CHAPTER VI

6.1 INTRODUCTION

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. The concept of language applies to the linguistic skills of a person, particularly his or her ability to use different languages in different circumstances, such as at home, at school, at work or in social situations. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. English is a widespread and important language in the world today. It is the dominant international language in communications, science, business, computing, aviation, entertainment, radio diplomacy and tourism. English plays a part in the cultural, political or economic life throughout the world.

Learning a language is acquiring some skills - learning to understand when it is spoken, speaking it, reading it with understanding and writing it. One should acquire by imitation and practise all the speaking, reading and writing skills. There are four basic language skills which every learner must master. They are (a) Listening, (b) Speaking, (c) Reading and (d) Writing. Our approach in teaching English throughout the whole school course should be balanced and aim at the proper development of the four language skills. Thus we need a multi-skill approach. The skills development in the pupils becomes the main concern of the English teacher. Because of the changed circumstances, all the four skills have to be taught. The development of the skills alone will enable the learner to study his other subjects.
effectively and to communicate meaningfully. The teachers are to be guided to teach English as a second or a foreign language and to develop the students’ abilities in the language.

English teachers need the ability to understand a subject well enough to convey its essence to a new generation of students. The goal is to establish a sound knowledge base on which students will be able to build as they are exposed to different life experiences. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. Teaching English as a Foreign Language (EFL) / Second Language (ESL) has been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. In the teaching English as a second or foreign language, the characteristics of the teacher, the learner, the setting, and the relevant languages are very important. The integrated-skill approach exposes English language learners to authentic language and challenges them to interact naturally in the language. Teacher-trainees should have extensive knowledge of language teaching methodologies so that they can promulgate aims and values of various traditions and methods and then allow trainees to reflect on their own teaching style in the light of this. The teacher-trainees who possess good language proficiency particularly in English Language will know how to use different teaching strategies and make them more self-reliant and develops ability to teach confidently. Language proficiency will ultimately promote better communication skills among the teacher trainees which in turn promote efficient teaching.
6.2 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 Education Commission (1964-66) emphatically held “the quality, competence and character of teachers to be 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.

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.

6.3 STATEMENT OF THE PROBLEM

The title of the present study is “Effectiveness of Comprehensive Strategy to improve English Language Teaching of B.Ed. Teacher-Trainees”.

6.4 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)” used 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. English Language Teaching requires English teachers are to be professionally competent and knowledgeable. An English Language should be thoroughly prepared in the Colleges of Education because the quality of English language learning greatly depends on the quality of the English language teachers.

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. The teacher-trainees are rigorously trained in all aspects during the course Teacher preparation programmes require an emphasis on developing the self of the teacher, on developing appropriate knowledge, skills and attitudes to teaching. It is a fact that a trained person is one who recognisably performs a task or a complex set of tasks in an appropriate manner.

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.

6.5 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).

6.6 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).
6.7 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.

6.8 METHODOLOGY

The experimental method having Pre-Assessment - Post-Assessment Equivalent Group design is adopted in the present study. The design is illustrated as follows:

G1 O1 X O2
G2 O3 C O4
O1, O3 - Pre-Assessment
O2, O4 - Post-Assessment
X - Application of the experimental treatment
C - Application of the control treatment
G1 - Experimental group
G2 - Control group

6.8.1 Variables of the Study

The valuable research studies done by the previous researchers provided an overall view for the selection of the variables for the present study.

Independent Variable

“Comprehensive Strategy (CS)” is the independent variable in the present study which is designed by the investigator.
Dependent Variable

English Language Proficiency (Listening, Speaking, Reading and Writing Skills – LSRW) and English Language Teaching are taken as dependent variables.

6.9 CONSTRUCTION OF THE TOOLS

Considering various tools used by various researchers to assess the English Language Proficiency and English Language Teaching of B.Ed teacher trainees the investigator developed her own tool.

6.9.1 Selection of Research Tools

The main objective of the study is to enhance the English Language Proficiency (Listening, Speaking, Reading and Writing Skills – LSRW) and to improve English Language Teaching of B.Ed. teacher-trainees. To achieve this objective, the following tools were developed.

1. Achievement test to assess the English Language Proficiency (Listening, Speaking, Reading and Writing Skills – LSRW) of the B.Ed. teacher-trainees.

2. Rating scale to assess the English Language Teaching of the B.Ed. teacher-trainees.

6.9.2 Reliability and Validity of the Tools Used in the Study

1. Reliability of the Achievement test to assess English Language Proficiency of B.Ed. teacher trainees is high (0.92) indicating the reliability of the achievement test used in the study.
2. Reliability of the Rating Scale to assess English Language Teaching of B.Ed. teacher-trainees is high (0.86) indicating the reliability of the rating scale used in the study.

3. Intrinsic validity is stated that as how well the obtained scores measure the test’s true score component. Square root of the reliability value of the scale mean is its intrinsic validity. The obtained intrinsic validity of achievement test and rating scale (0.95, 0.93) are high. Hence, the tools used in the study possess intrinsic validity.

6.10 DEVELOPMENT OF COMPREHENSIVE STRATEGY

One of the major objectives of the study is to plan or design a comprehensive strategy to improve English language teaching among B.Ed teacher trainees. To achieve the above stated objective, the researcher has reviewed studies on the topic under study to get in depth knowledge on different strategies applied in English language teaching and learning. Such teaching approaches already used are reviewed to design a comprehensive strategy. The Everyday materials such as train schedules, newspaper articles even brochures seemed much more meaningful and become more acknowledged classroom materials since, such materials have been affirmed more supportive in meeting the students’ needs of learning a second language as well as it is a great way communicative competence would be developed (McCarthy & Carter, 1997). Meherunisa and Ganapathy (2006) stated that the communicative competence may be defined as the ability to autonomously use a language to communicate effectively in authentic (real life) communicative situations.

During the course, teachers are expected to teach inductive teaching rather than giving lectures and exam-oriented teaching. Teachers are recommended to apply communicative language teaching approaches like task-based approach since, the
integrated lessons are more effective than teaching language in isolation and provide opportunities for learners to practice given language components in real life situation which could develop their motivation and performance (Brown H, 2000). They would be appropriate to their age, standard, preference and even their learning style. Group works and pair works are considered as primary methods of learners’ tasks. However, there would be a few individual tasks in means of assessing individuals’ performance as well as to assess effectiveness of teaching. Joseph C. Mukalel (2004) has stated that the communicative tasks assume a special meaning in communicating language teaching. The learner is provided simulated learning situations in the classroom or outside of it. This incorporates situational language teaching and employs situations as the spring-board for concrete language components for communicative purposes. Techniques that are part of other approaches are reorganized to enable learners effectively coordinate a communicative situation.

Sujathamalini (2007) states that the “sequence of instructional objectives enable the teacher to achieve the goal. Good communication skill and providing conducive learning environment enrich teaching-learning process. A good teacher promotes group instruction to improve social and interactional skills. Independent work activities, self-learning methods should be encouraged by the teacher to promote self-confidence. Periodic assessment and record keeping is an important task that has to be done by an effective teacher. Developing interest, motivation and promoting learning is done effectively by the teacher. Creating awareness about cognitive and meta-cognitive strategies when instructing these students gives a progressive result. Skill in developing and using appropriate material is an important task that has to be carried out.”
Learning skills of a language can be divided broadly into skill-getting and skill-using. George, A. (2004) has stated that the key skill of communication includes skills in speaking, listening, reading and writing. Opportunities for developing this key skill are provided through English in particular and through pupils’ use of language across the curriculum. The integrating of skills in the language Classroom can be defined or tasks which use any combination of four skills – Listening (L), Speaking (S), Reading ®, Writing (W) – in a continuous and related sequence (Read, 1985). The literatures on different teaching strategy indicate that the all strategies available are not the readymade one to use in the present study, as those strategies are applied in different context but they provide better insight into the concept and incorporate best strategies and provided base to design a comprehensive teaching approach that are used to suit the Indian educational condition. With this view, the researcher developed a comprehensive teaching learning strategy. A student exhibit talents or interest in the activities related to English language skills such as listening, speaking, reading and writing. Comprehensive Strategy (CS) can help more students in diverse population to solve their problems in listening, speaking, reading and writing in learning situations and make them to actively participate in learning process and attain better scholastic achievement.

The comprehensive strategy designed by the investigator comprises of cognitive, meta- cognitive and socio - affective strategies. The combined strategy is used to develop four skills - listening, speaking reading and writing essential for English Language Proficiency which in turn helps to improve English Language Teaching competency of B.Ed teacher trainees.
The “Comprehensive Strategy (CS)” designed by the investigator comprises the following strategies to enhance the English Language Proficiency and improve the English Language Teaching of B.Ed Teacher Trainees.

Cognitive, meta-cognitive and socio-affective strategies are integrated together for the overall improvement of the teacher-trainees. Cognition refers to the process of acquiring knowledge by the use of reasoning, intuition or perception. Cognitive strategies can be used to make the teacher trainees to use what they know, actually to activate their prior knowledge, make inferences and make predictions, use their imagination, perform, use their organizational skills, find, apply, group and classify patterns, summarize, use selective attention, use variety of resources etc.,

Metacognition refers to the knowledge of own thoughts and the factors that influence the thinking of the teacher trainee. Metacognitive strategies are used to ensure learning takes or has taken place and enables the teacher trainees to be successful learners. They will guide the trainees to plan how to approach a given learning task, previewing the main ideas or language functions to be expressed, deciding in advance to attend to specific aspects of input. It will mould the trainees to manage learning as how they learn best, arranging conditions that facilitate learning, seeking opportunities for practice, focusing attention on the task, checking progress on task and to assess how well the learning task was accomplished, assessing application of strategies, deciding how effective the strategies were in accomplishing the learning task.

With the above mentioned aspects, the teacher-trainees are required to be shaped through socio-affective strategies through which the trainees may enlist the support or assistance of others or establish an emotional or attitudinal state of mind conducive to learning. For example, questioning a teacher or peer for clarification for
additional information, rephrasing examples and verification. Being the future teachers, the trainees are supposed to cooperate with others, solve a problem, pool information, check a learning activity and get feedback, the self-talk, reduce anxiety, make oneself feel competent, rehearse the steps of the task to be performed, self-awareness and to manage emotions.

The investigator integrated all the above said strategies cognitive, metacognitive and socio-affective strategies together which are the basis for the successful teaching and learning task. On the strong foundation of well-trained cognitive, meta-cognitive and socio-affective strategies, the teacher trainees are exposed to the major skills of language learning and teaching.

To develop English Language proficiency (Listening, Speaking, Reading & Writing) combining the above (cognitive, meta cognitive and socio-affective) strategies are combined together to form a comprehensive strategy. Comprehensive strategy is designed based on the sub strategies like listening strategies, speaking strategies, reading strategies and writing strategies and their activities also designed under each strategies. Based on top -down and bottom-up of strategies were formed comprising of activities which are to be performed during training. The listening activities are listening comprehension discriminating the sounds/minimal pairs, stress/accent, note-taking and reporting observation.

The speaking strategies are formed based on the sub strategies like using minimal responses, recognizing scripts, using language to talk about language. The speaking activities are: short speeches, role-play, tongue twisters, dramatization and debates.

The reading strategies are formed by the sub-strategies, previewing, predicting, skimming and scanning, guessing from context and paraphrasing. The
reading activities are planned under this strategy: Reading Comprehension, Sentence Completion, Exercises, Cloze Test/Gap Fill Exercises, Skimming and Scanning and group reading.

The writing strategies are formed based on the sub-strategies like generating ideas, developing and organizing ideas, revising and editing. The writing activities for the above strategies are: Letter writing, Essay writing, Dialogue Writing, Situational composition and Precis-writing.

6.10.1 Implementation of the Comprehensive Strategy (CS)  


Comprehensive Strategy (CS) is implemented in four aspects listening, speaking, reading and writing to enhance English Language Proficiency and in turn improve English Language Teaching among B.Ed students.

The duration of one class session is one hour consisting of four aspects in a well arranged manner, providing sufficient material support/ facilities.

Comprehensive Strategy (CS) is given in Appendix-III.

6.10.2 Validation of Comprehensive Strategy (CS)

The developed comprehensive strategy is subjected to expert opinion including educationists English Language experts and validated. Based on the expert’s opinion with regard to phases, content, coverage and correctness of the teaching strategy the comprehensive strategy was found to be valid.

To know whether the teaching strategy is effective or not, the CS was applied to a random sample of 10 B.Ed students for a period of 1 month. It is observed that the B.Ed teacher trainees are able to improve their English Language Proficiency and it is evident in their teaching competency to a greater extent within one month, and it
is felt that the developed comprehensive strategy (CS) was a valid one to English Language Proficiency.

6.11 SAMPLE OF THE STUDY

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn (John W. Best and James V. Kahn (2007). Thus, the investigator has chosen a set of B.Ed. teacher-trainees who represents the whole population for the study.

The sample for the present study was confined only with the B.Ed. Teacher Trainees who have opted General English as their Second Optional (language) subject. More care was taken by the investigator to ensure that the selected samples were equivalent in many aspects like the language they have studied and treatment they receive etc. For the smooth conduct of the experiment and for practical reasons, it was decided to select the sample from the college ensuring equivalence in both groups. Based on these, the investigator has selected the teacher training college (Vetri) Venkateswara College of Education, Puducherry.

6.12 STATISTICAL TECHNIQUES USED IN THE STUDY

The obtained data were analyzed by using appropriate statistical techniques. The entire statistical processing was done using the statistical software SPSS.

To find out the effectiveness of comprehensive strategy to enhance the English Language Proficiency and improve the English Language Teaching of B.Ed Teacher Trainees, mean and standard deviation have been computed. By using the test of significance of difference between means of large and small independent samples of control group and experimental group were compared with respect to their pre and
post assessment scores of English Language Proficiency and the English Language Teaching of B.Ed Teacher Trainees. The difference in means was tested using two tailed test of significance.

To compare the mean scores of English Language Proficiency and English experimental group at pre and post assessment stages correlated ‘t’ test was computed.

To find out the relationship between English Language Proficiency and English Language Teaching of experimental group before and after implementing “Comprehensive Strategy (CS)”, Karl Pearson product moment correlation was used.

To compare adjusted mean scores of English Language Proficiency and English Language Teaching of experimental group and control group by considering Pre-English Language Proficiency and Pre-English Language Teaching as co-variate, one way ANCOVA has been computed to equate the pre experimental status of the treatment groups in terms of English Language Proficiency and English Language Teaching.

6.13 MAJOR FINDINGS OF THE STUDY

1. The mean scores of English Language Proficiency of experimental group B.Ed. Teacher Trainees at the pre and post –assessment stages differ significantly (t-value=28.67). This reveals that the experimental group B.Ed. Teacher Trainees are improved through the treatment of the implementation of the “Comprehensive Strategy (CS)”.

2. The mean scores of English Language Proficiency of control group B.Ed. Teacher Trainees do not differ significantly at the pre and post-assessment stages (t-value = 1.49). This shows that the conventional method of
English Language Teaching could not make any difference in the level of English Language Proficiency of control group B.Ed. Teacher Trainees.

3. The mean scores of English Language Teaching of experimental group B.Ed. Teacher Trainees at the pre and post-assessment stages differ significantly (t-value=35.96). This reveals that the experimental group B.Ed. Teacher Trainees improved their English Language Teaching through the implementation of the “Comprehensive Strategy (CS)”.

4. The mean scores of English Language Teaching of control group B.Ed. Teacher Trainees differ slightly at the pre and post-assessment stages (t-value=4.97). It is evident that the control group is not improved more when compared to the experimental group which received the treatment. Also, the slight difference in the result between the pre and post-assessment may be due to the strong influence of the peer interaction. But it is proved that the conventional method of English Language Teaching could not make any major difference in the level of English Language Proficiency of control group B.Ed. Teacher Trainees.

5. The mean scores of English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees at the pre–assessment stage do not differ significantly (t-value=0.21). This reveals that the experimental group and control group B.Ed. Teacher Trainees are statistically proved as both are equivalent groups before treatment.

6. The mean scores of English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees at the post–assessment stages differ significantly (t-value=13.81). This reveals that the experimental group B.Ed. Teacher Trainees improved with the implementation of the
“Comprehensive Strategy (CS)” and the control group has not improved due to the absence of the treatment.

7. The mean scores of English Language Teaching of experimental group and control group B.Ed. Teacher Trainees at the pre-assessment stage do not differ significantly (t-value = 0.68). This reveals that the experimental group and control group B.Ed. Teacher Trainees are statistically proved as both are equivalent groups before treatment in their English Language Teaching.

8. The mean scores of English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees at the post-assessment stages differ significantly (t-value = 6.53). This reveals that the experimental group B.Ed. Teacher Trainees had improved by the implementation of the “Comprehensive Strategy (CS)” and the control group has not improved due to the absence of the treatment.

9. The mean scores of English Language Proficiency of experimental group B.Ed. Teacher Trainees based on Listening Skill at the pre and post-assessment stages differ significantly (t-value = 5.26). This reveals that the experimental group B.Ed. Teacher Trainees improved their Listening Skill through the treatment of the implementation of the “Comprehensive Strategy (CS)”. 

10. The mean scores of English Language Proficiency of control group B.Ed. Teacher Trainees based on Listening Skill do not differ significantly at the pre and post-assessment stages (t-value = 0.14). This shows that the conventional method of English Language Teaching could not make any difference in the level of English Language Proficiency of control group.
11. The mean scores of English Language Proficiency of experimental group B.Ed. Teacher Trainees based on Speaking Skill at the pre and post-assessment stages differ significantly (t-value=31.95). This reveals that the experimental group B.Ed. Teacher Trainees improved in their Speaking Skill through the treatment of the implementation of the “Comprehensive Strategy (CS)”.

12. The mean scores of English Language Proficiency of control group B.Ed. Teacher Trainees based on Speaking Skill do not differ significantly at the pre and post-assessment stages (t-value =0.71). This shows that the conventional method of English Language Teaching could not make any difference in the level of English Language Proficiency of control group B.Ed. Teacher Trainees and the control group is not improved in their Speaking Skill due to the absence of treatment.

13. The mean scores of English Language Proficiency of experimental group B.Ed. Teacher Trainees based on Reading Skill at the pre and post-assessment stages differ significantly (t-value=8.68). This reveals that the experimental group B.Ed. Teacher Trainees had improved in their Reading Skill through the treatment of the implementation of the “Comprehensive Strategy (CS)”.

14. The mean scores of English Language Proficiency of control group B.Ed. Teacher Trainees based on Reading Skill do not differ significantly at the pre and post-assessment stages (t-value =0.43). This shows that the conventional method of English Language Teaching could not make any
difference in the level of English Language Proficiency of control group B.Ed. Teacher Trainees and the control group is not improved in their Reading Skill due to the absence of treatment.

15. The mean scores of English Language Proficiency of experimental group B.Ed. Teacher Trainees based on Writing Skill at the pre and post-assessment stages differ significantly (t-value=22.23). This reveals that the experimental group B.Ed. Teacher Trainees are improved in their Writing Skill through the treatment of the implementation of the “Comprehensive Strategy (CS)”. 

16. The mean scores of English Language Proficiency of control group B.Ed. Teacher Trainees based on Writing Skill do not differ significantly at the pre and post-assessment stages (t-value =1.91). This shows that the conventional method of English Language Teaching could not make any difference in the level of English Language Proficiency of control group B.Ed. Teacher Trainees and the control group is not improved in their Writing Skill due to the absence of treatment.

17. The mean gain scores of English Language Proficiency of experimental group and control group B.Ed. Teacher Trainees differ significantly (Critical Ratio=24.18). This reveals that the experimental group and control group B.Ed. Teacher Trainees differ significantly at the pre and post-assessment stages. This gain score analysis showed the effectiveness of comprehensive strategy.

18. The mean gain scores of English Language Teaching of experimental group and control group B.Ed. Teacher Trainees differ significantly (Critical Ratio=19.12). This reveals that the experimental group and
control group B.Ed. Teacher Trainees differ significantly at the pre and post-assessment stages evinced the gain scores are due to the implementation of the “Comprehensive Strategy (CS)”.

19. The adjusted mean scores of English Language Proficiency of experimental group and control group differ significantly (F ratio=615.609). The implementation of the “Comprehensive Strategy (CS)” could significantly enhance the English Language Proficiency of the B.Ed. Teacher Trainees in comparison to the conventional method when Pre-English Language Proficiency was considered as covariate.

20. The adjusted mean scores of English Language Teaching of experimental group and control group differ significantly (F ratio=110.88). The application of “Comprehensive Strategy (CS)” could significantly enhance the English Language Teaching of the B.Ed. Teacher Trainees in comparison to the conventional method when Pre-English Language Teaching was considered as covariate.

21. Correlation Analysis revealed that, the English Language Proficiency and English Language Teaching were positively and significantly related to each other, both before and after the treatment. The percentage of commonness between English Language Proficiency and English Language Teaching before and after the treatment was found to be 12.04% and 26.42% respectively. It reflects that there was 14.38% change in the commonness shared between English Language Proficiency and English Language Teaching after the treatment. The raise of the percentage of commonness shows the influence of the application of the
“Comprehensive Strategy (CS)” treatment applied on the experimental group B.Ed. Teacher Trainees.

6.14 EDUCATIONAL IMPLICATIONS

1. The results evinced that the “Comprehensive Strategy (CS)” can significantly enhance the English Language Proficiency and inturn it will improve the English Language Teaching of B.Ed. Teacher Trainees. Further, the findings also reveals that a strong relationship between the English Language Proficiency and English Language Teaching of B.Ed Teacher – Trainees. Thus, the present study will throw light on the importance of exercising language skills in the B.Ed training course.

2. Inservice training programmes for teachers have to be carried out to promote language skills which helps them to improve their receptive and expressive skills in their teaching.

3. Pre-service teacher training programmes should also incorporate communication training programmes for better transformation of student teacher communication skills.

4. Spoken language classes should also be arranged for the prospective teachers to develop fluent and clear pronunciation while teaching.

5. Language training courses at school level and college level has to be planned by school education department and collegiate council for better inculcation of language fluency during their early stage itself.

6. National and State Level bodies like NCERT, SCERT, NCTE, DIET should also concentrate on language development among schools and college students.
7. National and State Level educational institutions promote opportunities for the teacher educators to develop various innovative language teaching strategies for language learning.

8. Various language learning materials and resources should be developed and made available in all educational institutions.

9. Separate language laboratory with all accessories should find its place in teacher education institutions at school level and college level.

10. As language development is crucial at early stage of a child, language training with the use of multimedia should be encouraged at school level itself.

6.15 SUGGESTIONS FOR FURTHER RESEARCH

The study done summarizes significant contribution to the education field. It is worthy mention that this is an innovative research on conventional aspects. It is evident that the teacher-training institutions are supposed to be within their boundaries and limitations. But still, they can do wonders if they are flexible enough to accept and adopt the “Comprehensive Strategy (CS)” to modify and enhance the English Language Proficiency to improve the English Language Teaching of the B.Ed., Teacher trainees. Then, the teacher trainees will be more successful in their teaching field and they will remain as role models to the others and for their students. To achieve this, the following studies can be undertaken.

1. Similar studies can be undertaken to find out the relationship between the English Language Proficiency and English Language Teaching of D.T.Ed., Teacher Trainees.

2. Experimental study on “Comprehensive Strategies (CS)” can be done for the school children.
3. A study on innovative teaching methods can be planned by Government and Private Institution to improve the English Language Proficiency of school and college students.

4. A study on teaching strategy / methods and its influence on students mental ability and academic achievement can be done.

5. Correlational study on students language proficiency and their success can be undertaken.

6. Study on psychosocial factors and communication skills of students at different levels can be undertaken.

7. Studies related to receptive and expressive skills of B.Ed students and their teaching competency can be undertaken.

6.16 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.

* * * * *