treatment through the programme (ESDP). All of them were able to fill in it without any problem related to its language, content matter and instruction provided.

On the basis of the pilot study since there was no need to bring any further change, the second draft itself became the final draft of an opinionnaire for the student teachers of Primary Training College. It contained three point rating scale, the three ratings being 'disagree', 'Not sure', and 'agree'. The subjects were required to put a tick mark against each item in the column chosen by them. The opinionnaire prepared is given in appendix 4

3.9 Procedure of Data Collection:

Administering the tools described in 3.8 the researcher collected necessary data. In the experiment stage after the treatment phase of competency based English Language Teaching through Expression Skill Development Programme (ESDP) was over, competency based posttest was administered on both the groups. The data of both the groups from Sheth C.N. Talimi Vidyalay, Ambavadi and Stree Adhyapan Mandir, Sabarmati were collected. Then the reactions of the student teachers about the programme (ESDP) were collected by administering the opinionnaire on the experimental group.

3.9.1 Nature of the collected data and Techniques of Analysis:

The effectiveness of the programme (ESDP) was to be tested utilizing 'Two equal groups pretest-posttest design'. The data collected on diagnostic test which was administered to know the difficulties of student teachers while communicating in English, were in the form of the achievement scores at the measurement level being percentile. The data collected on pretest-posttest were in the form of achievement scores at the measurement level being interval level. Analysis of variance was performed to check the difference among group's gains (gains score) of achievement and test was performed for multiple comparison of group & for indicating level of significant difference. The mean, standard deviation and 't' value of both the groups were conducted from the gain scores they achieved in test. F-test was conducted to show the interaction effects among groups with reference to variables undertaken. SPSS package was used for the analysis of the data. Opinions towards learning through the programme (ESDP) were collected as frequencies on rating scale and Chi-square technique was used to show difference of opinions. Researcher was aimed not only to conduct the experiment but also intended to assess the effect of ESDP programme quantitatively as well as qualitatively too. Qualitative analysis was done from the observation of classroom procedure by the teacher educators and researcher herself and from student teachers' comments and feedback during experiment phase. In order to
achieve this objective researcher has jot down her experiences in her diary. The diary was consisted of qualitative narration throughout the experiment, prior, during and post. The information of this diary was analyzed as qualitative research. Details regarding the analysis and interpretation are described in chapter- 5 and the details regarding the construction of the Expression Skill Development Programme is given in chapter - 4.