Chapter IV
CONSTRUCTION OF EXPRESSION SKILL DEVELOPMENT PROGRAMME (ESDP)

4.0 Introduction:

Learning a language is to a very large degree learning how to operate the verbal and non-verbal parts of that language. An understanding and acquisition of speaking and writing skills of English is prerequisite of good and effective communication in English. These are the skills of expression which we use to reveal our ideas, views, opinions, likes and dislikes, while communicating with others. Better expressions in language through spoken and written mode lead towards command over language. Therefore emphasis is laid upon the natural acquisition of four skills LSRW while learning English language.

Teachers have started using computers in teaching of English language. Effectiveness of the use of computers in language learning has continuously being explored by researchers. It has major benefits like individualization in large class, availability of resources, fun factor, easy review of learnt materials and drawing attention of the students.

Many readymade programmes on language learning are available in the market but they do not satisfy the local demand or fit into the cultural context for one or another reason. Individually tailored programme make it possible to compose a lesson and use it to the needs of the students.

Therefore, in the present study the researcher employed computer technology in a core language learning i.e. skills of expression [speaking and writing skills of English language] in a given context and tailored Expression Skill Development Programme (ESDP). The detail regarding its design is given in this chapter.

4.1 Construction of Expression Skill Development Programme (ESDP):

For the construction of Expression Skill Development Programme (ESDP) the researcher had undergone the following steps:

4.1.1 Competency based Primary Education Curriculum:

Expression Skill Development Programme (ESDP) is designed according to the competencies laid down in the common native framework for English language teaching. It is based on functional syllabus and Modcom approach recommended in competency based curriculum at primary school level.

Competency based primary education curriculum was implemented to attain positive outcome of quality improvement in primary education as being recommended by National Education Policy (1986). According to this curriculum English language teaching means to flourish competencies of English into a child which can be developed by getting command over four basic skills. Modified communicative approach is referred in textbooks of primary level for competency based English language teaching. It put emphasis on learning language while communicating outside as well as inside the classroom. The teacher should have a better communicative competency through imparting knowledge from the text into two parts, (1) test-based material and (2) task-based material. But in many schools the teacher still works only with the reading section along with some vocabulary and grammar, leaving aside the activity sections. The possible reasons
for this, they are not enough trained or they do not have enough knowledge of the activities and how to apply it in the classroom condition. All these leave behind the purpose of making child fluent in his/her target language. The base of it, a primary level should be strengthened, and a teacher who teaches in primary section needs to be trained to teach competency based English language. Therefore this research is being done to make the student-teachers of PTC more fluent, more expressive in their target language, and in doing so to enable them to follow Modcom approach appropriately at primary school level. The researcher had prepared Expression Skill Development Programme (ESDP) with innovative task-based and multimedia materials to empower student teachers for effective classroom teaching of competency based English language.

4.1.2 Considerations:

The following considerations were taken into account for preparing Expression Skill Development Programme (ESDP) for the experiment.

1. Theoretical insight of instructional materials to know importance of materials for language teaching, factors required in the selection and production of instructional materials, designing materials and models of language learning. Also a Materials Design Model with specific focus on 'Task' for Expression Skill Development Programme and its mentioned details have been discussed in chapter-2.

2. Study of Modcom Approach. In an attempt to make a survey few in-service teachers training programmes and Modcom approach at primary have been reviewed. The detail description of review has been given in chapter -two.

3. A Diagnostic test was prepared to find out student teachers' difficulties while speaking and writing in English. Details of its preparation & validation have been given in chapter- 3

4.1.3 Designing the Construction of the Expression Skill Development Programme:

The prime objective of the present study was to device a programme to develop skills of expression in English language among pre-service student teachers and to improve their communicative competence for effective classroom teaching at primary school level. Hence it was necessary to know the difficulties student teachers face while teaching English. To diagnose difficulties and weaknesses of student teachers regarding the proficiency of English language, data were collected through diagnostic test. The researcher had conducted diagnostic test in two Primary Training Colleges where she was going to implement her programme. Apart from conducting the diagnostic test the researcher also interviewed teacher educators and scrutinized the reason behind student teachers inefficiency in teaching competency based English language at primary school level. Teacher educators confessed that being method masters of English they always put much emphasis on theoretical aspects of English method and ignored the practical aspect of English language teaching. They trained student-teachers to teach the lesson as a subject to be taught and never explained that it was only a tool for developing competencies. They did not know what actually competency means and without understanding the organization of the text the input components were considered as subject. As a consequence hardly there is any competency development. To overcome it the teacher should
have a good knowledge of competencies which further demands fluency in English language for effective classroom teaching.

While scrutinizing certain issues of pre-service teacher training programmes, the researcher found student teachers’ poor language competency in terms of accuracy, appropriateness and fluency. Student teachers would not be able to use a range of grammatical structure and vocabulary while expressing themselves. They were lacking the appropriate use of language to the task they were asked to do and the effective way of presentation. The interference of mother tongue and no atmosphere for second language acquisition were the root cause of the difficulties they face while communicating in English language. They would not be able to express their thoughts and ideas coherently and clearly. This was not taken into consideration while giving training to student teachers to teach in English at primary school level. Owing to this, student teachers fail to follow functional approach for teaching English language.

Therefore the researcher had designed a programme with innovative task-based and multimedia materials for an effective classroom teaching of competency based English language. The learning of skills of expression (speaking and writing) as well as proper understanding of competencies through programme would provide them rich input for better teaching. The researcher had prepared task-based instructional material for functions that covered major competencies of speaking and writing skill in. In order to have a comprehensive understanding of the prescribed competencies the researcher pooled down all the competencies and made a list of them. The list also included diagnosed competencies required to be strengthened.

The list of both diagnosed competencies in the text-books of std.6 and std.7 from which the researcher had designed the language functions to prepare units for the programme are executed in the table no 4.1.

Table: 4.1

<table>
<thead>
<tr>
<th>Skill</th>
<th>Competency no.</th>
<th>Statement of Competency</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>
</tr>
<tr>
<td>Speaking</td>
<td>2.7.2</td>
<td>Student gives appropriate verbal responses to simple statements, instructions, directions and requests in familiar as well as unfamiliar situation both in and out of class.</td>
</tr>
<tr>
<td></td>
<td>2.7.3</td>
<td>Student responds appropriately to courtesy expressions.</td>
</tr>
<tr>
<td></td>
<td>2.7.4</td>
<td>Student asks simple yes/no questions and 'wh' questions.</td>
</tr>
</tbody>
</table>
### Reading

<table>
<thead>
<tr>
<th></th>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.5</td>
<td>Student recites rhymes and poems with proper intonation and clarity.</td>
<td></td>
</tr>
<tr>
<td>2.7.6</td>
<td>Student gives direction in familiar situations for games and activities.</td>
<td></td>
</tr>
<tr>
<td>2.7.7</td>
<td>Students respond to 'wh' question.</td>
<td></td>
</tr>
<tr>
<td>2.7.8</td>
<td>Students make and speak meaningful sentences using given words, phrases and other expressions with clarity.</td>
<td></td>
</tr>
<tr>
<td>2.7.9</td>
<td>Student participates both in familiar and unfamiliar conversations meaningfully.</td>
<td></td>
</tr>
<tr>
<td>3.7.1</td>
<td>Deciphers non-verbal information and relates it to phrases, sentences or descriptions.</td>
<td></td>
</tr>
<tr>
<td>3.7.2</td>
<td>Reads aloud simple sentences, poems, dialogues and short passages with proper pauses and intonation following punctuation marks.</td>
<td></td>
</tr>
<tr>
<td>3.7.3</td>
<td>Finds out key-words, phrases and sentences from text.</td>
<td></td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th></th>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7.1</td>
<td>Student writes dictated words, sentences and paragraphs with correct spelling and proper pronunciation marks.</td>
<td></td>
</tr>
<tr>
<td>4.7.2</td>
<td>Student writes words and sentences neatly with proper space, punctuation marks and capitalization.</td>
<td></td>
</tr>
<tr>
<td>4.7.4</td>
<td>Student writes simple guided composition in 5-7 sentences on people, objects or places.</td>
<td></td>
</tr>
</tbody>
</table>

### 4.1.4 Content Selection:

A careful study of the above-mentioned competencies helped the researcher in choosing the relevant topics/contents, concentrating on the important functions. The sole objective to design a programme was to empower student teachers for an effective teaching through functional approach at primary school level. Therefore, the researcher had prepared task-based materials on specific language functions. Primarily, the twelve functions were identified but keeping in view the frequency of the functions, the researcher prepared 10 units. After identifying the functions, the language items were ordered according to the functions served by them. Grammatical, vocabulary and functional items were graded after taking into consideration student-teachers' difficulty level. The unit-wise language functions worked upon were as follows.
Table 4.2

Language Functions for Expression Skill Development Programme

<table>
<thead>
<tr>
<th>Unit</th>
<th>Language Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indicating possibilities and capacities</td>
</tr>
<tr>
<td>2</td>
<td>Linking two words with 'and', 'or', Talking about Two possibilities.</td>
</tr>
<tr>
<td>3</td>
<td>Seeking and Giving Permission</td>
</tr>
<tr>
<td>4</td>
<td>Describing, Things birds, animals and persons.</td>
</tr>
<tr>
<td>5</td>
<td>Making comparison.</td>
</tr>
<tr>
<td>6</td>
<td>Habitual actions and routine</td>
</tr>
<tr>
<td>7</td>
<td>Reporting current events expressing appreciation and other emotions.</td>
</tr>
<tr>
<td>8</td>
<td>Narrating an incident (std. 8)</td>
</tr>
<tr>
<td>9</td>
<td>Describing people (std. 8)</td>
</tr>
<tr>
<td>10</td>
<td>Describing occupations. (std.5)</td>
</tr>
</tbody>
</table>

1.5 Determination of Instructional Objectives for the Programme:

By the observation of the activities of student teachers and their communication in English, the researcher could understand that student teachers were not known to language skills and how to utilize them for effective classroom teaching. Better expressions either in oral or written mode are of prominent importance for communication in any language. Therefore, apart from deciding content from statements of competency for speaking and writing skills in designing a programme, the researcher also had determined instructional objectives for the **Expression Skill Development Programme** as to create and promote the interest of the student teachers in learning the skills of expression in English language.

- To motivate the student teachers to learn skills of Expression in English language.
- To enable the student teachers to express their ideas in spoken and written English.
- To develop confidence of student teachers to teach competency based English language at primary school level.
- To inspire the student teachers to use joyful ways, techniques and methods in teaching English.
- To prepare them to practice the essential language competencies of primary level students.
- To equip them towards the application of the Modcom approach for effective competency based English language teaching in their utilization for the development of desired competencies through language functions.
4.1.6 Organization of the Content:

After listing down the competencies of speaking and writing skills and the content matter the researcher organized them through flow chart.

- Competency Statements of Speaking and writing skills
- Grammar points
- 10 Units having 10 language functions
- Tasks of Listening, Speaking, Reading and Writing
- Vocabulary
- Language activity

You will be able to learn and teach.....

After the selection of Language function in the units, will be linked to relevant tasks of all four skills, specifically speaking and writing (Multimedia) slideshow of 10 units Call material
4.1.7 Organize learning opportunity:

In the present study two learning opportunities namely Expression Skill Development Programme and traditional classroom teaching has been explored.

In the Expression Skill Development Programme learning opportunity teacher is the director of the student teachers who were taught with the help of task-based and multimedia materials where teacher use computer as an aid in her teaching - learning process and in the classroom learning the teacher taught them competency based English language with traditional method of teaching i.e. chalk-talk.

The Expression Skill Development Programme was designed to be used as instruction vehicle to assist effective competency based English language teaching by the student teachers and teachers at primary school level.

4.1.8 Development of the Innovative Task based materials:

In the following section steps of the preparation of innovative material have been discussed. Through the assessment of the diagnostic test to know the difficulties of student teachers while communicating in English, the researcher realized the necessary input to be incorporate in the training programme. It was necessary for student teachers to comprehend the objectives of competency based English language teaching at primary school level. Therefore the enlisted English language competency of speaking and writing skill and the requirements for developing the competencies among student teachers were sensitized.

4.1.9 Content analysis and developing instructional sequence:

Having deigned the specific objectives the researcher developed suitable content structures that would go with the teaching of programme as such.

❖ The first task in this direction was to divide the whole content into 10 units. Each unit consisted of different functions. The units were organized and put in such a sequence that simple and interesting things proceeded to difficult and complex materials.
The instructional materials in the programme were based on all the four skills LSRW. It consisted of pedagogic and authentic task related to receptive and productive skills. It has certain steps viz. language games, language activities, receptive/quasi communicative activities, stories etc.

For the pilot study, it was then used in the second year PTC class in September month in the year 2010-11 and feedback of the student teachers was taken for revising and preparing the final draft of it. They opined that enough liberty should be given to use mother tongue where required. According to them tasks prepared were quite simple which they would be able to practice after being taught. The final draft of Expression Skill Development Programme was prepared, keeping in mind the suggestions of the student teachers. The table given below show the content of the task based material with specific objectives.

Table 4.3

<table>
<thead>
<tr>
<th>No.</th>
<th>Content</th>
<th>Specific Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action song</td>
<td>Joyful rhythmic activity that inspires them to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expression oriented actions</td>
</tr>
<tr>
<td>2</td>
<td>Story Time</td>
<td>Fluency practice</td>
</tr>
<tr>
<td>3</td>
<td>Conversation</td>
<td>Confidence building for functional use of English</td>
</tr>
<tr>
<td>4</td>
<td>Reading and Writing</td>
<td>Comprehension and Expression of ideas</td>
</tr>
<tr>
<td>5</td>
<td>Rhymes</td>
<td>Joyful rhythmic activity</td>
</tr>
<tr>
<td>6</td>
<td>Language Games</td>
<td>Joyful learning</td>
</tr>
</tbody>
</table>

4.1.10 Criteria used for preparing Task-based materials:

Before deciding the criteria the researcher came across the recent criteria for syllabus design employed by D.A. Wilkins (1976), John Munby (1986), Van E.K. (1979), William Littlewoods (1996), K. Johnson (1982), Leo Jones (1990) and S. Savigon (1972), which helped her in selecting areas. Teach English a training course for teachers by Adrian doff helped her to design her materials for this research study.

The main purpose of the materials lies in offering different kinds of tasks for performing various communicative functions for fluency practice in both spoken & written language. The researcher was guided by the following principles in developing and selecting the activities.

i) Use of real life communicative situations in the classroom

ii) Learner centered activities.

iii) Cooperation and empathy.
“For learners who are studying English in a non-English speaking setting it is very important to experience real communicative situations in which they learn to express their own view and attitudes and in which they are taken seriously as people.” (Klippel, F., 1995:4)

Sometimes real communicative situations develop spontaneously when exchanging comments of deteriorating condition of roads in our town or about somebody’s new dressing etc.

“Since second language heading should help achieve some kind of communicative skills in the second language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.” (Klippel, F., 1115:4)

To follow this the researcher tried to incorporate student teachers in familiar situations for promoting use of English language viz. science fair in which student teachers of PTC have participated, ‘Famous tourist place of Gujarat’, ‘Co-curricular activities of PTC ‘Problems related with the hostel life away from sweet home’ etc.

Here the purpose was to use their knowledge about the situations for encouraging communication in the classroom.

Two devices “Information gap” and “opinion gap” helped the researcher in designing the learner centered activity using learners’ familiar communicative situations.

“By applying the principles of information gap and opinion gap over the traditional exercises can be changed into more challenging communicative situations.” (Klippel, F., 1995:5) Thus, the well known procedure at beginner’s level of having students describe each other’s appearance has been transformed into a communicative activity by adding an element guessing (information gap) (see unit 1-task 1).

However, all tasks could not be up like this. Matching exercises and other tasks have remained unchanged because one of the purposes here was to provide models to the learners.

Information gap exercises force the participants to exchange information in order to find a solution e.g. reconstitute a story, solve a puzzle etc. in unit I and II many information gap activities are given.

Opinion gap are created by tasks incorporating controversial ideas, which require the participants to describe and perhaps share their views on those ideas. Another type of opinion gap activities given is to let the participants share their views / feelings about their individual as well as common experiences.

Difference of opinion can be the focus of a discussion in tasks such as role play and simulation given in task of unit 5 where they were asked to compare one another in the classroom, also the things around them. They further talked about their own perception of things and places.

Another type of opinion activity accommodated in the programme is based on the common experience of the student teachers such as task II unit 5 where student teachers were asked to prepare a list of items one requires while visiting grocery shop and task 1. unit 3 in which student teachers were asked to prepare dialogues when they had to visit different public places like railway station, market, hospital, post office etc.
“Information and opinion gap exercises have some control worth talking about, students do not want to discuss ‘trivia’ the interest that is aroused by the structure of the activity may be reduced or increased by the topics.” (Klippel, F., 1995:4)

Many of the activities used in the programme are concerned with the student teachers themselves, their feelings and ideas are the focus point of those tasks particularly in unit 6 entitled habitual actions & routine.

Unlike the traditional exercises, however necessary and useful they may be for pre-communicative grammar practice, meaningful grammar activities on a personal level forge a link between the learners and second language in such a way that the student teachers identify themselves with it. It improves performance and generates interest. “Indicating possibilities and Capacities” (unit 1) affects them, personally, which is eminently motivating for students.

“Furthermore learning a second language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insight into our personality and culture?” (Klippel, F., 1995)

Keeping in view the above mentioned points, in almost all the units pictures have been used which encourage the student teacher to infer questions or to complete the missing information. The researcher has prepared unit in which student teachers are prepared to deign the things which are around them.

In unit 5 (task II) student teachers were asked to frame some questions and interview with one another. In their discussion they were asked to compare things, people, places etc. It is a less ambitious vehicle than the earlier ones for active learner’s participation; it makes student teachers share their views with each other. It literally gets them out of their seats and this is very important. It culminates in a final product which everybody has helped to produce. The student teachers really enjoyed talking about their favourite films and film-stars. Further devices like games, miming, fun and imagination, (brain-storming) problem solving activities have also been used to make the student teachers more active and for sustaining their interest in the classroom activities.

For designing this programme of innovative task-based materials and to fulfill the objectives of ‘Functional syllabus’ in competency based English the researcher left the narrow path of purely structural and lexical training and have expanded into the fields of personality building.

The impact of English for shaping the learner’s personality is slowly being recognized. That is the reason English as a second language teaching like many other subjects plays an important part in education towards cooperation and empathy. Teachers also like students to be sensitive towards the feeling of others and share their worries and joys. Realizing the importance of emotional quotient a few tasks have been designed focusing on the sharing of feelings and ideas mainly in the unit 5. It demonstrates to the student
teachers that cooperation is necessary. Many of the activities included in this programme focus on the participants’ personalities and help build an atmosphere of mutual understanding.

Though the considerations outlined above have influence in the selection of all the activities, they have never been the only decisive factor. Mostly it has been the researcher’s intention to collect activities which demand the use of more and more English in meaning but situations. Fostering the flexibility in English language is as vital to her as trying to prepare student teachers for the communications that may arise.

4.1.11 Integrated tasks:

In the programme the tasks are integrated in such a way which requires the student teachers to read or listen to a passage or conversation and discuss it in group or pairs, developed into individual compositions. Theses activities helped in improving student teachers’ confidence to express their own ideas and feelings in the tasks that focused on written communication.

It served two fold purposes of providing adequate exposure to the English language as required in real life and improving students teachers’ overall competency thereby ensuring their ideas, opinions and feelings in the tasks given in the prepared units.

4.1.12 Focus on Reading+Writing Mode:

In the programme however all the skills LSRW are integrated and student teacher are given enough opportunity to English in their groups & pairs. The tasks focused on reading and writing mode which is concerned with role play activities for different speaking tasks, paragraph writing, dialogue writing and writing small composition. Here student teachers are not directly given the writing tasks but they are expected to listen or read the recoded texts and then discuss within their groups and pairs then they are asked to write a paragraph about it.

Many tasks involve the student teachers in various activities ranging from describing concrete objects to abstract theme that involved imagination and creative writing. Other tasks are based on the narrating simple everyday activities, describing processes like making tea, or lemon juice.

4.1.13 Development of Multimedia Materials:

The Multimedia:

Education has always acknowledged the efficiency of multi-media competences. The NCERT has included media like television and radio in a well-knit package for teacher training. Video communication was found useful in explaining and demonstrating the process point of teaching - learning. The multimedia aids used and prepared in the programme are as follows;

1 Video aids:
   • Animation Moral Stories
   • Animation dialogues for conversation

2 Audio Cassettes
   • Home laboratory for listening comprehension
   • Pronunciation practice.
4.1.13.1 Video Aids:

1) Animation Moral stories: The researcher has prepared ten moral stories to develop speech skills among student teachers. She had downloaded these stories from the YouTube website. First of all these stories were searched from Google storyboard. The researcher had made a collection of these stories with the help of software YouTube Downloader. The purpose of having these stories was to give student teachers better practice of speech skills. Therefore the researcher had added text in each story through converter which further provides high voice quality. The stories were prepared having the screening of written dialogues with each video clip of animated pictures narrating a story. The collection included both moral stories from Panchatantra and Jataka tales given in appendix 6. These stories were as follows.

Moral stories
- Common Sense
- The Sparrow and The Elephant

Jataka Tales
- The Bold & Wise Tree
- The Golden Crab

Panchatantra Tales
- Lion and The Rabbit
- The Three Fishes
- Talking Cave
- The Four Friends

Aesops Fables
- Ant and The Dove

Fairy Tale
- The Wolf and the Seven Little Goat

2) Animation dialogues for conversation: One of the techniques researcher has used effectively in the programme was role-play. It helped her to improve communicative competence of the student teachers. The researcher had developed animated dialogues to provide examples of standard pronunciation to the student teachers. These dialogues were the different situations enacted as a role-play in which the researcher has added written text. The dialogues were prepared having the screening of written text with each video clip of animated
pictures narrating the situation through dialogues. After listening the dialogues, student teachers were asked to practice the same language function in another such situation, to prepare dialogues for it and to enact the situation in an Indian context. This video aid has created naïve atmosphere in the classroom and there was healthy interaction among student-teachers after displaying there dialogues proceeded by the tasks related to them. The dialogues had language functions like introducing oneself, giving suggestion, making inquiry etc.

4.1.13.2 Development of PowerPoint Presentation:

Apart from developing animated moral stories and dialogues for conversation, the researcher had prepared PowerPoint presentations of the tasks of speaking and writing skills for all language functions included in 10 units of Expression Skill Development Programme. Keeping in mind storyboard and graphic file of task based materials the researcher developed five presentations for each of the units utilizing PowerPoint application tool of MS Office XP version in the sequential order given below.

1. After opening the PowerPoint form desktop, the researcher opened the blank presentation. From the new slide dialogue box a title slide option was selected.
2. The title 'Tasks of Speaking and writing skills' and subtitles with language functions were entered. The fonts, design, shape of title slide were finalized.
3. After arranging design, color, shape etc. a master slide prepared.
4. A slide containing the details regarding the researcher, the guide and the institution was created.
5. A slide with the language functions were hyperlinked with its content presentation.
6. Content and graphics presenting to the section according to the story board were composed in sequential slides. During this process various principles such as from simple to complex, form concrete to abstract, from known to unknown etc. were utilized. Aesthetic quality of the slides was also taken care of.
7. A slide with instructions for more practice which was given in written form of workbook was prepared under the title, 'It's time to work'.
8. Before ending the show, the last slide to seek the participant's confirmation regarding if they had enjoyed learning, that way, was created under the title, 'Hope you would have enjoyed learning competency based English like this for effective classroom teaching.'

4.1.13.3 Making the Presentations Effective:

- After this the presentations were drafted and formatted in order to make them more effective. For that the text portions were animated using the custom animation facility of the PowerPoint XP version as per the need of the presentation. The text was presented 'in sequence' and 'word by word' and 'on click'. For there the 'effect options' 'from custom animation toolbar were utilized. The animation effects 'unfold' and 'appear' were employed. Then all the slides were ordered sequentially and numbered as well.

4.1.13.4 Making Multimedia material Effective:

Call material having stories, dialogues for conversation and rhymes for learning English have been prepared separately. Call material was developed with Audio maintains (level), brightness, contrast, as well as specific
format-size with editing text, special background musical effect and different types of picture background that was set by Adobe Première Pro.

The video display of story, text-related content was developed with larger story board in which further story-related questions, idioms and phrases comprised in the story-word cluster from story were included. It was followed by similar situation from story for simulation practice.

Dialogues for conversation-video animation was followed by the slide ‘Let’s practice the same language function in another situation’ for role-play practice.

Finally rhymes for learning English with action song were formatted under slide ‘Time to have fun, let’s enjoy rhymes’.

A separate slide was prepared by editing the complete call material in Adobe Primiere Pro which was then inserted in the PowerPoint presentation of the task-based material.

Each unit was then devided having PowerPoint presentations of task-based and multimedia materials. The powerpoint presentations of materials in ESDP is given in .PowerPoint presentations are given in appendix 10

4.1.14 Development of workbook:

As the 'Expression Skill Development Programme' is used by the researcher as an aid to her teaching, formal evaluating exercises have not been given there as a part of the programme in the CD but the teacher is free to evaluate the student teachers as he/she does in his/her routine teaching.

The Expression Skill Development Programme (ESDP) is designed to present task-based & multimedia materials through play-way manner of teaching competency-based English language, Followed by language functions in units assessing the student teachers' comprehension of the instructional content.

With this programme pre-service student teachers are expected to practice the content learnt. The content is divided into various grammar portions included in respective language function. After learning each portion practice work is planned. For that in all 10 worksheets are prepared. While preparing the worksheets variety of situations in the language functions is kept in mind. The workbook is given in appendix-11

4.1.15 Organizing Activities for Expression Skill Development Programme:

"When people have to work together in a group it is advisable that they get to know each other a little at the beginning once they have talked to each other in an introductory exercise, they will be less reluctant to cooperate in further activities. One of the pre-requisites of cooperation is to know one another’s names. A second one is having some idea of what individual members of the group are interested in. one important use of warming up exercises is with new classes at the beginning of the academic year, if the teachers join in the activities and let the class know something about herself the students are more likely to accept her as a person and not as a teacher. A second use of warming up activities lies in getting students into right mood before starting on some new project or task." (Klippel, F. 1995)

"Students often find pair works the least threatening because everybody is talking at the same time and they have got one listener. Depending on the atmosphere in the class, exercise can be modified in pair or group work." (Klippel, F., 1995)
Keeping in view the above mentioned point the researcher had incorporated a good number of warming up activities in experimental group. For instance in unit 10 ‘Identifying Occupations’ one task is given in which several pictures of different professionals are shown for recognizing their identity. Student teachers are asked to share their views about these professionals. The purpose of this task was to make learners curious about the new learning and also to help the teacher to know the level of student teachers.

In the same way unit 3: Task 1 is an introductory task in which there is a picture of different food items on the dining table and in the refrigerator and the student teachers are asked to work in pairs and discuss on the following points like naming of the food items, label of the food-item, countable or uncountable food items they have at their houses and food items they do not have and do not use at their houses. The rationale of this task is to draw the attention of student teachers towards the new unit as well as to know their areas of mistakes.

Unit 7: Task 1 is a warming up activity in order to prepare students for the other communicative tasks. Here, the students will be given chance to listen some instructions and they will have to follow the instructions. They have to exchange their sheet with one another which will help them in knowing their mistakes.

All the above mentioned warming up exercises and several other used in different units are suitable for student teachers because they are simple and not demanding. The language content of the exercise is adapted for achieving proficiency in English.

ii) Guessing games:

Everybody likes guessing games whether he is a child or an adult. Both chance and skill (in asking the right questions) play a part in finding the solution. The basic rule of guessing game is eminently simple; one person knows something that another one wants to find out. The thing to be guessed differs greatly from game to game. It can be something one player is thinking of an object seen only by one person, a word, an activity or lots of other things.

“As the person’s guessing has a real urge to find out something, guessing games are true communicative situations and as such are very important for second language learning. They are generally linked by students of all ages, because they combine language practice with fun and excitement (Klippel, F., 1115:31-32)

In the unit 4 “Match Match Match” one guessing game activity is incorporated for promoting interaction among the student teachers. The activities has been organized in such a way that it reduces the strain that the student teacher concerned is questioned by the class thus avoiding common language where the pressure is on the person only. In this activity the researcher gave each student teacher one picture and told them that they were not allowed to show the pictures to others. Each student than had to find someone who had the same picture. They were asked to do this by describing their picture to each other or by asking questions. When they found their pair, both are supposed to describe the picture to the class.

For Example

Student1: Is there a bird in your picture?
Student2: Yes, there is.
Student1: Which bird is it? Sparrow?
Student2: No..... (it goes on)
Student1: Where is your bird?
Student2: It is near the table.

iii) Questioning activities:

Questioning are humanistic activities that focus on the learners themselves their attitudes and values. Secondly there is a kind of task that could be employed to teach learners about the cultural background of the target country. Thirdly these are the activities which can be used as warming up exercises or strategies for tackling more factual topics.

Many of these activities are quite flexible not only as regards their content but also in terms of procedure. By introducing a few new roles, e.g. a limit on the number of questions or a time limit they are transformed into games.

As students are able to produce yes/no and wh-questions, so in most of these types of questions are used. (Klippel, F., 1115:51-52)

In all the units questioning activities have been used to know the level of student teachers about their surrounding and also to ensure their active participation.

(iv) Language games:

Language games are useful for teaching all the four basic skills-listening speaking, reading and writing with special emphasis on communication. The games included in the units are stimulating and they give every opportunity for the student teachers to use language naturally. The information gap in the games makes the whole exchange meaningful. The aim to use different language games in the units is to teach vocabulary aimed grammar to the student teachers in a play way manner. In unit -11 the language game 'sentence sentence' is introduced in the form of antaxari. Learners are supposed to produce sentence from the last word spoken by the opposite team.

Through the use of different language games in all units the researcher made student teachers to practice various grammar points to bring accuracy in their spoken language. The fun factor became prominent through language games while practicing for speaking skill.

(V) Stories:

As we know story telling is the best and the oldest teaching tool. As suggested by Gijubhai Badheka a child educationist story telling is an effective teaching method for the young students makes sense of word around them to stories and enable learners to enrich certain vocabulary. Story reading (as opposed to a teaching story as texts) can be developed into a classroom methodology within a whole language concept (Jangid 2005) Reading stories, repeated reading, choral reading story telling and rewriting activities can also help to develop language proficiency and skills of teachers. It triggers the acquisition process in children.

The researcher has made use of picture calendar of stories in different units. In unit V "talking about
capacities" a story about peacock and a deer is given through which student teacher can practice the grammar structure model auxiliary 'can'. The researcher had also covered animated moral stories to give them better practice in fluency. After listening to moral story they themselves are supposed to imagine and talk about it in group. In addition story-telling, making small stories from picture calendar, enjoying animated moral stories not only enhanced speech skill but also boost up their interest and confidence to learn in different and joyful way. The task of story and composition writing is prepared with picture calendar of the stories. The researcher has collected this calendar from the Teachers' Training Material (Input rich environment at primary school level) by GCERT. The stories selected by researcher from picture calendar are as follows;

1. What did the bear say
2. Modern monkeys
3. Pillu and dimpu
4. Unity is strength
5. A helpful crow

vi) Thinking Strategies:

In the last decade Edward de Bono has repeatedly demanded that thinking should be taught in schools. Its main intension is to change our rigid way of thinking and make us learn to think creatively.

Brainstorming mentioned by de Bono (1973) is a technique that has been used widely in psychology. (Klippel, F., 1995:96)

In the programme the thinking strategies have also been included in which different ideas have to be collected by the participants and it is followed by a discussion in the class. It is obvious that there is ample opportunity to use English language. Apart from the speech acts of requesting, commanding etc, these tasks practice all forms of comparison and the conditional. Thinking strategies are linked with role play and simulation.

vii) Role play and simulations:

It is not easy to distinguish clearly between role play and simulation. Both are forms of games mirroring a slice of reality. As a role simulations are more highly structured and contain more diverse elements in their content and procedure.

"Simulation is simplified patterns of human interactions or social processes where the player participates in roles" (Davison and Gordon 1978, P.55)

Most simulations demand that the participants are supplied with background information and materials to work from both before and during the simulation. Accomplishing the task set in a simulation has sometimes got to do within a time limit, e.g. in writing the front page of a story, just as in reality.

"In contrast to simulations, role-plays often consist of short scenes, which can be realistic-as in acting out a shopping simulation or pure fantasy- as in pretending to be a passenger at railway station. Realistic role-plays have been common features of situational language teaching for a long time and are centered for by suitable dialogues in most beginners' textbooks. Also a lot of materials for role-play have
been published. (Heyworth 1978), Lynch (1977), Menne (1975), Sealy (1978), Walker (1979), Role play
may be enacted around every day situations as well as around topical problems like the generation gap or
vandalism.

“The materials necessary for a simulation should be more varied and complex to suit the multi-
layered structure of a simulation.” (Klippel, F., 1995:122)

While designing role-plays and simulations tasks the choice has been guided by the intention to
achieve effective language learning situations rather than extremely original topics.

In unit 4: task-ii and in unit 10: task-4 the tasks based on simulations have been designed in such
a way to suit the needs and interests of student teachers. In unit 4, the task is based on the problems of their
peer-group that is directly related to their teacher training course. The second one in unit 8: task iii has been
designed keeping in view the problems of the hostel where the student-teachers live.

In role playing activities, role-cards are used. In unit 3: they are asked to imagine the situation
themselves and write their role on the role-card they were given. They were provided model situation with
dialogues and later on asked to play their roles in given situation accordingly.

Role-plays are quite demanding for second language situations in that the players have to use the
second language appropriately and adequately both in terms of the second language itself and the particular
role that is acted out. It improves the student teachers’ oral performance generally. Simulation quite often
trains them in all the four skills. It mainly constitute the practice sessions where the participants draw on
everything they have learnt so far.

4.1.16 Filtration: After the programme was developed the filtration was done in following manner.

1. Expert’s Opinion: After the task-based materials, PowerPoint Presentations and multimedia materials for
the Programme were prepared. It was shown to the experts of following categories and their suggestions
were sought.

   A. Technical experts: Regarding the multimedia material, the appropriateness of the slide format,
   fonts, objects, color background, design, animation, slide transition, sound and graphics of the whole show
   the package was presented to the authorities of computer programming. They suggested several corrections
   and change was accordingly made.

   B. Subject and methodology experts: Content is the essence of the whole programme. The
   format is the body and the content is the soul i.e. core part of the programme. Experts who have been
   working in the field of English language teaching are the key persons for assessing and deciding the content,
   its coverage and analysis, order of presentation, its methodology and validity. The programme with task-
   based materials was exposed to them and their suggestions were sought on the basis of their suggestions due
corrections were made in the programme in consultation with the guide of the researcher. A list of all the
above experts in computer programming and subject experts at various levels are appended as appendix no.4.

2. Revision of Materials in view of Experts’ suggestion: Although the innovative task-based materials in
Expression Skill Development Programme were based on communicative framework. There were many
lapses, which were pointed out by the experts. They were revised as per their suggestions regarding instructions, appropriacy of the tasks etc. The comments and suggestions of these experts boost the morale of the researcher.

Following were the suggestions given by the experts:

I: Instructions

The important suggestion given by experts was regarding the instructions. "The instructions need to be carefully worded, simple rubrics should be used. At some places they found confusions of second and third person. Keeping in view the above suggestion, the following charges were made.

**In Unit-1** earlier, the instruction given in listening task was like this:

"A teacher will speak the following sentences and students will enjoy the game."

Now the changed instruction is:

"Listen to the teacher carefully and enjoy playing the game."

Task III of unit 2 students will suggest something to one another and will join the sentence with 'or'

Now the changed instruction in speaking: **Task III**

Students will suggest something to each other and will represent their answer to the class by joining the sentence with 'or'

**In Unit -2 (task: IV)** the instruction was just "look & say".

Suggestion: "This was mistake pointed out by Dr. Attune Bhattacharya. He suggested that it was rather a name of the text-item but when you prepare a task it should be instructed properly.

Now the changed instruction: "Look at the pair of picture given below. Make sentences from it as much as you can and represent them to the class".

The general suggestion made by all experts is to keep any one medium of instruction. There must be consistency and clarity while giving instructions. The suggestion was taken into consideration and all the instructions in Gujarati from major units (1, 2, 3, 4 & 10) were translated into English. Earlier the instruction for activity in **unit 2** was like this "complete the following sentences by reading the family tree".

After going through the instruction they unanimously suggested that there should not be any ambiguity. The instruction should be recorded as, "Look at the Family tree carefully and complete the sentences given below it."

Earlier in **Task III (Unit 2)** the following instruction was given, "There is a classroom decoration competition in your school. Read this table and write a paragraph about who will do what."

The table consisted of the name of students along with the object and verb to make meaningful sentences. The suggestion given by Dr. Sulbha Nataraj was that firstly 'Read this Table' should not be written; secondary the column with the name of the students should be omitted. It was suggested that ask the student to add to the list of activities. By doing so you would be able to make student teachers to think creatively.
Now, the changed instruction is "There is a classroom decoration competition in your school. Tabulate the information given below and write a paragraph about who will do what."

**Task 1 (unit 3)** specifically involves teacher's instruction and command followed by students. The earlier format of the task was like this.

The teacher will give few cards to the students and will call them according to the identity they are given. The students will tell about their identity to the class.

The changed instruction is "Make a list of people identified in card. Come forward with your role when called upon. Enact the situation in the class." (Group work).

2. **Usage:**

"Use of some words was not found appropriate particularly unit-1 & task of listening skill."

Here the suggestion was to avoid the assertive form of sentences. A few examples are given.

A sparrow can fly.

A dove can fly.

A pen can fly.

Here opinion was that it sounds rather a more translation. The sentence formation was thus changed in interrogative which is as follows.

Teacher: Tell me soon, can sparrow fly?
Students: yes, yes, yes
Teacher: Tell me soon, can buffalo fly?
Students: No, No, No

In vocabulary exercise (Unit 3) there was a suggestion to replace the word 'walk' because it does not indicate the sign of particular slogan. Now the changed slogan is "Keep left on the road".

In the **Task II (Unit 5)** there were sentences that were not found up to the question marks. The advice was to reframe the question. Now the questions are as follows.

Whose books did Aditya give to Vivek?

Which book did Aditya give to Vivek?

In unit 4 'Describing things and objects', the researcher had frequently used the word 'things' but it was also suggested that it should be avoided and instead of it 'object' would be much more appropriate.

In the same way in unit 2 the researcher was suggested that she should avoid using some words.

For example, instead of 'small child', 'a kid' should be used.

3. **Coverage:**

One of the suggestions was that enough coverage was not given particularly in the **unit 4** where tasks were prepared on things/objects. Tasks based on describing room should also be incorporated in the **unit 6**.
4. Grammatical Errors:

The suggestions were: "grammatical and typographical errors" should be avoided." Dr. Sulabha Nataraj suggested that there were quite many lapses so far as language is concerned. They must be corrected if the programme is to be offered to young teachers." It was also noticed that at some place connections and linking words were missing. Some of the tasks were not found well organized.

These experts found many slips in grammatical constructions. In unit 3 there was one task in which one incident was narrated, and mother said "No, you are too young for riding a scooty." Aastha became sad and thought when I will be old enough to ride a scooty.

In their opinion it was not well organized. They opined that the model paragraph should be perfect in all respects. The sentence was corrected as follows:

"Her mother said "No, you are too young to ride a scooty". Aastha become sad and thought, "When will I be old enough to ride a scooty?""

Secondly, in listening tasks 'written form' was emphasized. Their argument was that students should not listen to written English. They may be asked to compare their description to the "written description".

5. Focus on Testing:

One of the experts suggested, "The focus seems to be on exercise testing rather than on exposure to language use that is on teaching ". In unit 4, how do you ensure that student-teachers will be able to give words to describe people? It was advised to form the task. Earlier it was like "Describe people using words written on the black board". The task was reframed as suggested.

"Describe people with a given words emphasizing on their appearance (face, eyes & hair) and style (figure).

6. Pictures:

In some of the units pictures have been used. One of the experts suggested that while choosing picture, one should remember that pictures should not be much familiar, for instance in the picture story a face of king given was very familiar. Instead they should be projected as caricatures, which will make student teachers curious about them.

In the same way, in unit 8 language function was selected from Std. V and simple forms were given. Experts suggested that such simple forms should not be used at the college level as they would be much simple and would not serve any purpose.

But, here the researcher's argument was that simple forms would encourage the student teachers and prepare them for the complex forms. When the simple composition was tried out in the class the researcher realized that the story-writing initially was difficult for them but animated stories sustained their interest and made them to learn it gradually.
7. Skill-based Materials:

In the opinion of one of the experts main focus should be upon reading and writing skills. On the other hand, some of them advised to take recognition of neglected skills viz. listening & speaking.

Following was the remark made by one expert.

"Even though in each unit LSRW gradation is followed while preparing tasks, most of the units are based on reading and writing. Therefore, the student teachers do not get practice in listening, speaking, reading and writing."

Suggestion:

"Some tasks could have been centered on listening to the cassette with displaying some function like talking about Sunday, their routine on holiday and or description of some known celebrity's routine. Listening them in cassette, and taking notes. Based on these notes they could organize the points into paragraph."

Keeping in view the above mentioned suggestions the researcher incorporated all the skills LSRW. The researcher targeted to make the materials more and more authentic. So she tried to make use of the integrated skills as we do in our day-to-day life. The researcher’s effort was to reduce the gap between what is taught in the class and what is required in day-to-day life.

8. Authenticity:

Materials have been prepared to cater to the day-to-day needs of the student teachers so that they could express themselves well in familiar context. To fulfill this need the suggestion was that more authentic materials should be used in the prepared programme. Dr Sulabha Natraj suggested that Task II (unit 2) should be modified. Details may be modified in paragraph rather than in dialogues.

Suggestion: It'll better for you to say what someone (Kanubhai) bought, what was the cost etc. You can bring some real authentic materials like grocery bill in the class room. Ask them to find out the details of the bill and then to prepare the dialogues accordingly. It could be a good role-play activity.

After getting the suggestion to make it more authentic the researcher made necessary changes. Instead of reading & writing task, it is was thought that if it was designed keeping in view the speaking+ listening mode, it would be a good example of the authentic task. So it was designed as pair work in which one student was asked to perform the role of a shopkeeper and the other student was asked to play role of customer.

9 Contextualization: "All the tasks should be meaningfully contextualized. As some places, tasks were given in isolation. It needs to be improved in the content chosen." Now the changed one is.

"Look at the following pictures and make sentences with the use of model auxiliary 'can'".

Task I (unit 1) was considered as structural task.
Suggestion: Functional presentation is contextual with the student teachers' response not provided. The researcher has therefore cancelled the structure. She provided to make the dialogue and has changed the instruction and made it functional. Earlier it was “make the sentences from the example given below.” Now the instruction is “Look at the pictures given below. Speak two-three sentences about it to the class.”

10 Repetitive: “The Expression Skills Development Programme seems to be repetitive at some places that need to be improved. Some tasks are repetitive. Try to improve materials in terms of CLT, TBL (Task-based learning), ‘PPP, ESA,’ models etc.”

11 Spoken Vs written Form: There should be difference between spoken forms and written form even if it is in the written form.

12 Layout and presentation: The ‘Expression Skill Development Programme’ needs to be improved in “lay out and presentation”, “in the instructions given”, “in the context chosen.” Keeping in view the above mentioned suggestions the researcher revised her programme with Innovative task-based and multimedia materials. The final draft of the package of materials has been given in appendix -5

4.1.17 Development of User Guide

Separate User guide was prepared to help a teacher to use the Expression Skill Development Programme in the classroom teaching. It includes the following points.

- Objectives
- Expression Skill Development Programme
- Requirements
- Classroom arrangements
- Steps for Implementation of Programme
- Division of the programme / Time Schedule.

The User guide is given in appendix-9.

4.1.18 Finalization of the programme:

On the basis of filtration finalized draft of Expression Skill Development Programme was prepared. The Expression Skill Development Programme included.

1. C. D. Rom
2. Task-based Materials
3. Workbook
4. User Guide
5. Competency based tests
4.1.19 Development of Competency Based Pretest- Posttest:

In order to measure the progress of student teachers increasing proficiency in expression skills of English language, competency-based tests (Pre and Post) were conducted. 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.

It consisted of components of expression like linguistic accuracy, appropriacy, fluency and communicative interaction in speaking skill and writing with proper punctuation marks, correct spellings and small compositions of 6 or 7 sentences in writing skill as the criteria for the assessment.

4.1.19.1 Nature of Test Items for Competency based Pretest-Posttest:

The pretest and posttest for speaking and writing skill were 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 student teachers' communicative needs as well as their particular language difficulties which were spelt out earlier.

**Nature of Test for Speaking Skill**

- The test for speaking skill which has 5 items contained some visual information such as a picture showing children playing and doing other activities in Children Park.
- Two test items contained information transfer activities. Student teachers were asked to seek information about each other (pair-work) with the use of 'wh' questions.
- One particular test item focused upon the language function 'Talking about likes and dislikes'. They were asked to talk about their likes and dislikes.
- Another test item contained an interesting story of a foolish boy who was cutting the same branch on which he set. They were asked to answer the questions from the story after its careful listening.
- The last item was completely informative. They were supposed to describe the room in which they were sitting. The things around them should be described in number with the use of introductory 'There'. Thus all the test items in speaking test focused on communicative aspect of the language.
- It carried total 51 marks and duration of time was that of 30 minutes.

**Nature of Test for Writing Skill**

- The written test also contained 5 items pertaining of content like punctuation marks in paragraph, composition, creating story from dialogue, story writing from outline, etc.
• There were two test items in which students have to answer in just five or six sentence. One test item contained a paragraph which they had to punctuate properly with capital letter and punctuation marks.
• Then there was another paragraph in which they have to answer the questions based on particular paragraph.
• The last item contained story-writing. They were supposed to write a short story with the help of the outline given in the test item.
• It carried 45 marks. Its duration was of one hour. Thus both the tests together carried 96 marks.

Since the tests were mainly productive in nature the test items were designed in such a way that student teachers did not get any lexical and structural help from the test items and questions. It was done with a view of testing and evaluating student teachers’ actual linguistic and communicative competence as the test was structurally, contextually and situationally controlled. The ideational control was practiced by providing picture for visual information to the student teachers. Situational control was observed by describing the situation and context in terms of social setting.

The following table contains details of the components of the competency based tests.

Table 4.4
Details of the competency based test items for speaking skills

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>No. Name of Component</th>
<th>Marks</th>
<th>No. of Items</th>
<th>Q.no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting information about each other</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Describing objects &amp; Persons in the picture</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Talking about story</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Talking about likes and dislikes</td>
<td>10</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Describing things</td>
<td>10</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table: 4.5
Details of the items based on the type of Questions

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Type of questions</th>
<th>No. of Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objective</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>6 sentence</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>5 sentence</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>more than five</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>more than five</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5</td>
<td>46</td>
</tr>
</tbody>
</table>

129
Table-4.6
Details of the competency based test items for writing skill

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of Component</th>
<th>Marks</th>
<th>No. of Items</th>
<th>Q.no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punctuate the passage</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Writing a composition</td>
<td>10</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Paragraph writing from dialogues</td>
<td>10</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>reading comprehension</td>
<td>10</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>story writing from outline</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Table-4.7
Details of the items based on the type of questions

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Type of questions</th>
<th>Question no.</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objective</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Productive</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Productive</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Receptive</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Productive</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

Components of expression in speaking and writing skills for assessment criteria is given in appendix -2

4.1.19.2 Piloting and Revision:

To validate the test items, the procedure of piloting and revision was adopted. A number of points were kept in mind while considering the validity and reliability of the test items. The test was administered in a small group of student teachers from two other colleges, Mahalaxmi PTC and A.G. Teachers College for primary teacher training. After piloting the tests, the answer sheets were scored with a view of revising the test and making it more valid. The test items were scrutinized employing item analysis. Based on the results of item analysis certain items were revised and a few others were replaced.

The following changes were made.

i) The listening task was replaced. (Earlier the question was in a form of instruction which was reduced by storytelling to raise its difficulty value.

ii) The reading task was revised.

iii) A few questions were found very easy. Therefore it was decided to raise the difficulty level of the questions. Two questions in the written test were also removed due to this reason.
Such revision helped the investigator to arrive at the final form of the Pretest-posttest for speaking and writing skill, which were given in appendix 5. In the Final draft the changes were incorporated before administering it to the student teachers.

4.1.19.3 Validity of the Tests:

The final form of the test was presented to a pool of experts consisting of experienced teachers, educationists, researchers 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 study.

They expressed their satisfaction regarding the coverage of important components in the test. The experts accepted the weight age given for each component in the test. The experts also accepted the weight age given for each component as shown in the final form of the test. They were also asked to examine the clarity of language used in the instruction as well as the question items of the test. The finalization of test items was done by keeping in mind the intrinsic factors of testing-test specification, weighting of parts, item difficulty and test length. While constructing the test the scientific procedure of constructing the achievement test was meticulously followed in each and every step. All the items reveal the appropriate weightage for each aspect of the test (functions) components, content and type of questions and difficulty level of questions. The experts examined the percentages given for each item and they gave their consent over the distribution of the items in the test. The item analysis procedure was followed while selecting the test items and the components of the expressions in the final form reveals that the test contained construct validity.

4.1.19.4 Administration of the Pretest and Posttest:

The investigator tried to rule out every possibility of teachers’ variable while administering the tests. The time limit of the test was that of two hours including both speaking and writing skills which was observed strictly. Before conducting the Pretest researcher gave the orientation talk to student teachers of all the four groups in two colleges respectively in order to acquaint them with the objectives of the experiment. The pretest was administered to the student teachers for two days, as they were taken from two different colleges. It aimed at testing student teachers’ entry level behavior.

Before and while giving the test the researcher created friendly atmosphere and imparted clear instruction. The researcher also assured them to respond to the tests, as they (tests) were not going to affect their examination result or progress of learning in any way.

Having administered and examined the answer sheets of the student teachers the investigator taught competency based English to experimental group through Expression Skill Development Programme while control groups were taught through existing materials using the traditional method of teaching. After completing competency based English language teaching through ESDP posttest was administered to both the groups to study the effectiveness of the programme.
4.2 The Expression Skill Development Programme:

The Expression Skill Development Programme works as an aid to Formal teaching-learning where teacher is at the center of the class. The teacher will be able to teach expression skills for competency based English language. In the programme task based material is presented with graphical presentations of speaking and writing tasks and other multimedia material to make the learning more concrete. The teacher is provided with the guideline. CALL teacher is both the dictator and director of the class and the teacher in traditional classroom is a facilitator who provides students opportunities to learn competency based English through task based materials. As the programme is used by the teacher as an aid to his teaching, formal evaluating exercises of workbook have not been there as a part of the programme in the C.D. but the teacher is free to evaluate the student teachers after the completion of each unit as he/she in his/her routine teaching. The Expression Skill Development Programme offers group learning in the traditional environment. Teacher directed learning created traditional classroom situation with the ESDP as an aid. It is thoroughly a presentation in English and teacher is allowed to use students mother tongue as and when required. It required a computer, an LCD projector, a screen and tape recorder for audio aids in the classroom. It will help pre-service student teachers and primary teachers in enhancing their expression skills and in teaching competency based English language effectively.

The data were collected for the comparison of the effectiveness of the programme discussed above. The details regarding the analysis and interpretations of the data are presented in the following chapter. The Expression Skill Development Programme is given in appendix-8.