EFFECTIVENESS OF COMPREHENSIVE STRATEGY TO IMPROVE
ENGLISH LANGUAGE TEACHING OF B.Ed. TEACHER TRAINEES

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ABSTRACT

This research attempted to find out the effectiveness of comprehensive strategy to improve English Language Teaching of B.Ed. Teacher Trainees. The major objective of the study is to assess the English Language Proficiency based on Listening, Speaking, Reading and Writing skills (LSRW) and to assess the English Language Teaching of B.Ed. Teacher-Trainees. The targeted population is from (Vetri) Venkateswara College of Education, Puducherry. Sample of the study consisted of 70 B.Ed Teacher-Trainees. Pre–post test two Equivalent group design is adopted in the study. Achievement Test to assess the English Language Proficiency and the Rating Scale to assess the English Language Teaching of the B.Ed. Teacher-Trainees are the research tools used in the present study. A “Comprehensive Strategy (CS)” consisting Cognitive, Meta-Cognitive, Socio-Affective Listening, Speaking, Reading and Writing Strategies with their sub-strategies and language activities are designed by the investigator and implemented for a period of six months.

Analysis of data revealed that the mean scores of English Language Proficiency and English Language Teaching of experimental group B.Ed. Teacher trainees at the pre and post–
assessments stages differ significantly (t-value=28.67 and 35.96). This reveals that the experimental group B.Ed. teacher-trainees are improved through the implementation of the “Comprehensive Strategy (CS)”. 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.

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). But, the mean gain scores of English Language Teaching of experimental group and control group are 11.14 and 1.86 respectively which showed that the control group improvement is very negligible when compared to the experimental group which received the treatment.

The results evinced that the “Comprehensive Strategy (CS)” can significantly enhance the English Language Proficiency and in turn it will improve the English Language Teaching of B.Ed. Teacher Trainees. Further, the findings also revealed 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. Therefore, in service training programmes for teachers have to be carried out to promote language skills which help them to improve their receptive and expressive skills in their teaching. Pre-service teacher training programmes should also incorporate communication training programmes for better transformation of student teacher communication skills.