CHAPTER III
STATEMENT OF THE PROBLEM

3.1. INTRODUCTION

Statement of the problem is the description of an issue currently existing which needs to be addressed. It is the focal point of any research. Creswell (1994) states that a problem might be defined as the issue that exists in the literature, theory, or practice that leads to a need for the study. Wiersma (1995) reveals that the problem statement describes the context for the study and it also identifies the general analysis approach. According to Locke, Spirduso and Silverman, (1987) the problem statement should provide a specific and accurate synopsis of the overall purpose of the study. It provides the context for the research study and generates the questions which the research aims to answer. Thus, the present chapter deals with the title of the problem, operational definition of the terms used in the study, objectives, hypotheses, scope, need for the study and delimitations of the study.

3.2. TITLE OF THE PROBLEM

“Effectiveness of Comprehensive Strategy to improve English Language Teaching of B.Ed. Teacher Trainees”.

3.3. DEFINITION OF KEY TERMS

The key terms of the study are defined below to have a comprehensive idea of the problem.
Effectiveness

Merriam-Webster.com/dictionary defines “effectiveness” means producing a decided, decisive, or desired effect. Wikipedia states “effectiveness” is the capability of producing an effect, and is most frequently used in connection with the degree to which something is capable of producing a specific, desired effect. Accurate & Reliable Dictionary states “effectiveness” as the power to be effective; the quality of being able to bring about an effect. Macmillan dictionary defines “effectiveness” as someone or something that is effective works well and produces the result that was intended.

Harvey (2004–11) has stated that the “effectiveness” is the extent to which an activity fulfils its intended purpose or function. Fraser (1994) defined “effectiveness” is a measure of the match between stated goals and their achievement. Erlendsson (2002) defined effectiveness as the extent to which objectives are met (‘doing the right things’).

The UNESCO’s definition for “effectiveness” (educational) is an output of specific review/analyses (e.g., the WASC Educational Effectiveness Review or its Reports on Institutional Effectiveness) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.

Operationally, in the present study, the term "effectiveness" refers to the effect of “Comprehensive Strategy (CS)” designed in the present study to improve the English Language Proficiency of B.Ed. Teacher Trainee.

Comprehensive Strategy

Roget's Thesaurus gives ample meanings for the term “Comprehensive” as it is covering a wide scope: all-around, all-inclusive, all-round, broad, broad-spectrum,
expansive, extended, extensive, far-ranging, far-reaching, general, global, inclusive, large, overall, sweeping, wide-ranging, wide-reaching, widespread.

Learnersdictionary.com states that “comprehensive” means including many, most, or all things. Merriam-Webster.com/dictionary gives meaning for the term “comprehensive” as covering completely or broadly. The freedictionary.com states “comprehensive” is of broad scope or content; including all or much. It is stated in the Thesaurus that “comprehensive” means “including all”; “everything”; “comprehensive coverage”; “a comprehensive survey”; “a comprehensive education”. Wiktionary states that “comprehensive” means “broadly or completely covering”; “including a large proportion of something”. Accurate & Reliable Dictionary states that “comprehensive” means “including much”; “comprising many things”; “having a wide scope or a full view”.

Dictionaryreference.com states that the word “Strategy” is derived from the Greek word ‘strategos’, which derives from two words: ‘stratos’ (army) and ago (ancient Greek for leading) (Britannica.com). Wikipaedia states “strategy” refers to a plan of action designed to achieve a particular goal. Learnersdictionary.com states that “strategy” is a careful plan or method for achieving a particular goal usually over a long period of time.

Easy-strategy.com states that “strategy” is the mean by which objectives are consciously and systematically pursued and obtained over time. “Strategy” as a plan of action, resulting from strategy or intended to accomplish a specific goal; an elaborate and systematic plan of action.

According to the businessdictionary.com, “strategy” is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Investorwords.com has mentioned “strategy” as a long-term action plan for
achieving a goal. Strategy is an action to be taken to attain one or more of the goals. Strategy results from the detailed strategic planning process. A strategy is all about integrating various activities so as to meet the present objectives. Strategy is a well-defined roadmap. It defines the overall mission, vision and direction. Strategy, bridges the gap between “where we are” and “where we want to be”.

Operationally, in the present study, the term “Comprehensive Strategy” refers to ‘a method’ or ‘plan of action’ which is designed comprising of various teaching techniques that facilitates the acquisition of English Language skills – Listening, Speaking, Reading and Writing.

**English Language Teaching**

Language is the method of human communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols, consisting of the use of words in a structured and conventional. Learning a language implies the mastery of the four skills of listening, speaking, reading and writing. English is the language of England, now it is used in many varieties throughout the world. Teaching is imparting or giving information about a particular subject to a class or pupil and make them to realize, understand and to do something based on the concept what the teacher intended to teach them. Teachers will be proficient in their English Language Teaching only when they achieve language mastery. In teacher preparation programmes, while concentrating on teaching skills, language skills should also be concentrated for developing effective teaching.

Operationally, ‘English Language Teaching’ is defined as the training given to the teacher-trainees to acquire all the aspects of teaching and learning of English as the Second Language and to become masters in English Language Teaching.
**B.ed. Teacher trainees**

Teaching is a profession of those who give instruction, especially in an elementary or secondary school or a University. In the Indian context, to acquire a teacher’s job in the school to handle secondary, high school and higher secondary classes, the intended person should undergo the 10 months Teacher-Training Degree Course – Bachelor of Education (B.Ed.) in a College of Education (Teacher-Training College) after their graduation.

Operationally, ‘B.Ed. Teacher Trainees’ referred in the study represents the student-teachers who are undergoing Teacher-Training Degree Course – Bachelor of Education (B.Ed.) in a College of Education (Teacher-Training College) after their graduation.

**3.4. OBJECTIVES OF THE STUDY**

The main objectives of the study are:

1. To develop a tool to assess the English Language Proficiency of B.Ed. Teacher Trainees before adopting the Comprehensive Strategy (CS).

2. To develop a tool to assess the English Language Teaching of B.Ed. Teacher Trainees before adopting the Comprehensive Strategy (CS).

3. To compare the mean scores of the English Language Proficiency of B.Ed. Teacher Trainees of experimental group and control group in the pre-assessment stage.

4. To compare the mean scores of the English Language Proficiency of B.Ed. Teacher Trainees of experimental group and control group in the post-assessment stage.
5. To compare the mean scores of the English Language Teaching of B.Ed. Teacher Trainees of experimental group and control group in the pre-assessment stage.

6. To compare the mean scores of the English Language Teaching of B.Ed. Teacher Trainees of experimental group and control group in the post-assessment stage.

7. To compare the mean scores of the English Language Proficiency of B.Ed. Teacher Trainees of experimental group in the pre and post-assessment stages.

8. To compare the mean scores of the English Language Proficiency of B.Ed. Teacher Trainees of control group in the pre and post-assessment stages.

9. To compare the mean scores of the English Language Teaching of B.Ed. Teacher Trainees of experimental group in the pre and post-assessment stages.

10. To compare the mean scores of the English Language Teaching of B.Ed. Teacher Trainees of control group in the pre and post-assessment stages.

11. To compare the mean scores of the English Language Proficiency of B.Ed. Teacher Trainees of experimental group based on the skills – LSRW – Listening, Speaking, Reading and Writing Skills in the pre and post-assessment stages.

12. To compare the mean scores of the English Language Proficiency of B.Ed. Teacher Trainees of control group based on the skills – LSRW – Listening, Speaking, Reading and Writing Skills in the pre and post-assessment stages.
13. To compare the mean gain scores of the English Language Proficiency of B.Ed. Teacher Trainees of experimental group and control group.

14. To compare the mean gain scores of the English Language Teaching of B.Ed. Teacher Trainees of experimental group and control group.

15. To compare the adjusted mean scores of English Language Proficiency of B.Ed. Teacher Trainees of experimental group and control group by taking Pre-English Language Proficiency as covariate.

16. To compare the adjusted mean scores of English Language Teaching of B.Ed. Teacher Trainees of experimental group and control group by taking Pre-English Language Teaching as covariate.

17. To study the relationship between English Language Proficiency and English Language Teaching of B.Ed. Teacher Trainees before and after implementing Comprehensive Strategy (CS).

3.5. ASSUMPTIONS OF THE STUDY

The present study on enhancing the English Language Teaching of B.Ed. Teacher Trainees by improving their English Language Proficiency has got the following assumptions.

1. The English Language Teaching of the B.Ed. Teacher Trainees can be enhanced by improving their English Language Proficiency.

2. It is possible to improve the English Language Proficiency and English Language Teaching of B.Ed. Teacher Trainees by adopting the Comprehensive Strategy (CS).
3.6. HYPOTHESES OF THE STUDY

The hypotheses of the study are:

1. There is no significant difference in the mean scores of the English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees in the pre-assessment stage.

2. There is a significant difference in the mean scores of the English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees in the post-assessment stage.

3. There is no significant difference in the mean scores of the English Language Teaching of experimental group and control group B.Ed. Teacher Trainees in the pre-assessment stage.

4. There is a significant difference in the mean scores of the English Language Teaching of experimental group and control group B.Ed. Teacher Trainees in the post-assessment stage.

5. There is a significant difference in the mean scores of the English Language Proficiency of experimental group B.Ed. Teacher Trainees in the pre and post-assessment stages.

6. There is no significant difference in the mean scores of the English Language Proficiency of control group B.Ed. Teacher Trainees in the pre and post-assessment stages.

7. There is a significant difference in the mean scores of the English Language Teaching of experimental group B.Ed. Teacher Trainees in the pre and post-assessment stages.
8. There is no significant difference in the mean scores of the English Language Teaching of control group B.Ed. Teacher Trainees in the pre and post-assessment stages.

9. There is a significant difference in the mean scores of the English Language Proficiency of experimental group B.Ed. Teacher Trainees based on the skills – LSRW – Listening, Speaking, Reading and Writing Skills in the pre and post-assessment stages.

10. There is no significant difference in mean scores of the English Language Proficiency of control group B.Ed. Teacher Trainees based on the skills – LSRW – Listening, Speaking, Reading and Writing Skills in the pre and post-assessment stages.

11. There is a significant difference in the mean gain scores of the English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees.

12. There is a significant difference in the mean gain scores of the English Language Teaching of experimental group and control group B.Ed. Teacher Trainees.

13. There is a significant difference in the adjusted mean scores of English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees by taking Pre-English Language Proficiency as covariate.

14. There is a significant difference in the adjusted mean scores of English Language Teaching of experimental group and control group B.Ed. Teacher Trainees by taking Pre-English Language Teaching as covariate.
15. There is a significant difference in the relationship between English Language Proficiency and English Language Teaching of B.Ed. Teacher Trainees.

3.7. SCOPE OF THE STUDY

The investigator intended to find out some novel ways and means to improve the English Language Teaching of B.Ed. Teacher Trainees. Of course, it is evident that the B.Ed. Teacher Trainees are given rigorous training to prepare themselves as teachers to teach the future generation. But still, all the teacher-training institutions have some sort of limitations and boundaries in their curriculum and in the practical way of teaching. They are restricted to the rigid system of completing the theory, syllabus, intensive practice teaching etc. within the stipulated time-schedule, say within ten months as they are not supposed to move or step out of the boundaries.

The theoretical as well as practical way of training the B.Ed. Teacher Trainees are to be modified in such a way to avoid the monotonous, conventional way of preparing the teacher-trainees towards their teaching field. Nowadays, it is essential for the teachers to update themselves and be flexible enough to meet out the challenges arising each and every day. If fact, on comparing with the other professions in India, teaching profession requires more qualified teachers starting from the primary school level to the stage of higher education. Even though the teachers are equipped with post-graduation, bachelor of education, master of education, master of philosophy, doctor of philosophy, still they are lacking in their receptive and expressive skills of communication which is a must for an effective teacher. Thus, it is obvious that, the society, the government and the future generation expect the teachers to be well communicative and expressive individual and possess good explanation and clarification skill oriented fellows. It is in the hands of the
teachers to make themselves multi-faceted in order to be the best teachers to mould
the future pillars of our country. And it is worthy to mention that, the education
systems are also getting updated and modified according to the growing need and
thirst of the country. Thus, keeping all these things in mind, the investigator had
intended to introduce language training to be added to the regular stream of education
in the training programme of teacher-trainees.

The present study is aimed to improve the English Language Proficiency
which in turn enhances the English Language Teaching of B.Ed. Teacher Trainees
which is the need of the hour. ‘Better learning will promote better Teaching’. It is also
aimed at forming some constructive Teaching-Learning Strategies for the Teacher
Trainees who are the ‘man-makers’ as they are going to mould the students in the near
future. The “Comprehensive Strategy” (CS) developed in this study will certainly help
the teacher-trainees to mould their language fluency and appropriate usage of
grammar, clear and concise semantic and syntactic usage in their teaching. It also
helps them to know what strategy to be used and how it has to be used in their
teaching and promote them to be an effective language teacher in their future.

3.8. NEED FOR THE STUDY

Language is a system of arbitrary vocal symbols by means of which members
of a society interact with one another. Language Learning is defined as a deliberate,
conscious attempt to master a language. So, altogether English Language Learning is
also a deliberate, conscious attempt to master the English Language. English, as a
lingua-franca and as a link language occupied very important place in our social
activities. Especially in the academic domain, each child is intimidated to plunge into
the task of learning English language in order to survive in the competitive world.
Consequently, the educational planners are moving heaven and earth to impart the
English language to the future citizens of India. The need to be proficient in the use of
English among non-native speakers has become a global phenomenon.

In recent years, English language Teaching-Learning in a developing country
like India has taken a new character. A need has arisen to specify the aims of English
Teaching as English has been required to play important role in our society. In most
of the countries English has taken a unique position that all the students or scholars
are pushed to the situation where they cannot have better career or higher education
without the knowledge of English. The students remain in a compulsory situation to
learn English in order to stand up to one's own expectations. While mastering other
skills and content in other subject areas, there is the necessity for these learners to
gain proficiency in English.

Teacher is the backbone for education. There is no Teaching without a teacher.
The teacher of present day is a friend, philosopher and a guide for the student. The
quality, competence and character of teachers are the most significant factor
influencing the quality of education and its contribution to national development.
Effective teachers make use of different teaching techniques/strategies.

Teaching strategies are the thoughts and actions we engage in, consciously or
not, to learn new information. The goal of teaching-learning strategies is to help
students to consciously control how they learn, so that they can be efficient,
motivated, and independent language learners. Teaching-learning strategies can help
students meet these demands. The explicit teaching-learning strategies can aid
language teachers in helping students to attain the goals of improving their mastery of
the target language.

In order to continue to be successful with teaching tasks, teacher need to be
aware of those strategies that lead to their success. The value of this type of self-
knowledge is that it leads to reflection and planning about how to proceed with a learning task, monitor one's own performance on an ongoing basis, and to self-evaluate upon task completion. In other words, it leads to self-regulation of one’s teaching and learning. Teacher trainees who expect to be successful at learning task generally are successful at teaching. And each successful teaching-learning experience increases motivation.

Many researchers have done their research in the area of English Language. Ming Yee Carissa Young (1997) investigated the possible existence of a sequence of use of Listening Comprehension Strategies by advanced ESL learners. Mst. Moriam, Quadir (2005) studied the differences of Speaking Strategy use by the EFL-major university students in Japan and Bangladesh. Muhlise Cosgun Ogeyik (2009) stated that the Learning Strategies, which are presumed as goal-oriented, purposeful and controlled behaviours encourage learners' performances in Foreign Language Learning Skills. Nadine Sporera, Joachim C. Brunsteina and Ulf Kieschkeb (2008) investigated the effects of three different forms of Strategy Instruction on 210 elementary-school students’ Reading Comprehension. Naomi Haslam’s (2010) determined whether language aptitude and the use of language strategies predict pronunciation gains in second language (L2) acquisition and to determine whether these factors differed depending on whether learning occurred in English as a second language (ESL) or English as a foreign language (EFL) learning context. Nenden Sri Lengkanawati (2004) studied the students’ learning strategies, as has been reported by some research undertaken, have powerful impact on the students’ learning outcome. Norman Fewell (2010) studied the Language Learning Strategy (LLS) utilization by Japanese College EFL students. Sa’adiah Kummina and Saemah Rahmanb (2010) aimed to determine the relationship between the use of metacognitive strategies and
achievement in English among students in University Kebangsaan Malaysia using a set of questionnaire. Sadighi, F and Zarafshan’s (2006) study explored the effects of attitude, motivation, and years of study on the use of Language Learning Strategies by Iranian EFL university students. Saeed Mehrpour and Mohammad Rahimi (2010) carried out a study to determine the effect of general vocabulary knowledge and gaining familiarity with the specific vocabulary content of a reading or listening comprehension test on a group of Iranian EFL learners’ reading and listening comprehension ability.

Shirley Sharmini Rajamoney (2008) investigated the use of Language Learning Strategies after Strategy Training in an ESL classroom. Speece, Roth, Cooper, & de la Paz (1999) examined the relationships between Oral Language and Literacy in a two-year, multivariate design. Susan Chambers Cantrella, Janice F. Almasib, Janis C. Carterc, Margaret Rintamaac and Angela Maddenc (2010) examined the impact of the Learning Strategies Curriculum (LSC), an adolescent reading intervention program, on 6th- and 9th-grade students' reading comprehension and strategy use. Teng, Huei-Chun’s (2010) study looked into the instruction of EFL Listening Strategies to Taiwanese college students. Thanajaro, Metinee’s (2000) study examined the influences of Aural Authentic Materials on Listening Ability in students of English as a Second Language. The secondary purposes of the study were to identify the Learning Strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. Thang Siew Ming and Wong Fook Fei (2005) undertook the study on a group of ESL instructors teaching English for Specific Purposes (ESP) courses in a public university in Malaysia to find out to what extent ESL instructors apply current theories and thinking on ESL teaching and to what extent they consider
the learning styles of their students in their teaching and help their students to be aware of the appropriate language learning strategies and processes for autonomous language learning. Thitthongkam (2010) studied the utilization of communicative exercises on the Internet for writing skill development of students to approach the university criteria and to study the students’ satisfaction towards studying English after using the communicative exercises on the Internet. Ulrich Schroeders, Oliver Wilhelm and Nina Bucholtz (2010) stated that the receptive foreign language proficiency is usually measured with reading and listening comprehension tasks.

Ummuhan Yesil-Dagli (2011) investigated the predictive role of English letter naming fluency, initial sound fluency, and vocabulary skills at the time of kindergarten entry for first grade English oral reading fluency and to examine the variability in language and literacy skills of ELL students by their demographic characteristics. Vilmante Liubiniene (2009) states listening, like reading, writing, and speaking, is a complex process best developed by consistent practice.

William Baker and Kamonpan Boonkit (2004) aimed to identify the most frequently used strategies and different strategy use between ‘successful’ and ‘less successful’ learners. Wu, Manfred Man Fat (2007) identified the relationship between preferred Metacognitive Language-Learning Strategies (MCLLSs) and language-learning styles (LLSYs) and their patterns of use amongst a selected group of learners at a vocational education institute in Hong Kong. Ying-Chun Lai (2009) investigated Language Learning Strategies used by EFL learners in Taiwan and looked for relationships between Learning Strategy use and the Patterns of Strategy use based on Language Proficiency.

Number of studies has been conducted in the area of English Language learning at school and college level both in India and abroad. But the research
reviewed had evinced that only limited number of studies has attempted to find out the relationship between English Language proficiency and English Language Teaching. Teacher preparation programme aims to develop best teachers for future generation. But effective teacher should be moulded only when they possess effective communication skill and language fluency. Thus, it is a need of an hour to develop language proficiency among student teachers and the present study is an attempt in this direction.

3.9. DELIMITATIONS OF THE STUDY

1. The area of the study is limited to Pondicherry, the Union Territory of India.

2. The study is confined to the Teacher Trainees undergoing B.Ed. Degree Course in (Vetri) Venkateswara College of Education, Pondicherry, the Union Territory of India only.

3. The B.Ed. Teacher-Trainees who have opted ‘General English’ as their second language are only selected as samples and this is considered as representative of all the B.Ed. teacher-trainees.

4. Although there were several sophisticated experimental designs, the Pre – Assessment and Post – Assessment Equivalent group design only was selected for the present study.

The Methodology used in the study is presented in the next chapter.

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